

Centre-Based Learning in the Music Classroom

bit.ly/OMEA2018CentreBasedLearning



OMEA Counterpoint 2018
Hamilton Convention Centre
Session 1



Presenter: Justina So Justina.So@yrdsb.ca
Curriculum Consultant
York Region District School Board



Thank you to Cosmo Music for sponsoring a portion of the Orff instruments in this workshop.

Agenda

1. Warm up: [Jump In Jump Out Name Game](#)
See [YouTube video](#)
2. [I've Got Peace Like a River](#)
3. Orff Success Criteria and Orff basics
4. Adding Centres to your classroom
 - Notation: [Mad Minute](#) handouts/Create a Mad Minute/Play on a Giant Staff/Interactive play on [smart board](#)/flashcard game
 - Create a melody contour for our song (**I've Got Peace Like a River**)
 - Beat vs. Rhythm game
 - Rhythm Dictation (popsicle sticks or [rhythm master](#))
 - [Ostinato creation](#) for a poem ([Poppy Poppy](#) or [Braves Soldats](#))
 - Composition – Part 1: create a rhythm
 - Composition – Part 2: create a song
 - Composition – create a new accompaniment to our song or a soundscape for a picture/picture book
 - Play a MUSIC GAME that teaches a concept
 - Pitch- Little Tommy
 - Dynamics- Closet Key, Brown Snake
 - Tempo- Tony Chesnut; Chester, Cut the Cake
 - Timbre- Tommy Tiddlemouse
5. Ideas for [rotation](#)
6. Assessment and discussion

*Note: Not all centres are provided in the handouts below as some are interactive.

Success Criteria

Playing Orff Instruments

- Mallet hold (ride a bike)
 - elbows out, thumbs out
- Posture
 - seated position, playing position
- Hit the middle of the bar
- Bounce mallets (do not hold down)
- Sound production (**LOUD** + Gentle)
- Alternate mallets
- Beat – listening carefully to fit in
- Correct rhythms and notes
- Fluency



MAD MINUTE

FOCUS: NOTATION

LEARNING GOAL: You will complete...

1. a mad minute
2. create a mad minute for a friend to complete

MATERIALS: handouts and timer are at your centre.

MINDS ON!

Musicians first used symbols to help them record their ideas. Later, they developed a standard notation to help them record their compositions. Why is it important for us to develop a standardized notation? Think of different languages and the alphabet.

Discuss your thoughts with your partner/group.

ACTION! In order to be successful, you will need to:

Part 1

- use a pencil
- set your timer ready
- complete the mad minute as accurately and fast as you can
- record your time and try to beat this time the next time you are at this centre
- compare your answer with your partner/group

Part 2

- use a pencil
- create a new mad minute for someone to complete
- Be careful! Use words that contain the letters: A, B, C, D, E, F, G
- find a friend to complete your mad minute (don't forget to set the timer)
- help them out if needed

CONSOLIDATION! In order to move on to the next centre, show Ms. So your work.

EXTENSION

- play the giant staff game with a group of friends at your centre
- play a flash card game with a friend
- play a notation game on the computer or smart board

MELODY CONTOUR MAP

FOCUS: PITCH

LEARNING GOAL: You will create a melody contour map to demonstrate your understanding of pitch.

MINDS ON!

When performing music, it is almost like we are creating musical sentences. Music has highs and lows. Can you tell why some composers like to have steps or big leaps in their music? How will these steps and leaps change the mood of the piece? Discuss your thoughts with your partner/group.

ACTION! In order to be successful, complete a melody contour map for **I've Got Peace Like a River** using your knowledge on solfege. You may use strings, body movement, or pipe cleaners to help you.

CONSOLIDATION! In order to move on to the next centre, show your work to a friend to compare your answer. Then, show your work to Ms. So.

Name:

Class:

Date:

Record Your Melody Contour Map Here:
Peace Like a River

I've got peace like a river,

I've got peace like a river,

I've got peace like a river, in my soul.

I've got peace like a river,

I've got peace like a river,

I've got peace like a river, in my soul.

OSTINATO CREATION

FOCUS: RHYTHM

LEARNING GOAL: You will create an ostinato using body percussion for the poem POPPY POPPY, using rhythms you already know.

MINDS ON!

When listening to music, do you sometimes hear a repeated rhythm or short phrase in the background? That is an ostinato. Can you have more than one ostinato in a piece? Discuss your thoughts with your partner/group.

ACTION! In order to be successful, create a rhythmic ostinato for the poem Grandma's Spectacles using rhythms you already know.

Use a pencil

Think of words with one syllable, 2 syllables, and 4 syllables for the quarter note, eighth notes, and sixteenth notes. You can use a theme for the words you choose (e.g., food, colours, sports).

Create an ostinato in 2/4 time

Choose body percussion you would like to use for your rhythm

With your partner/group, practice your ostinato against the poem. If you have more than one ostinato, try to layer them.

CONSOLIDATION! In order to move on to the next centre, practise your performance with your partner/group. When you are ready, show Ms. So you work (both written and performance). Be prepared to share with the rest of the class.

BE YOUR OWN COMPOSER

FOCUS: RHYTHM, PITCH, EXPRESSIVE CONTROL

LEARNING GOAL: You will create and perform a composition using rhythm and notes you can play on your recorder (can be done on Orff instruments).

SUCCESS CRITERIA:

- Use only ta, titi, and sh (quarter note, eighth notes, and quarter rest)
- No more than one rest in a bar
- Start my composition on a G and end on a G
- Use only rhythms and notes I can play

CHECKLIST: (use the [heart shape composition](#) handout to help you)

1. Create 4 bars of rhythms. Make sure my rhythms align with the beats (i.e., the hearts).
2. Clap the rhythm to make sure I can play it.
3. **Check point 1:** _____ Have Ms. So initial your work.
4. Add notes I can play. Start and end my composition on the note G.
5. Try to move my melody in steps instead of big leaps.
6. **Check point 2:** Have a friend check over my composition. Name of friend:

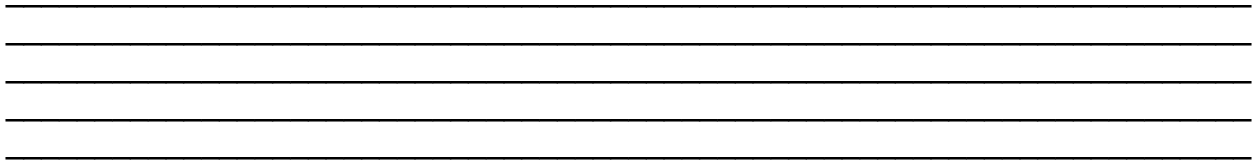
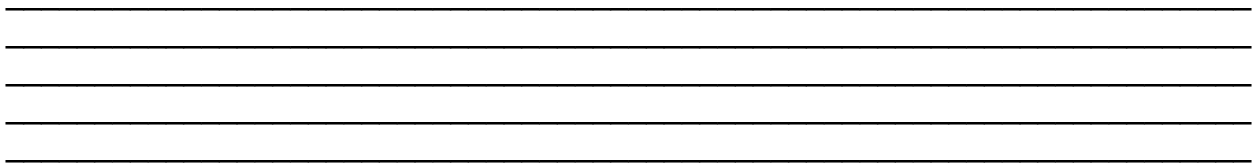
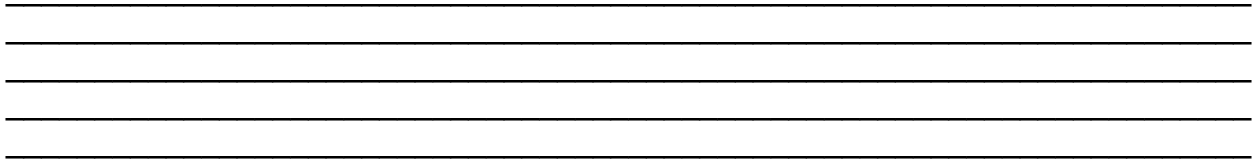
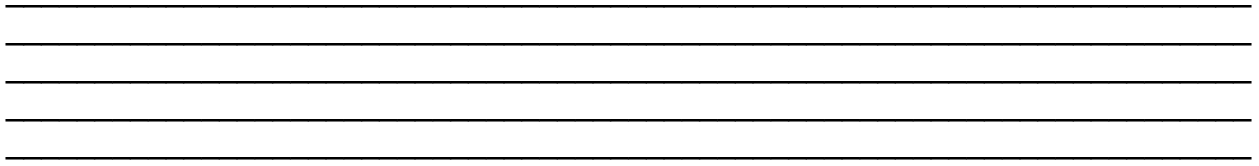
7. Practise my composition and try to play it at least 5 times without making a mistake. Remember to use the **Recorder Performance Success Criteria** on the board.
8. Perform for Ms. So

CONSOLIDATION! In order to move on to the next centre, show your written work to Ms. So and perform your composition.

EXTENSION: Write your music using standard music notation on manuscript paper. Ask Ms. So for the checklist on writing on manuscript.

BE YOUR OWN COMPOSER PART II (Extension)

- _____ use a pencil
- _____ draw a treble clef
- _____ use 4/4 time signature
- _____ Create 4 empty bars (USE A RULER)
- _____ Add a double bar line at the end of the music
- _____ transfer your music you have composed onto the 5-line staff



CREATE A NEW ACCOMPANIMENT

FOCUS: COMPOSITION

LEARNING GOAL: With your group, you will create a new accompaniment to the poem, Poppy Poppy.

Alternate option: You may create a 30 second soundscape for a picture book of your choice or a picture. Ask Ms. So for the book basket or pictures.

MINDS ON!

When we listen to music, we normally hear the melody. However, the accompaniment (background) is also very important. List some songs you like that are catchy. Do they have good accompaniments? Discuss your thoughts with your partner/group.

ACTION! In order to be successful, you will use instruments around the room to create a new accompaniment for the poem, story, or picture you have chosen.

- Decide on the instruments you want to use
- With your group, create two to three different patterns that you can layer
- Pick specific things in the picture, book, or poem and instruments you would use to represent them
- Include elements of music in your composition: dynamics, tempo, articulation, pitch, beats and rhythms
- Think about what we did in class and use those ideas to create new ideas!

CONSOLIDATION! In order to move on to the next task, practise your performance with your partner/group. When you are ready, perform for Ms. So. Be prepared to perform for the rest of the class or a small group.

STUDENT REFLECTION (could be done orally or written)

When working on this composition, I liked...

Three things I learned...

I was proud of myself for...

One thing I would change is...

Name:

Class:

Date:

Music Games

Little Tommy (Pitch)

1 2 traditional

Lit - tle Tom - my Tin - ker sat up - on a clink - er. He be - gan to cry.

Ma! Ma! Poor lit - tle in - no - cent guy.

Closet Key (Dynamics)

traditional

I have lost my clo - set key, in my la - dy's gar - den.

I have lost my clo - set key, in my la - dy's gar - den.

Tony Chesnut (Tempo)

traditional

To - ny Chest - nut knows I love you To - ny knows, To - ny knows,

To - ny Chest - nut knows I love you, that's what To - ny knows.

Music Games (continued)

Cut the Cake (Tempo)

traditional

Clap your hands to - geth - er. Give your - self a shake.

Make a hap - py cir - cle, then let's cut the cake!

Tommy Tiddlemouse (Timbre)

traditional

Lit - tle Tom - my Tid - dle - mouse, lived in a lit - tle house.

Some - one's knock - ing me oh my! Some - one's call - ing, "Who am I?"

RHYTHM DICTATION

FOCUS: RHYTHM

LEARNING GOAL: You will play some rhythm dictation games with a partner to test your understanding of the different types of rhythms you have learned in class (e.g., quarter note, eighth notes, sixteenth notes, eighth and sixteenth note combination, their respective rests, etc).

MINDS ON! Why is it important to clap rhythms with a good sense of beat? What happens if everyone plays the same rhythm to a song, but play at different times?

ACTIONS! In order to be successful...

- Your partner will pick a rhythm card. You will clap this rhythm. Do this a few times.
- Your partner will clap a 4/4 time rhythm. You will notate this rhythm in various ways (e.g., using rhythm cards, popsicle sticks, or writing).
- Take turns with your partner.

CONSOLIDATION! In order to move on to the next centre, ask your teacher to clap you a rhythm and you can notate this rhythm in the media of your choice.