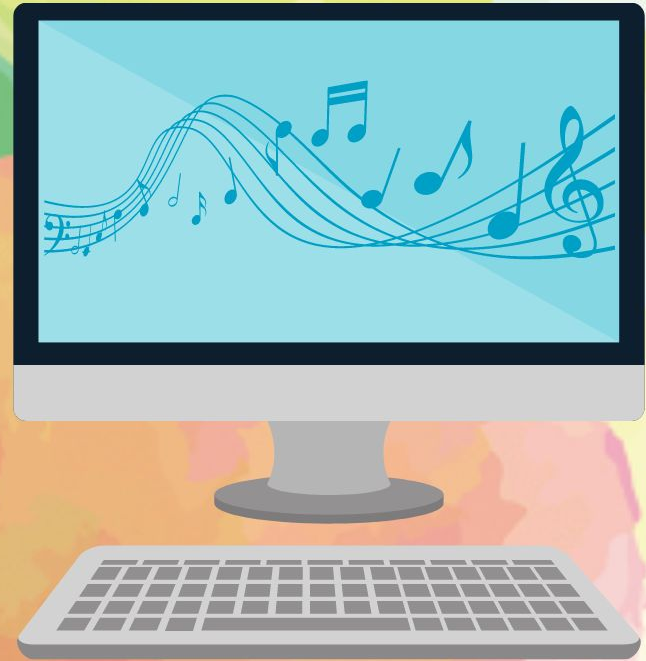


Orff Online

Planning for Distance Learning In a School District

Roger Sams, along with Katie Brown, Megan Meier, and Rachel Puleo
From the Rockwood School District



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Have a Question?

Ask in the chat!

You can also send an email to:
hello@teachingwithorff.com



Goals of this Webinar

- ★ To encourage teamwork and collaboration among music educators

- ★ To share ideas on how to create virtual music lessons and work smarter, not harder

 - ★ To promote active music making during virtual learning

- ★ To help reduce anxiety in teachers who will be teaching online

- ★ To show that virtual learning can still be beautiful and artful

Who We Are

Megan Meier - Rockwood School District Fine Arts Coordinator

- ★ Rockwood School District - Suburban St. Louis, MO
 - 21,000 students, thirty-one K-12 schools
 - Approx. 14.5% free/reduced lunch
 - Approx. 78% White, 8.7% Black, 7% Asian, 3% Hispanic
- ★ 20 certified elementary music teachers
- ★ K-5 students receive 60 minutes of vocal/general music each week
- ★ Arts well-supported

Where We've Been

★ Last Spring

- Focus on:
 - Maintaining relationships
 - Connecting students to school & each other
 - Teaching essential content
 - Opportunities for enduring innovation
- Chromebooks available for all students

★ The good, the bad, and the ugly

- Good: Amazing virtual content, strong PLC work
- Bad: Limited student engagement, teachers stretched thin
- Ugly: Teachers feeling devalued, sick, grieving, anxious/depressed

Essential Question

How can we best meet the world's need right now?

“Your vocation in life is where your greatest joy meets the world’s greatest need.”

-Frederick Buechner

Enduring Understandings

- ★ Arts education is essential at all times, now more than ever
- ★ Teachers are human beings and deserve to be treated as such
- ★ We were uniquely equipped to produce amazing elementary music virtual content

Goals of the Project

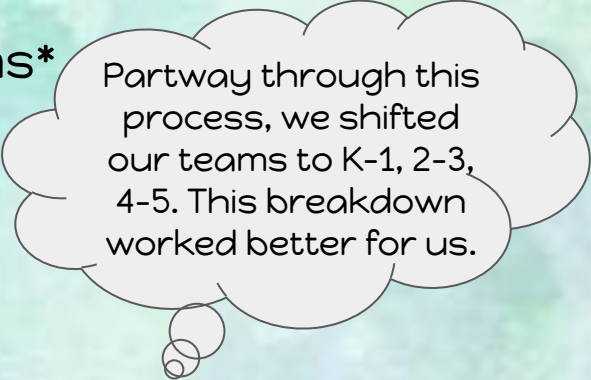
- ★ Create a bank of virtual music lessons that felt familiar to students and were aligned to resources we already owned (Purposeful Pathways)
- ★ Ensure high-quality content is available for ALL students
- ★ Work collaboratively, utilizing diverse strengths and honoring various personal circumstances (Kids, health, technology comfort, etc.)
- ★ Continue to honor teacher autonomy and creativity

Teacher Talk

- ★ Thankful for district support
- ★ Difficulties last spring - emergency learning
- ★ Preparing more meaningful lessons - focus on curriculum
 - ★ Attempting to replicate music room experiences
 - ★ Focus on student creativity
- ★ “Sample” videos for teachers to use or to recreate on their own

Getting Started

- ★ Team of 8 teachers: split into three writing teams*
 - K-5 SEL Lessons
 - 1st & 2nd
 - 3rd - 5th
- ★ We identified major skills in each grade, and created four “units” - two rhythm, two melody
- ★ Our goal was to have enough content for 9 weeks of instruction (1 quarter)
- ★ Purposeful Pathways is one of our main district resources, and aligns to our district curriculum
- ★ Focused on student creation assignment and giving kids a voice



Partway through this process, we shifted our teams to K-1, 2-3, 4-5. This breakdown worked better for us.

Working Smarter...

★ 1st/2nd Team:

- Split the work/recordings by activity
- Wrote our lesson plans as a team
- Write our scripts after recording videos

★ 3rd-5th Team:

- Split the video recordings differently for each lesson
- Wrote our first lesson as a team, then individually after that
- Wrote our lesson plan & teacher script first, then recorded videos

...Not Harder

★ Carefully Selected Repertoire

- Used same song/poem for multiple grade levels
 - Differentiated for different grade levels
 - Anticipated and compensated for the missed curriculum from previous quarter
- We imagined families performing songs together at home
- This also meant we could reuse some of our lesson components and videos

Lesson Plan Components

Curriculum Standard/Goal: SEL, Pitch, Rhythm

- Introductory Activity: Book, Game, Movement
- Learning Activities: Song, pitch, rhythm
- Creation/Assignment: Application of skills
- Mindfulness: Self Reflection or Assessment
- Script

Teacher Tip:
Hyper Link your videos and presentations in your document, so everything is in one place!

Learning Activities	
Engine Engine intro to poem and sounds on a beat	Echo the poem to learn (part part whole) and identify two sounds/one sound on a beat
Engine Engine icon reading/identification	Visual introduction to icons
Engine Engine iconic to stick to traditional notation	Literacy lesson - transfer of icons to traditional notation
Engine Engine song intro	Learn the song/melody (lyrics vary by teacher!)

Lesson Plan Components, continued

We used Google Slides for displaying visuals and composition activities, but can also encourage using manipulatives from around the house.

PICCADILLY TRAVEL
COMPOSITION

Drag the building blocks to the lines to make your composition.

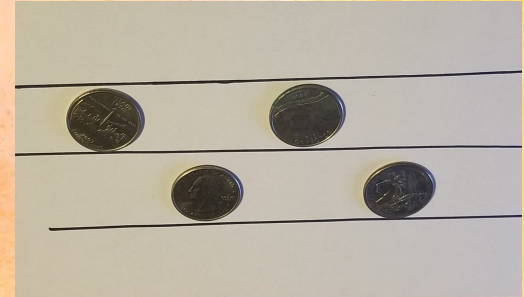
1. Match the phrase form AABC
2. Choose your building blocks
3. Be sure to end with a cadence!!

Let us know how you did. Type an X into the box that fits you best:

Piccadilly Travel Self-Assessment				
	I look at this! I could teach this to a friend!	I did it!	I need more practice!	I don't understand yet!
Read Rhythm I can read and perform these rhythms: 				
Create Rhythm I can create and perform patterns, including these rhythms: 				
Create Rhythm The pattern I created as an ostinato fits my exercise with a cadence.				

Submit this document AND a video of you performing your ostinato four times. You can:

- Speak and clap your ostinato
- Play your ostinato on "floor drums" using wooden spoons or something else you can safely use to tap on the floor.



Introductory Activity

- ★ Brings the element of PLAY to online learning
- ★ Respond to play in a musical way
- ★ Through play, students are getting familiar with the content used in the lesson
- ★ Work Smarter-not harder: You can use the same Introductory Activity with multiple grade levels!

Introductory Activity Idea Bank

- ★ Quick Reaction Activity
- ★ Game (ex: Poison Rhythm Activity)
- ★ Read-Aloud
- ★ Creative Movement

Engine Engine #9

Introductory Example



Learning Activities

- ★ Solfa Pitch Ladder Warmups
- ★ Teach the song/rhythm
- ★ Review previous skills
- ★ Practice new skills
- ★ Prepare for assignment
- ★ Differentiate between grade levels

Engine Engine #9

Differentiating Learning Activities

1st Grade Focus: Introduce notation

- ★ Echo Poem
 - 1 sound/2 sounds
- ★ Iconic Notation
 - 2 small trains/1 large train
- ★ Transfer to stick, then traditional notation
- ★ Intro to Song/Melody

2nd Grade Focus: Rhythmic Reading Independence

- ★ Echo Poem
 - Review stick notation
- ★ Transfer to traditional notation
 - Find the Mistake Activity
 - Scaffold support and engagement
- ★ Intro to Song/Melody



Learning Activity Example

Replicating Classroom Experiences:

- ★ Follow same steps as you would in classroom
- ★ Give students more support than you would normally give them
- ★ Show examples of how it should look or sound



Layering Video in WeVideo

Layering Parts in Acapella app

Student Creation & Assignments

★ Composition

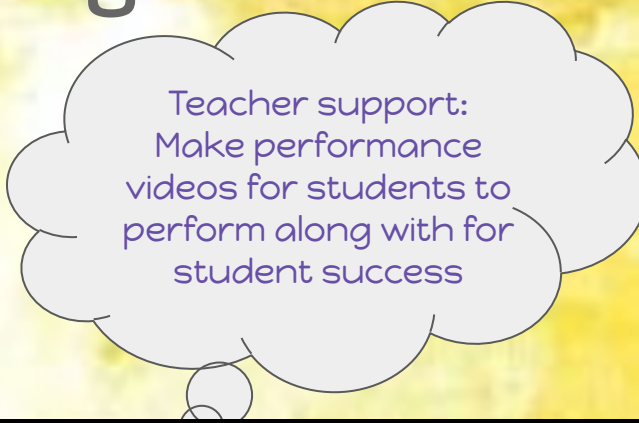
- Rhythmic & Melodic Ostinati
- Song writing

★ Improvisation

- Rhythm & Melody to be completed
- Call & Response

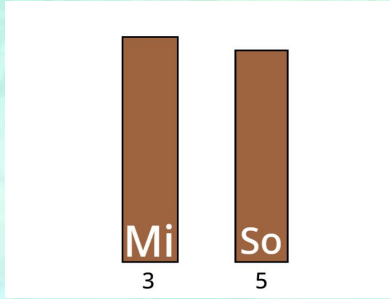
★ Assignments

- Google Doc compositions
- Video performance assessments
- Discussions & reflections



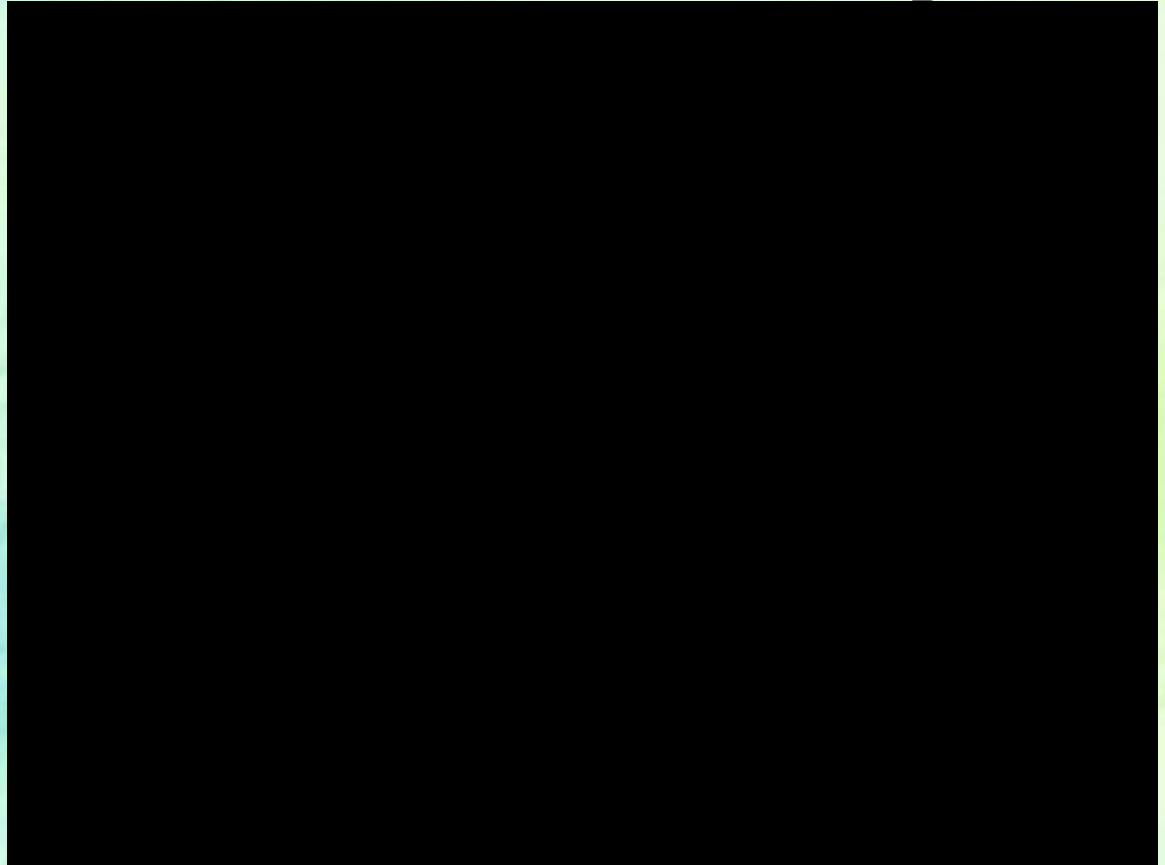
Teacher support:
Make performance
videos for students to
perform along with for
student success

Creation/Assignment Activity



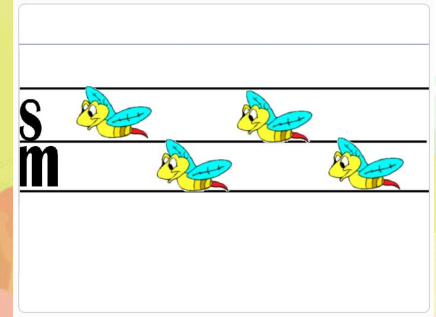
<https://scratch.mit.edu/>

Website where you can create stories, games and animations through writing code.



Scratch Example

- ★ Customizable for lesson
- ★ Model quality singing voice
- ★ Element of play
- ★ You can “REMIX” someone else’s project to make your own
- ★ You can see the coding of another project to model your own creation

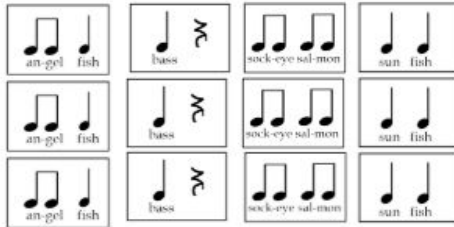


Creation/Assignment Activity: 3rd-5th

FISHPOLE SONG

COMPOSITION

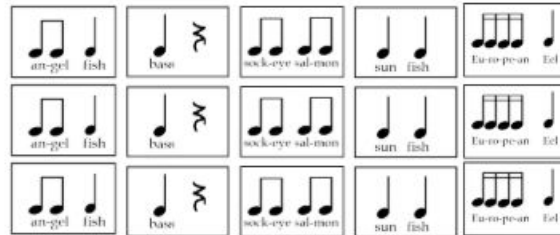
Drag the fish squares to the lines to make your composition.



1. Pick a phrase form:
AABB, ABAB, AABA, ABAC, ABCA
2. Choose your fish
3. Be sure to end with a cadence!!

FISHPOLE SONG

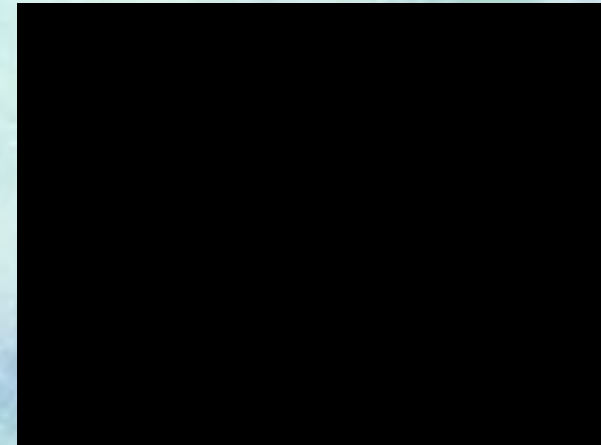
COMPOSITION



Drag the fish squares to the lines to make your composition.

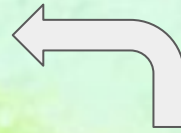
1. Pick a phrase form:
AABB, ABAB, AABA, ABAC, ABCA
2. Choose your fish
3. Be sure to end with a cadence!!

Differentiated Rhythms, but otherwise same assignment for 2 grade levels.



Creation/Assignment Activity-SEL

How could you use YOUR voice to say something? What would you change? Who would you help? How can speaking up make a difference?



While You Listen to the story...



Creation/Assignment Activity-SEL

We're going to practice using our voices to make the world a better place. We'll do this by writing short songs that share a message.

First, think of a topic you'd like to write about. What's important to you? What would you like to see change?

Then write lyrics that speak change into the world. Your lyrics must be 8 lines long, but feel free to write more if you want!

Next are two examples of what this project might look like.

Example #1:

Think about the words you say.

They could change someone's entire day.

Do people feel better when talking with you?

What do they think? What do they do?

Example #1 Continued

The way you treat people can change their mood.

You have the power to make others feel good.

Treat others with kindness, each hour of each day.

Just think about the words you say.

EXAMPLE #2:

The news can be scary

I don't know what to think.

Masks and protests, so many arguments

What does all this mean?

EXAMPLE #2 Continued

I'm growing up

But I still don't understand

I'm asking questions, watching, learning

'Cause the future's up to me.

EXAMPLE #2 with melody

Do Do Do Do Re Do

The news can be scary

So

Mi Mi Mi Mi Re Do

I don't know what to think.

Mi

So So Mi Re Re Re Re Mi Re Do

Masks and protests, so many arguments

Re

Do

Re Re Do Re Mi

What does all this mean?

EXAMPLE #2 continued

So Mi Re Mi

I'm growing up

Mi Mi Mi Mi Mi Re Do

But I still don't understand

So Mi Re Mi Do Mi Re Re Do

I'm asking questions, watching, learning

Re Re Mi So Mi Re Do

'Cause the future's up to me.

Reflection

- ★ **Provides students the opportunity to think about the skill**
 - Before the assignment: Rubric
 - After the assignment: Share with your family, reflect
- ★ **Provide support to student**
 - Asynchronous Learning - difficult to build relationships
 - More opportunities for connection
- ★ **Student Ownership**
 - Involved in own learning
 - Student buy-in for activities outside of their comfort zone



Show What You Know

				
<p>Read Rhythm: I can read and perform patterns that include:</p> 				
<p>Create Rhythm: I can create an ostinato that includes these rhythms:</p> 				



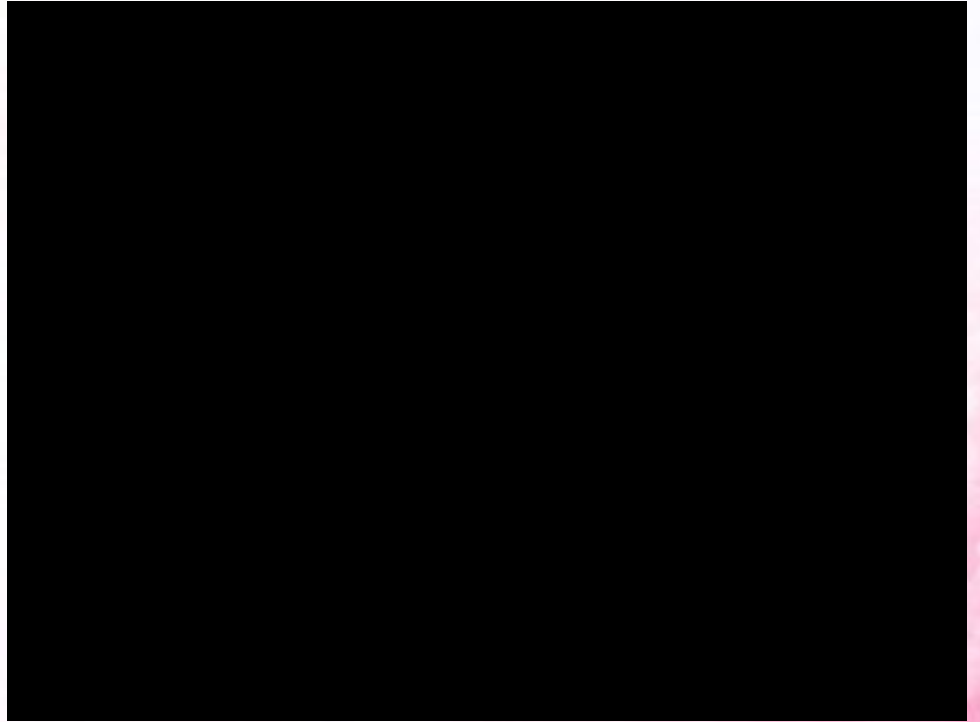
Intermediate Self Assessment

- ★ Teacher makes video explaining how to fill it out
- ★ This is included in their assignment document for them to type into

Fishpole Song Self-Assessment				
	I rock at this! I could teach this to a friend!	I did it!	I need more practice!	I don't understand yet!
Read Rhythm I can read and perform these rhythms: 				
Create Rhythm I can create an 8-beat ostinato including these rhythms: 				
Create Rhythm: I remembered to start with a phrase form (ex: aabb, abac, etc.) and end with a cadence.				

Technology Collaborations

Pass The Beat
Game used with
permission from
Chris
Judah-Lauder.
Thanks, Chris!



Why Collaborate?

“Time dedicated to talking about teaching”

“This is like being on a classroom teacher’s team!”

“Watching each other’s videos was some of the best professional development I’ve ever had!”



“Seeing others teach a lesson differently than I do is exciting”

Find Your People

- ★ Teachers in your/neighborhood district
- ★ Local AOSA or Kodaly Chapters
 - Can help facilitate organizing a collaborative group
- ★ Social Media
 - Facebook Groups:
 - Fine Arts (Performing Arts/Visual Arts) Teachers Who Use Canvas
 - Google Classroom for Music Teachers

Take & Teach:

1st – 2nd Grades

[Engine Engine Slides](#)

[Printable Manipulatives](#)

[Engine Engine Lesson Plan &
Teacher Script](#)

3rd – 5th Grades

[I'm Gonna Sing Slides](#)

[I'm Gonna Sing Lesson Plan
& Teacher Script](#)

[Lesson Plan Template](#)



It's Q & A Time!

Ask in the chat or send an email to:

hello@teachingwithorff.com

Thank You For Joining Us!

Session notes and links will be sent at the conclusion of the webinar.