KEEPIN' THE BEAT

a Publication of the Great Plains Orff Chapter

From the President. . .

Happy New Year GPOC!!
We are excited about the many events happening this spring and hope you can join us.

Workshops

On **Saturday, January 25th**, we will be having a **GPOC/PSKOR Sharing Session** from 9 a.m. – 1 p.m. at Divine Shepherd Lutheran Church (150th and Q streets, Omaha, NE). Divine Shepherd is located next to Millard South High School. Please enter Divine Shepherd through the main (east side) doors. This unique session pairs an Orff and Kodály trained teacher. Each teacher will use his or her perspective to teach standard classroom repertoire. We are excited for our presenters to share new ideas for improvisation, movement, assessment, and games that are used successfully with children in their classrooms.

Levels Trainings

University of Nebraska–Lincoln will be offering Level I and **LEVEL III** training this summer. We had an amazing workshop with Steve Calantropio in September and we are excited to welcome him back to Nebraska as the Level III instructor!

For Level I details, please click the link go.unl.edu/2014orff1
For Level III details, please click the link go.unl.edu/2014orff3

Registration is available online. Please contact Dr. Robert Woody at rwoody2@unl.edu for any questions regarding levels training at UNL.

AOSA Website

Have you visited the AOSA website recently? It has been recently updated. There are great resources available to AOSA members. There are advocacy tools, lesson plans, blogs, and a video library available with online streaming.

Grants are also offered through AOSA to help offset the cost of courses, help supply instruments to your school, or support another Orff-Schulwerk project. If you have been a member of AOSA for one year, you can apply by visiting the link below. Applications are due by **January 25th.** Please visit http://aosa.org/resources/scholarships-and-grants/

Please contact our board members for more information regarding any items in our newsletter.
We look forward to seeing everyone on January 25th!

Sincerely,
Nicole A. Chapman
President, Great Plains Orff Chapter
General Music Specialist, Holling Heights Elementary School
K-6 Coordinator, Sing Omaha
nicole.chapman1@gmail.com

Upcoming Events

GPOC/PSKOR Sharing Session
January 25th, 2014
9am - 1pm
Divine Shepherd Church

Betsy Kipperman
March 29th, 2014
9am - 1pm
Univ. of Nebraska - Omaha

Contradancing
May 3rd, 2014
Antelope Recreation Center
Lincoln, NE

Levels Courses - Summer '14

Look on **page 6** for a GPOC sponsored Orff-Schulwerk Levels Training Scholarships Application. Assistance available for all three levels this summer.

Were you at the Rocky Mountain Rendezvous - AOSA 2013?

Here is a little of what you missed out on. . .

www.facebook.com/groups/GPOCNebraska/

The majority of the information and reminders we need to share with GPOC members between newsletters will come through our Facebook page! Request to join today!

- To get information on upcoming workshops and events
- To have the opportunity to collaborate with colleagues
- To be a part of a supportive online community
- To have the opportunity to post questions, comments, and ideas
- To share lesson ideas and get opinions of other Orff Schulwerk music educators

JANUARY 25

GPOC/PSKOR SHARING SESSION

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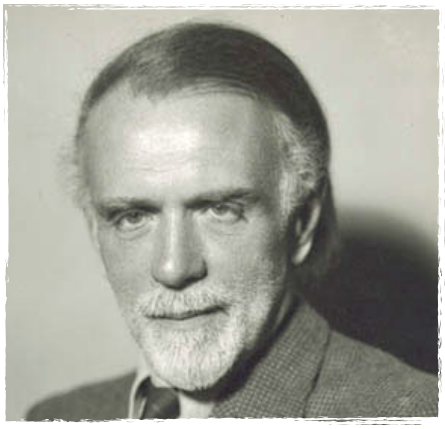


2 GREAT MEN! 1 GREAT WORKSHOP!

MAKING MUSICAL CHILDREN: KID TESTED/TEACHER APPROVED

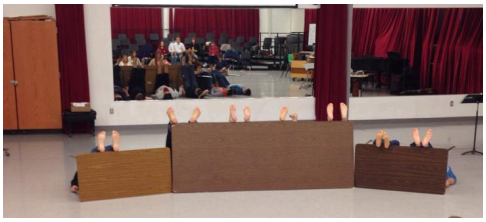
Divine Shepherd Lutheran Church
150th and Q St. - Omaha
·Please enter through the upper (east side) doors by Millard South High School

9am - 1pm

Join GPOC and PSKOR as we explore different approaches to teaching standard classroom folksongs. This workshop will feature many presenters from multiple school districts.

$15 for AOSA + GPOC members, $20 for GPOC members

Steve Calantropio Workshop
Saturday, October 19, 2013
Why Orff Schulwerk?



Student success and enjoyment of…(elemental) experiences is dependent upon the "ability to hear, remember, repeat and adapt patterns of rhythm harmony and melody" .

from Pieces and Processes

ATTENTION AOSA MEMBERS

One of our very own GPOC Board members, Kristine Wolfe, has been nominated to run for Region III Representative for the AOSA National Board of Trustees. Kristine is a Past President of GPOC and currently serves as our Program Chair. The on-line ballot will be open from January 1 – January 31st. If you are an AOSA member, please go to www.aosa.org and show your support for Kristine. Below is Kristine's bio and one forum answer from the AOSA webpage. Log in on www.aosa.org to read more!

Kristine Wolfe teaches K-6 music at Portal Elementary in La Vista, NE and is the Program Chair for the Great Plains Orff Chapter. In July 2013, Kristine completed her Level I Apprenticeship at George Mason University. Kristine plays oboe and is a member of The Jewel Tones Recorder Ensemble.

What do you see as the role of Orff Schulwerk in music education today?

"Since Orff Schulwerk is an effective approach to teaching children, I feel that it needs to a more prominent part of the education of all music educators. Classroom teachers, literacy facilitators and school administrators should also be made more aware of what Orff Schulwerk can do for their students. Through active involvement and the encouragement of creativity, students naturally become excellent problem solvers…both in (and outside) the music classroom!"

GPOC Orff Levels Training Scholarship
Due: May 1, 2014

Basic Information

Name: AOSA#:
Address: State: Zip:
City:
Email: Phone:

Current Place of Employment:
Address: State: Zip:
Phone:

Education

Undergraduate Studies:

Graduate Studies:

Please List any Orff Training completed:

Please explain why you would like to attend levels course. Be complete, yet concise.

If you are chosen to receive this award, please plan to share an idea from class at our chapter sharing. Please remember to ask the presenter/instructor permission to share their ideas!

Recipients will receive a scholarship of $100 for one level of study. Three will be awarded: One for a Level I student, one for a Level II student, and one for a Level III student.

Please email your completed application to Anne Keith (anniepo02@gmail.com). Please put **Levels Application** in the subject line. If you run into tech issues, please mail it with a post date no later than May 1. 2004 S 182nd Cir, Omaha 68130.

Great Plains Orff Chapter
Membership Form for 2013-2014

Are you a (check one): ☐ New member? ☐ Returning member? ☐ Student member?

_____ _____
Last Name First Name

_____ _____
Home Address City

_____ _____ (_____)_____ _____
State Zip Home Phone Email

_____ (_____)_____
School and District Name School Phone

_____
School Address City State Zip

What grade levels/areas do you teach? _____

To which address would you like us to send workshop information and newsletters?

☐ Home ☐ School

Would you like to help with the hospitality committee? ☐ Yes ☐ No

Do you belong to any other organizations?

☐ American Orff Schulwerk Association ☐ Org. of American Kodaly Educators

☐ Music Educators National Conference ☐ Other _____

Please return this form to: Brittany McCleery, Membership Coordinator
15242 Davenport Circle Omaha, NE 68154

PLAYING WITH ORFF AND KEETMAN

SATURDAY, MARCH 29TH 2014 @ UNO FROM 9AM - 1PM
WITH PRESENTER BETSY KIPPERMAN

There are so many charming pieces in Orff and Keetman's body of work written for children. Some are short and therefore, easily overlooked. Some are intimidating with seemingly complex forms, rhythms, or meter. Every time I flip through the pages of those skinny books, a new piece catches my eye. Sometimes I am intrigued by a piece even if I have taught it five times in five different ways. But this time I could use it to _____. Sometime a piece just resonates with me, and I have to find a way to use it because I love it. In this session participants will play some of my favorite pieces from the supplemental Orff/Keetman texts. Participants will play with elements of the pieces in order to expand the overall learning experience.

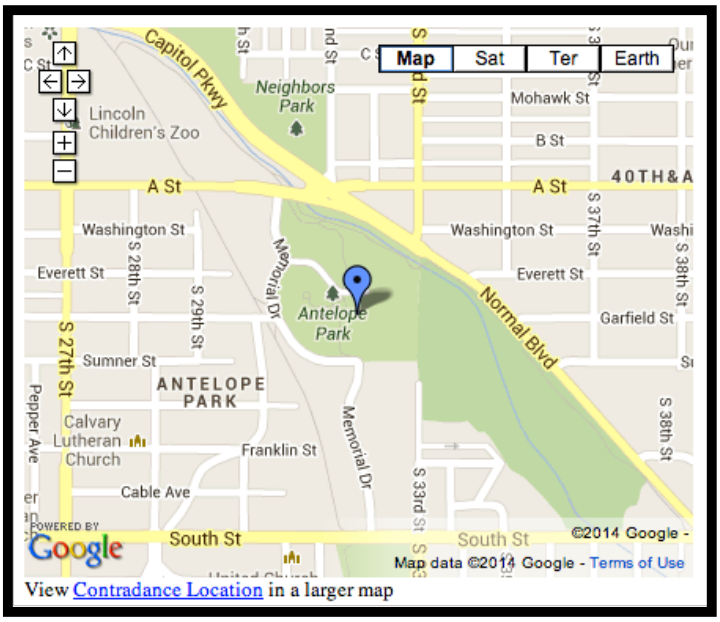
In short, we will **play** with what we play.

Even if you do not attend this session I hope that teachers are inspired and encouraged to:

- explore the original source material and find favorites of their own
- find elements of these gems they want to share with their students
- expand the gems in ways that will be more meaningful and accessible to themselves as well the students they teach

Betsy Kipperman has taught general music since 1998. She served on her local board in several capacities. She currently serves on AOSA's national board as one of the Region IV representatives. She attended the Orff Institute in summer 2007 and the Special Course 2010-2011. Betsy presents workshops for local chapters and National Conferences. She teaches Level I at the University of Kentucky.

May I Have This Dance? YOU are invited to. . .



. . .CONTRA DANCING!

A lesson will be held from 7 pm to 7:30 pm with the dance held from 7:30 pm to 10 pm Live music is provided by Hot Rosin or the Rivertown String Band and calling by Kate McBride. No pre-arranged partners are required for this old-fashioned barn dance and the fun is guaranteed! Callers will direct you through the steps, which are simple and easy to learn.

We suggest you wear light comfortable clothing. All ages are welcome. Suggested donation is $8 for adults, $5 for students, children are FREE.

When: May 3, 2014

Where: Auld Pavilion, Antelope Park
Lincoln, NE

Time: 7:30-10:00 (with a lesson at 7:00)

Other: An Evite will be sent out closer to the event with more details and carpool opportunities. We hope you can join us! We had a blast when we did this in Omaha and can't wait to check it out in Lincoln!

RSVP: 402-541-2535

Vaterkanon

Traditional Dutch Canon
Snow Lyrics by Rachel Hendrickson and Lindsey Cayer
Lesson Plan: Brittany McCleery -- blmccleery@mpsomaha.org

Objective:

Vocal repertoire
Diatonic scale

Process:

Singing a Descending Scale

- Teacher plays metallophone on whole notes as he/she counts aloud; students step every beat 1
- Give students blue and white scarves and ask them to add arm movements that relate to their feet movements (slow, fluid, etc.); Teacher switches from counting to singing phrase 1 of the canon on nonsense syllable such as la, loo, etc.
- Ask students to add high and low levels to their movements, creating a more interesting look (teacher continues to sing phrase 1 of the song)
- Sing a descending scale on solfege on whole notes; students echo
- Modify to a descending solfege scale on half notes with each note repeated. (Do', do', ti, ti, la, la, etc); students echo
- Modify to a descending solfege scale on quarter notes with each note repeated a total of four times (Do', do', do', do', ti, ti, ti, ti, la, la, la, la etc.); students echo
- Modify solfege to the exact melody of phrase 1; ask students "did I sing anything differently that time?" (the ending of the phrase)
- Add the words and echo sing the phrase
- Add the movements back in with the words and melody

Hearing the form of a song

- Sing the entire piece for the students; ask "What is a musical phrase?"
- Sing the entire piece again, this time asking the students to listen for the number of phrases; "How many phrases do you hear?"

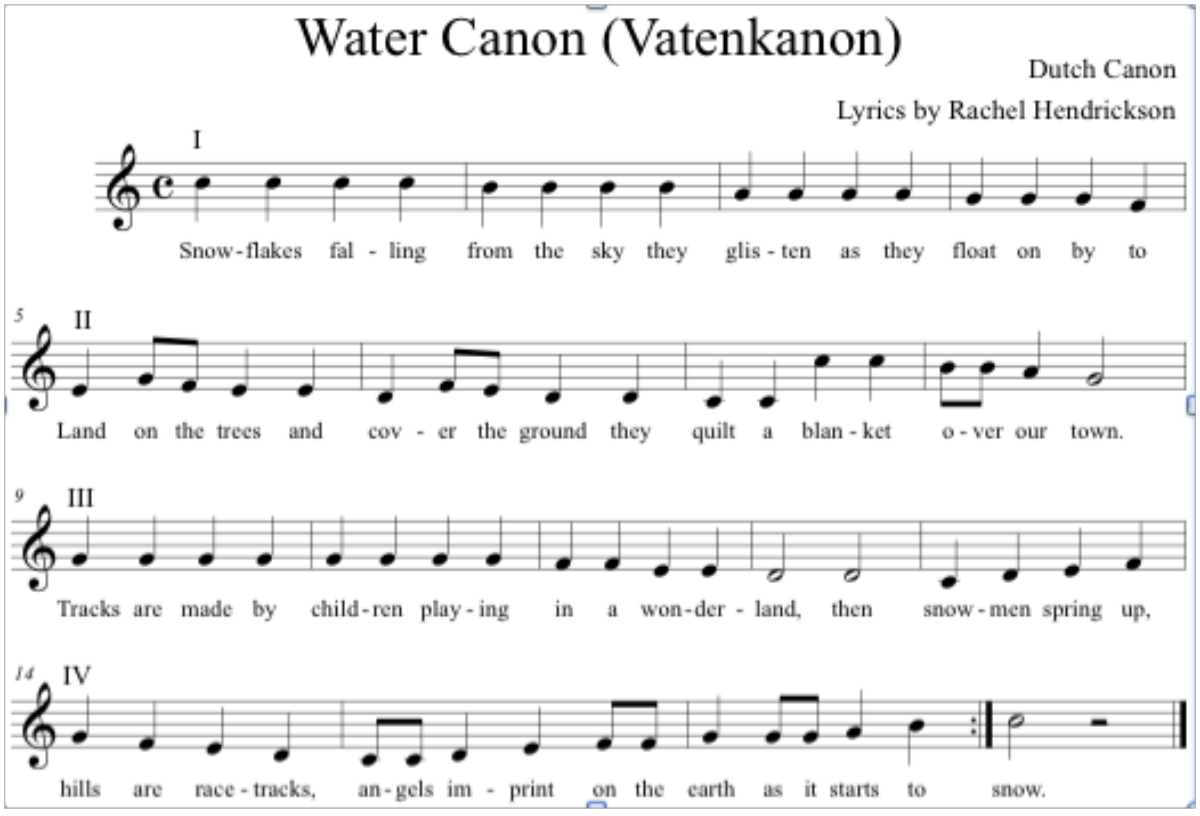
- "What is the form of this piece?"; lead discussion until you get to the abcd as the form.

Making Music "Musical"

- Sing Phrase 3 for students; echo sing using solfege or body solfege
- Lead a discussion to figure out the melody of the third phrase "How does the third phrase sound different?" (stays on Sol mostly); "What can we change in music to make this line more interesting" (dynamics, tempo, articulation, etc.)
- Try some of the students ideas; lead a discussion in phrase shaping
- Use a Galaxy ball to show the students dynamic changes and phrase shaping; have students sing as the galaxy ball moves in and out
- Have students direct the "choir" using the galaxy ball

Singing an Ascending Scale

- Ask students to sing the solfege from the first phrase of the song; then ask them to reverse it (quarter note, ascending scale)
- Refine to actual melody of the phrase by echo singing; add words



Playing in the Snow

Arranged by Rachel Hendrickson - rhendrickson29@gmail.com

Rhythmich Ubung pg. 6 #16
By: Gunild Keetman

Objective:

Rhythm reading and performing

Process:

8 beat rhythm cards

- That "happens" to include the rhythms in piece
- Clap and speak all rhythms
- Have students design their own rhythms
- "Magically" create correct rhythm for A section

Poem

- (Form AABC)
    - Making tracks and playing in the snow. Making tracks and playing in the snow. Can you tell me if the snow will fall on my head, yes? (It will fall down) Or no?
- Speak text of A section
- Speak text of A section while patting rhythm
- Discuss which rhythm matches the A sections
- Speak whole text with pats

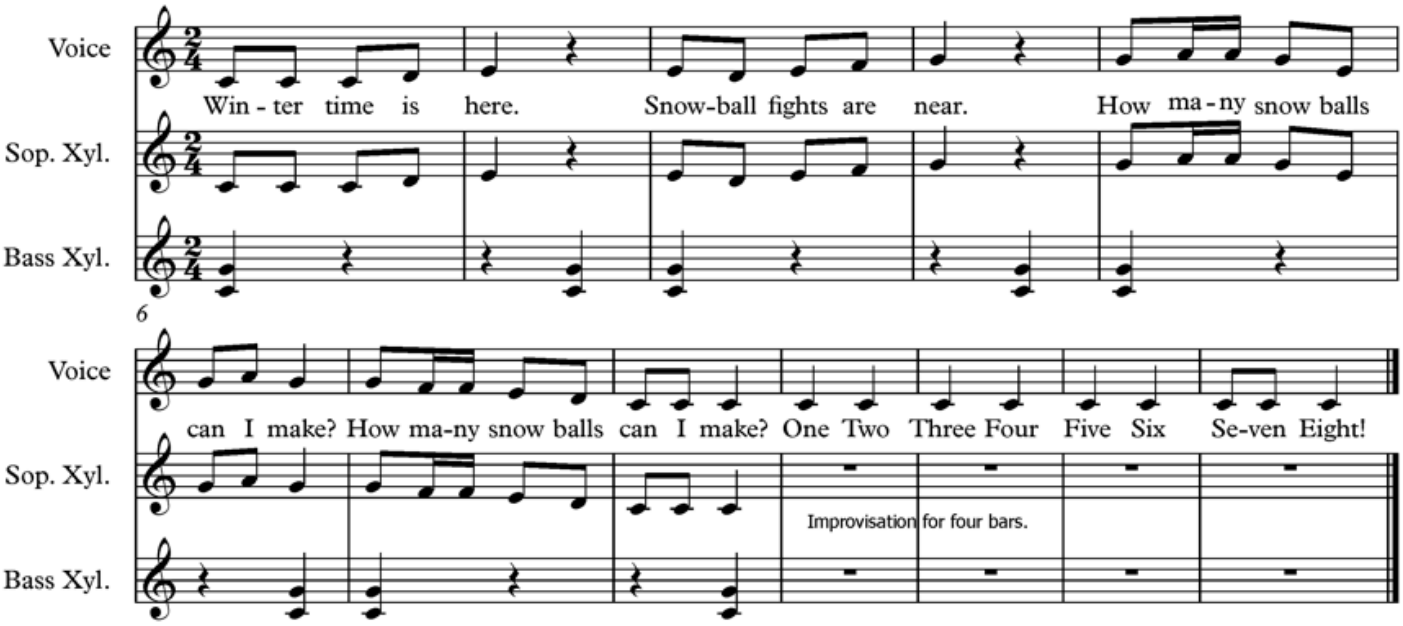
Instruments

- Add rhythm sticks and pat the ground with text (hear high/low difference)
- Work in groups to add hand drums
    - Small hand drum for high sound, Bigger hand drum for lower sound
- Create larger groups and make circle to add movement

WINTERTIME IS HERE!

David Woods

I got the idea for something like this from the Game Plan series, but made my own melody and lyrics. Here is a short song that you can use alone, or with instruments. I only added two instruments, but you could easily add a slew. You can use this song to create easy lessons to use with younger grades or make it more challenging to use with older grades.



There are many things that you could do with this song but here are just a few:

- Speak, sing, or play in a round by changing the song to end before the counting part begins. The second group comes in after one bar.

- Work on how to play different instruments by having them play the rhythm of the counting part on their instruments, or keep a steady beat on the instruments. You could also turn it into a passing game by repeating the song and having them pass the instrument to one person during the singing part, and play the instrument during the counting part (to the beat or the rhythm or whatever you choose.)

- Work on improvisation by having the students improvise in C pentatonic/diatonic (or change the notes of the song to whatever you are using) and use the rhythm of the counting words as a rhythmic base. Then, once they are used to that, you could have them select their own rhythm from choices on the board, and have them start and end on C, if using C pentatonic/diatonic.

- Composing a short melody.
  Choose a rhythm:
  - ♣ Display a selection of developmentally appropriate two beat rhythms that they can choose from when deciding which rhythms to use. Have them notate the rhythm whichever way they are used to.

  Compose a melody:
  - ♣ Provide instructions such as they must begin on C and end on C, but can use any notes in C pentatonic (or diatonic if you wish). Have them write the rhythms with the notes on staff paper (or letter names for younger). They can then perform the melody for you/partner/small group.
- Add movement:
  - Have them develop actions to the song
  - Have a group do a dance they created while another group plays/sings the song

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Please consider contributing a lesson or arrangement to our next newsletter. We would LOVE to have some fresh and creative ideas from our members!

Please send ideas throughout the year to our Newsletter Editor, Lindsey Cayer: lindsey.cayer@gmail.com

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The GPOC Board is here to serve YOU, its members!
Please contact any of us at any time!

Join the Great Plains Orff Chapter!!!

Membership in the Great Plains Orff Chapter offers you:

* Advance notification of all upcoming workshops and events
* Subscription to "Keeping the Beat," the GPOC newsletter with news, info, lesson plan ideas, arrangements, and ideas for teaching
* Advance notification of Orff-related courses
* Discounts to selected workshops
* GPOC information the whole year through with our website – members ONLY Facebook Page
* A network of like-minded music educators
* Special deals on all sorts of things for your classroom.

To join or renew your membership, simply contact our
Membership Coordinator, Brittany McCleery at brittany.mccleery@gmail.com