

## MMED/PMED 741 Elemental Ensemble: Exploring the Repertoire of Orff Schulwerk

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### Instructor

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### Required Texts/Materials

Music For Children, Margaret Murray: Carl Orff - Gunild Keetman SCHOTT Volume I

Music For Children: Margaret Murray Carl Orff - Gunild Keetman SCHOTT Volume II

Music For Children: Margaret Murray Carl Orff - Gunild Keetman SCHOTT Volume IV

Speilbuch Fur Xylophone - Band , I, II, III: Gunild Keetman SCHOTT #ED 5576 By Gunild Keetman (translation: Play Book for Xylophone 1)

Rhythmische Ubung: Gunild Keetman SCHOTT #ED6359 By Gunild Keetman. Rhythmische Ubung (translation: Rhythm Exercises).

Erstes Speil am Xylophone: Gunild Keetman SCHOTT #ED5582 By Gunild Keetman (translation: First Play at the Xylophone).

Participants are encouraged to bring short story collections, fables, and nursery rhyme collections they may have.

Bring a soprano and alto recorder.

### PRE-ASSIGNMENT

Select one piece from the Volumes that you currently use with your students. Explain how you currently use it and how it might be developed with a focus to literature.

### Program Objectives

*Students completing graduate music education coursework through The University of the Arts...*

- Understand the essential tenets of music education
- Understand the importance of standards-based education, quality design and assessment strategies, and foundational teaching methods
- Demonstrate an understanding and application of the four domains of professional practice through quality teaching and musicianship
- Demonstrate the application of pedagogical and methodological means to teach music and employ effective teaching methods
- Utilize technology in diverse ways as a teacher and in support of student learning
- Communicate and collaborate with peers in diverse musical environments and school communities
- Are creative and innovative musicians who share these musical strengths with their learners through teaching
- Understand the diverse cultural, communal, and learning needs of 21st century students

## Course Description

Through this supplemental course, students will be offered an enhanced understanding of Elemental Music through the Orff Schulwerk repertoire. The course will explore many pieces in the Music for Children Volumes and supplemental material through traditional and non-traditional instrumentation. This experience will enhance your already broad understanding of Orff by adding significant new repertoire to your knowledge base. The pieces will be explored and performed to offer the elemental music educator an opportunity to develop and grow to a more advanced level of Elemental Music. It is an opportunity to deepen and expand upon the skills and understanding of elemental ensemble music. This supplemental course is offered for students who have completed Orff-Schulwerk Levels I and II, and does not lead to Level III certification.

## Student Learning Outcomes

At the conclusion of this graduate music education course, students will:

- have an understanding of the Elemental Music through the Orff Schulwerk repertoire
- understand how to supplement and design learning through Orff Schulwerk that utilizes traditional and non-traditional instrumentation
- have a depth of knowledge of Orff Schulwerk repertoire to utilize in the music education classroom

## Grading Criteria and Assessment Methods

Course assessment, evaluation and grading is based upon three factors: (1) the completion of the pre-assignment, (2) active engagement in daily course studies and (3) in the completion of the final assignment/post-assignment.

Below is the rubric that will be utilized by faculty to assess and evaluate students in these three categories of learning and understanding.

*Please note that pre-assignment and final/post assignments should be included in the course outline at the end of this syllabus.*

	<b>Basic</b>	<b>Average</b>	<b>Superior</b>
Pre-assignment	Provides basic/unsatisfactory content and concepts in preparation for this course.	Accurately identifies content and concepts relevant to this course.	Demonstrates a deep understanding and preparation of content and concepts relevant to this course.
During class formative assessments	Fails to actively engage in course content, application, and engagement of daily coursework.	Engages actively in course content and application of concepts in daily coursework.	Demonstrates a thorough and deep engagement in course content, application and understanding of daily coursework.
Final/Post-assignment	Does not adequately complete the final assignment. Assignment may have been submitted late. Poor organization and lack of depth of knowledge evidenced.	Final assignment/post-assignment evidences appropriate structure and organization, understanding of course goals and outcomes. It is submitted on time.	Final assignment/post-assignment is fluid and engaging. It is organized, well structured and clear, and evidences a deep understanding and application of course goals. It is submitted on time.

The [Grading Policy](#) can be found in the Course Catalogue.

## Academic Integrity Policy

A primary tenet of this course is to prepare students for professional responsibilities as teachers. The timely arrival to class as well as the daily preparation and engagement in course studies is essential.

University policy on [Academic Integrity](#) may be found in the UArts catalog.

If students are not clear about what constitutes plagiarism, you might recommend *Introduction to Research and Documentation* available on the University Libraries website.

### **Absences**

Due to the compressed nature of the five-day intensive course structure, absences from class will not be accepted. Students who arrive late to class or leave early will be held accountable for missed time through additional assignments to be completed outside of course hours.

### **Technology**

[Policies on Technology](#) may be found in the Course Catalogue.

### **Class Format**

All summer music studies courses that meet in-person are five-day intensive courses typically running for 8 hours per day. Students are responsible for preparation of materials, for engaging in course content as per the course description, and in being responsive to completion of pre and post coursework as detailed in the course outline.

Courses offered online may be in a different format and may run for a longer amount of time, specific to the needs and intents of the course content.

### **Educational Accessibility**

Students who believe they are eligible for course accommodations under the ADA or Section 504 or have had accommodations or modifications in the past, should contact the Office of Educational Accessibility at [215-717-6616](tel:215-717-6616) or [access@uarts.edu](mailto:access@uarts.edu) to arrange for appropriate accommodations and to obtain an accommodations letter, if applicable.

Faculty can provide course accommodations/modifications only after receipt of an approved accommodations letter from the Office of Educational Accessibility. Accommodation letters can be provided to qualified students at any time during the semester, but grades earned before the letter is received by the faculty cannot be changed.

### **Course Outline**

*All syllabus are subject to change.*

#### **Day 1**

Storytelling- Introduction to elements of storytelling.

Movement- Focus on space: place, size, level, direction, pathway, focus

Ensemble- Do based pentatonic and Major tonalities.

#### **Day 2**

Storytelling- Analysing a story

Movement- Focus on body: parts, shapes, relationships, balance

Ensemble- La based pentatonic and minor tonalities.

Assignment: Choose a folk tale, fable, or short story to analyse using the guidelines discussed in class. Prepare a written analysis that will be used as the basis for your storytelling experience.

#### **Day 3**

Storytelling- Expression, preparing a story for sharing.

Movement- Focus on force: energy, weight, flow

Ensemble- Dorian/Phrygian

Day 4

Storytelling- Sharing prepared stories.

Movement- Focus on time: speed, rhythm

Ensemble- Adapting existing Orff Schulwerk repertoire to accompany a story.

Day 5

Synthesizing concepts explored in the course to create a final in class performance.