



THE UNIVERSITY OF THE ARTS

PMED/MMED 743 Curriculum Development in Orff Schulwerk Summer 2018

Instructor

Diana Hawley
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Required Texts/Materials

Artful, Playful, Mindful by Jane Frazee*
Exploring Orff, A Teacher's Guide, Arvida Steen*
***These texts will be supplied on the first day of the course.**

Recommended Supplemental Materials (optional):

Purposeful Pathways I-III, BethAnn Hepburn & Roger Sams
Discovering Orff, Jane Frazee with Kent Kreuter, Schott
Artful-Playful-Mindful in Action, Davis and Hawley Larsen
Orff- Schulwerk: Music for Children, vol. I, II, IV, English edition, ed. Margaret Murray
Orff Schulwerk: Applications for the Classroom, Brigitte Warner
Orff Schulwerk Today, Jane Frazee
Pieces and Processes, Steve Calantropio
Elementaria: First Acquaintance with Orff Schulwerk, Gunild Keetman
Rhythmische Ubung, Gunild Keetman
Spielbuch fur Xylophone, vols. 1 – 3, G. Keetman
Folk Songs North America Sings, Richard Johnston
Sail Away: 155 Folk Songs to Read, Sing or Play, Eleanor Locke
Listen Up!, Brent Gault
150 Rounds for Singing and Teaching, Edward Bolkovac and Judith Johnson
Now's the Time: Teaching Jazz to All Ages, Doug Goodkin
Creative Sequence, Tim Purdum
Folk Dance Resources: *Step Lively*, Phyllis Weikert or Sanna Longden materials

Pre-Assignment

Due July 10, e-mail dianahawleylarsen@gmail.com Write a brief letter of introduction to the instructor and your classmates that includes:

1. A description of your current music program
2. A strength or something your proud of in your current program
3. An area in which you'd like some support

In preparation for the course, please gather the following materials for your week at Villanova:

- Your school district's curriculum or state standards
- Any materials/resources you would like access to during the week: songs, games, rhymes, ensemble pieces, etc.
- *Music for Children* Orff & Keetman English Edition, Margaret Murray, Ed. - Volumes I, II and IV.

Please reach out with questions or concerns! dianahawleylarsen@gmail.com

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

- Understand the foundations of current music and education trends
- Design, employ and deliver quality instructional, curriculum and assessment approaches to learning and student growth
- Utilize effective pedagogical methods to support student musicianship
- Evolve as creative and innovative musicians who share these musical strengths with their learners through teaching
- Understand, in a more sophisticated means, the diverse cultural, communal, sociological, psychological and learning needs of 21st century students

Course Description Curriculum Development in Orff Schulwerk. The purpose of this course is to support general music teachers as they develop an Orff Schulwerk-inspired curriculum for use in their unique professional settings. Participants will explore how to bring the playfulness, creativity and spontaneity of the Orff process into a structure suitable for the classroom. *Prerequisite: Orff Levels I and II from any AOSA approved course.*

Student Learning Outcomes *Students will...*

- Create a pitch and rhythm concept overview in written format
- Design a scope and sequence for two or more grade levels in written format
- Develop and peer teach a series of three lessons using the Artful-Playful-Mindful project model

Schedule/Daily Goals

Day 1

Day 2

Day 3

Day 4

Day 5

Course overview	K-1 Pitch and Rhythm Concepts	2-3 Pitch and Rhythm Concepts	4-5-6 Pitch and Rhythm Concepts	APM Peer Teaching II
Artful-Playful-Mindful Project for Analysis	Model Lessons	Model Lessons	APM Peer Teaching I	Scope & Sequence Plan Consultations
Model Lessons K-6 Pitch and Rhythm Concept Overview	Teaching Analysis/Bloom's Taxonomy	Orff Developmental Sequence/ Curriculum Strands		
	Resource Binder Development Project	APM Project Group Time		

Assignments

Pre-Assignment: 5%

Write a brief letter of introduction to the instructor and your classmates that includes a description of your current music program.

Assignment 1: K-6 Curriculum Overview – due Tuesday morning **15%** Analyzing Your Time: Paying Attention to What Your Pay Attention To Reflection Construct a one-page grid, stating in symbols or vocabulary only, the pitch and rhythm concepts addressed in each grade that you teach.

Assignment 2: Artful-Playful-Mindful 20% Read *Introduction* and *Artful*, pp. 1-14, write a brief reflection: I notice...I wonder...I value... - due Tuesday morning

Read *Playful* and *Mindful*, pp. 15-26 write a brief reflection: I notice...I wonder...I value... - due Wednesday morning

Assignment 3: Digital Resource Database 10%

Working in a small group, generate a list of musical materials that address concepts for a given grade level band. Class work time provided Tuesday afternoon. - due Tuesday at 4:30 p.m.

Assignment 4: APM Group Project - due Thursday afternoon/Friday morning **20%** Working in a small group, develop and co- teach an Artful-Playful-Mindful project with a specific pitch or rhythm focus geared toward a specific grade level. Groups will peer teach part of their project Thursday afternoon (Artful/Playful) and part Friday morning (Playful/Mindful).

Assignment 5: Curriculum Grid 30%

Develop a melody and rhythm scope and sequence with materials for ONE grade level. Template options will be provided.

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.

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. The Grading Policy can be found in the Course Catalogue.

Academic Integrity Policy

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 or 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.

Notice of Nondiscrimination

The University of the Arts is a supportive community committed to individual and artistic integrity and inclusion. We promote and respect self-expression, a wide range of ideas, and diversity in all of its forms. We are committed to creating an inclusive environment in which University community members are able to access academic, social, recreational programs and services, as well as opportunities for admissions and employment on an equitable and nondiscriminatory basis.

The University expressly prohibits any form of discrimination and harassment on the basis of any protected classification, including race, color, religion, sex, gender identity, national origin, age, mental or physical disability, veteran status, genetic information, the use of a guide or support animal because of the blindness, deafness or physical handicap of any individual or independent contractor, possession of a GED instead of a high school diploma and military status as defined by Pennsylvania law, sexual orientation, marital status, familial status and domestic/sexual violence victim status, in accordance with federal, state, and local non-discrimination and equal opportunity laws. The University also prohibits acts of retaliation against those who report acts of harassment discrimination or who cooperate with the investigative process.

Sexual violence, sexual harassment, intimate partner/dating violence, and other forms of sexual misconduct are considered forms of sex-based discrimination and are prohibited by University policy and by law.

The University will promptly and equitably respond to all reports of discrimination and harassment based on protected classifications. Complaints of discrimination, harassment, and retaliation may be directed to the University's Title IX Coordinator and Diversity Administrator, Lexi Morrison, at lmorrison@uarts.edu or (215) 717-6362. Complaint procedures can be found in Appendix A of the faculty, staff, and student handbooks.

Note: All faculty and professional staff at the University must report any incidents of sexual misconduct to the University's Title IX Coordinator. To make a report, e-mail titleix@uarts.edu or file a report through the Title IX Resource Page: www.uarts.edu/titleix.