The Orff Source

89 Orff arrangements of traditional folk songs and singing games

Correlates to Musicplay 1-5 sequenced according to tone set: sm lsm smd mrd s mrd ls mrd d l,s, ls mrd l,s, major minor

by Denise Gagné
With arrangements and editing by Judy Sills

The purpose of this collection is to provide the classroom music teacher with a large collection of Orff arrangements of familiar folk songs and singing games, sequenced according to tone set. Most of the arrangements are of songs used in Grades K-5 of the Musicplay music program. However, you do not have to use the Musicplay curriculum to make excellent use of the many arrangements in this collection.

Teachers using Musicplay will find the collection invaluable in extending the Musicplay program to use the Orff process. Teachers trained in Kodály methods will find the sequencing very helpful in selecting repertoire. More information on Musicplay, including lesson plans, can be found at www.musicplay.ca. Musicplay is now an online resource! Try the site at www.musicplayonline.com.

Themes & Variations

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Teaching an Orff Arrangementby Judy Sills

Process:

The fundamental success of the Orff approach to music education is that it is based on community. That is to say that everything is taught to everybody.

- * present the song in its totality
- * teach the melody on a neutral syllable
- * repeat the melody phrase by phrase, accumulating the phrases until the entire melody is learned
- * teach the words repeating the text several times using a variety of vocal inflections, dynamics and tempi until it is secure
- * add accompaniment parts one at a time beginning with the bass. Each part should be learned by everyone, preferably as body percussion patterns first, followed with a transfer to the instruments
- * create movement if appropriate
- * always remember to allow opportunities for creative input from the children. This could include creating an introduction, B section, interlude or improvisation between verses using non-pitched or pitched instruments.
- * finish with a final performance which incorporates the song with orchestration, movement and students' creative work

Remember that the songs and orchestrations are only a basis to provide each teacher with a framework. It is within this framework that teachers choose and adapt materials to fit the particular needs of their classes. Students with some experience playing Orff arrangements should be encouraged to create their own arrangements.



Game Directions: This is a follow the leader game. The children form a line like cars in a train. The leader decides on an action and the rest of the children must copy that action. At the end of the song, the leader goes to the back of the line and the second in line becomes the leader. Have the children make a train whistle sound at the end of the song.

Creative Ideas:

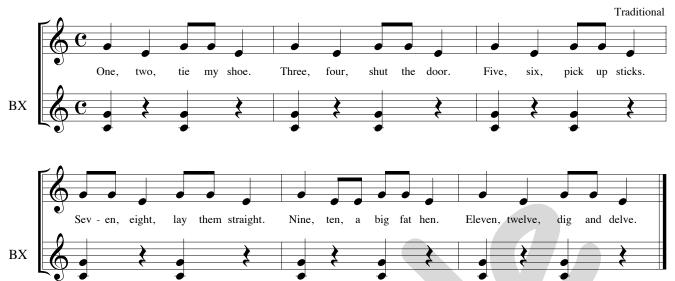
- 1. Have the students create an introduction to the song using instruments that sound like a train.
- 2. Have the students create 8 beat patterns using the words "chugga" and "choo." For example: Chugga Chugga Choo Choo Chugga Chugga Choo rest

Have them play the patterns on body percussion or non-pitched instruments, or improvise melodies. Use the patterns as an introduction or an interlude between repetitions of the song.

Musicplay: Musicplay 1 first edition #9, Musicplay 2 #4

9. Counting Song

s m



Game Directions: This is a familiar action song. Create actions to mime the words of the song.

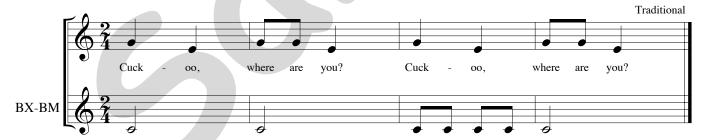
One, two	show numbers	tie my shoe	mime tying shoe
three, four	show numbers	shut the door	mime shutting door
five, six	show numbers	pick up sticks	mime picking up sticks
seven, eight	show numbers	lay them straight	mime laying sticks straight
nine, ten	show numbers	a big fat hen	circle arms to show 'fat'

Creative Ideas: Have the students make word rhythms with numbers. For example: one, two, three-four, five. Play the rhythm of the word chain on non-pitched instruments as an introduction or B section.

Musicplay: Musicplay 1 #12



sm



Game Directions: The class sings the question, "Cuckoo, where are you?" One child is seated with his back to the class, hiding his eyes. Select one child to sing "cuckoo" on s-m. The child in front has to try and guess who sang the solo. I allow only one guess or the game takes the entire music class and the children become restless. I keep track of who has had turns on my class list, and at the same time evaluate how well the soloist is matching pitch. I usually take more than one period to finish the game.

Creative Ideas: Have individual students use melodic improvisation to ask the question on melodic instruments set up in C pentatonic, and have another student make up silly answers. "Cuckoo where are you?" "I'm in the closet."

Musicplay: Musicplay 1 first edition #35, Musicplay 1 Revised 2005 #36

*Note: If you prefer, have the students play "Counting Song" and "Cuckoo" in the key of F or G.

59. Little Tommy Tinker

drm s d'



Game Directions: This movement round is performed in the children's usual seats.

Little Tommy Tinker *Children sit and sing*.

Sat upon a clinker. *Jump up and hold bottoms as if you've just been burned.*

He began to cry. Rub eyes in a crying motion.

Ma! Ma! Throw hands up in the air, bring down. (twice)

Poor little innocent guy. Cross hands over heart.

Creative Ideas: Improvise or create melodies using CDE G C. Play the melodies between repetitions of the song.

Musicplay: Musicplay 5 first edition #7, Musicplay 5 Revised 2006 #3

Musicplay 3 first edition #7, Musicplay 4 first edition #7

A Guide to the Instrument Abbreviations

The following symbols have been used in many of the scores in this book. The symbols refer to instruments in the Orff instrumentarium, usually referred to as Orff instruments.

V	vocal score	SM	soprano metallophone
SG	soprano glockenspiel	AM	alto metallophone
AG	alto glockenspiel	BM	bass metallophone
glks	glockenspiels (soprano and alto)	CBX	contrabass xylophone bars
SX	soprano xylophone	CBB	contrabass bars
AX	alto xylophone	SR	soprano recorder
BX	bass xylophone		

About Musicplay

This collection correlates to the Musicplay elementary music curriculum. When you see references underneath a song to Musicplay, it is referring to the grade level that the song is found in. The Musicplay elementary music textbooks were first published in 1997, and there have been several revisions, most recently to Musicplay 1 and 3 in 2005 and Musicplay 4 and 5 in 2006. We have given the Musicplay song numbers for both first edition and revised editions as many teachers are still using the first editions. If you are using a first edition Musicplay 1, 3, 4 or 5 and would like to receive updates, email the publisher to request information. Free weekly lessons for each grade level of Musicplay, with audio embedded and video links can be found at www.musicplay.ca. Go to the US website.

Musicplay is an award winning music program for elementary schools. Musicplay is a sequential program with lessons that follow the calendar year. The weekly lesson outlines the new concepts that will be taught, those that will be reviewed, and include seasonal and holiday repertoire. The planning is done for the teacher! Musicplay is affordable. The entire K-6 program with teacher's guides, 4-6 CDs per grade level, Listening Resource Kits, Big Books, and Piano Accompaniments is about \$2000 - the same as just one grade level of other textbook series. No other textbook offers this value!

"The Orff Source" is very useful with or without using the Musicplay curriculum!