



Infusing Technology Within the Orff Process

a presentation by Sarah Johnston,
Music Specialist, Harrington Elementary School,
Denver Public Schools

for
CMEA 2011, Broadmoor, Colorado Springs,
Colorado

Email: sarah@urbanmusiceducation.org
Web: <http://UrbanMusicEducation.org>
Home Phone: 303-478-9663

Why did you decide to infuse Technology with Orff?

- came to school with Orff background
- little motivation for movement or singing
- little to no quality instruments at first
- VH1 Save the Music Grant
- digital native/philosophy of 21st century learning



“The Classroom Studio- integration of technology in a learning environment that utilizes a multi-faceted array of visual, auditory, and kinesthetic tools, both acoustical and digital, to engage students in rigorous and relevant, standards anchored music lessons, projects, and activities.”

- Wendy Bloom, Infused Mus
<http://bloomsinger.wordpress.com>



What specific pieces of hardware do you use in your Classroom Studio?

- Wiimote Whiteboard (low-cost, interactive solution funded by me)
- projector (provided by school)
- document camera (purchased with school grant)
- 16-station digital keyboard lab and teacher keyboard with GEC controller (Soundtree), 16 iMac desktops (hand-me-down from old computer lab), 16 M-Audio Midisport UNO digital interfaces (purchased with music budget), 30 headphones (Donorschoose), 14 headphone splitters (funded by me)
- BOSE Portable SoundDock (Donorschoose)
- 20g iPod (purchased by district mill levy)
- Flip Video Camera (Donorschoose)
- personal laptop
- personal digital camera



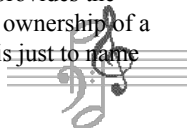
Secrets of Donorschoose!

- Start small and Spread out your points- many small projects ~\$100-150 will usually get funded faster than one large project ~\$800
- Write well and advertise to ALL your contacts!




What about the Orff process?

- Orff is NOT a method, it's an approach. It CAN be done with NO instruments! "Orff-Schulwerk is an open door through which you may choose to walk, but once inside, the direction you take will be your own." -Shirley McRae
- Orff said, "Experience first, then intellectualize." This approach provides the student with empowerment and ownership of a concept and then all that is left is just to name the concept and practice it.



- Imitation and exploration lead to improvisation and music literacy. Speech, song, movement and instruments are the vehicles used to teach rhythm, melody, form, harmony and timbre. ... The child is willing to take risks* in a musical environment when contributions are important.
– Konnie Saliba, Accent on Orff: An Introductory Approach (1990)

*(difficult to do in a high-risk urban environment, technology helps to lessen the risks)




Four Stages of the Orff Process

Imitation

Exploration

Improvisation


Composition



Imitation Stage

Videos (YouTube→Vodpod)

Recorder (Rockin' Recorders,
VoiceThread)



Exploration Stage (+ Literacy)

- NO MORE PAPER! Flipcharts/ppts for song lyrics ([Halloween .flp](#))
- [Interactive xylophone](#) and Orff charts, [GamePlan visuals](#)
- DocuCam for showing visuals (Books, manipulatives)



Exploration Stage (+ Literacy)

Aural/Oral Skills

- Software and websites- Music Ace, Singing Horses, Morton Subtonik's Creating Music, Phil Tulga's Music through the Curriculum, Piggy's Music Lessons ([musick8kids.com](#)), [Tone Generator](#)
- [Interactive games](#) and activities ([themusicinteractive.com](#))



Improvisation Stage

- [Magic Garage Band](#) recorder improv
- Recording classroom performances/ improvisation sessions through keyboards in GarageBand
- [Wordle](#) (or Tagxedo) for inspiration



Composition Stage

- Classics For Kids “Compose Your Own Music” (classicsforkids.com)
- Noteflight.com (free online notation software)
- Garage Band- composer re-mixes, form assignments, Brick Movie film scoring



Other Uses for Tech...

- Flip Video for instant reflection and assessment
- Reflection(Edublogs/Wall Wisher)
- Can be part of centers for crowd control, break from being “on” all the time
- Networking/MusicPLN
- Advocacy-website, virtual display case
- SKYPE!



A Sample Lesson

6th grade Geometric Composition Project/ Meter Unit

Enduring Understandings: Students will understand that geometric shapes can be an inspiration for musical composition. Students will synthesize their background knowledge of geometry with background knowledge of musical concepts to create a musical composition that matches their chosen geometric shape.

Situation: Students will listen, learn, explore, create and reflect as they relate the musical concept of Meter to the mathematical concept of geometry. They will create an original composition using music technology (Noteflight).

Process:

- Presentation of Vocab words, and essential questions using Flipchart, introduction of “Jacques and Jane” (Imitation, Exploration, Improvisation)
- Elemental Forms Flipchart and Review of Rhythms Flipchart, class discussion of how elemental form and rhythm relates to geometric shapes (Literacy)

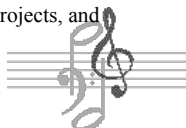
Process:

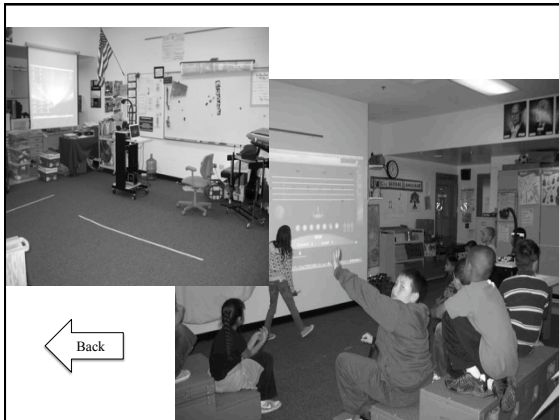
- Move to lab (assigned seats), Introduce Harrington Music Technology Blog site, Webquest Step 1- Listen to Dave Brubek “Take 5”, students answer reflection questions about piece in comment area (Exploration)
- Webquest Step 2- Exploring Meter and Reflection (Exploration)
- Webquest Step 3- Selection and creation of a meter and melody according to a geometric shape using Noteflight, go over rubric and checklist (Composition)

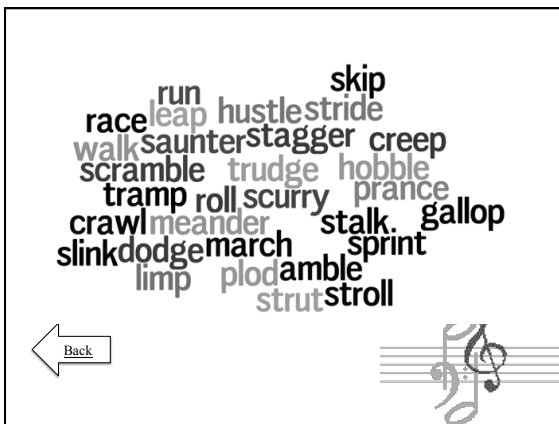
What Next?

“Today’s *technology indigenous* students have extremely sophisticated media palettes and are already utilizing urbane technologies to create and communicate. This native student interface demands that music educators *infuse* 21st Century Learning strategies with innovative technology tools and resources in a learning landscape that integrates an array of purposefully selected, learner friendly tools, both acoustical and digital, to engage students in *rigorous and relevant* music lessons, projects, and activities.”

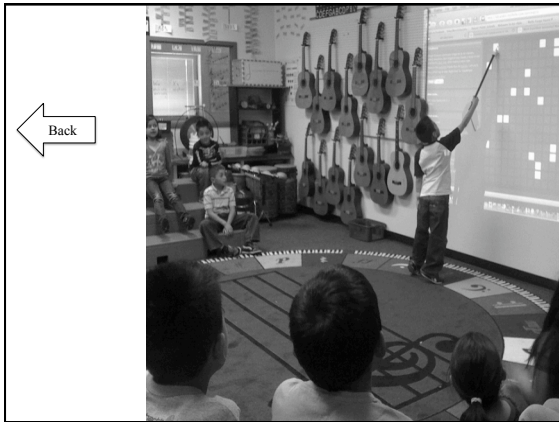
– Wendy Bloom, Infused Mus



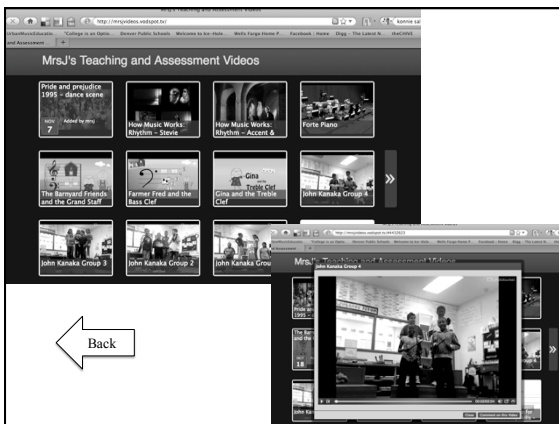




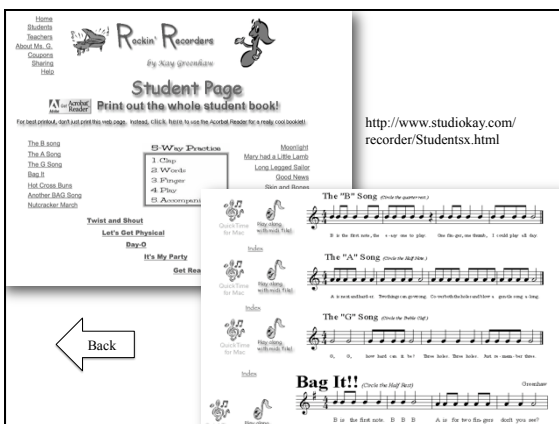




← Back



← Back



← Back

The screenshot shows a web browser window with the URL <http://urbanmusiceducation.org/harrington#Recorder>. The page title is "Recorder Links". It features a video player with the following text:

BAG MERRY PLAYING TEST- MINTZ

DIRECTIONS:

1. READ THE MELODY USING MUSIC DYNAMICS. (TA, TI, TO)
2. "SING & FING!" THE MELODY. (SING THE NOTE NAMES WHILE FINGERING AS YOU RECORD).
3. PLAY THE MELODY.
4. RECORD THE MELODY WHEN YOU ARE READY. SAY YOUR FIRST NAME AND LAST INITIAL ONLY!

Below the video player is a "Robin Recordars" logo. On the left side of the browser window, there is a "Back" button and a speech bubble icon.
