

Graduate Course Number: 6022

Course Title: Orff Schulwerk Level III

Days/Times of Online Meetings: July 10-21, 2023, M-F 8:30-4:15

Number of Credits for the course: 4

Instructor with phone number, email address, and office hours: David Thaxton, (775) 232-1424
dathaxton@gmail.com Office Hours: M-F 6:30-8:30 AM

“This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.”

Student Engagement Statement:

Participants are expected to complete short written assignments that will be graded, shared, and workshopped during the following day's class. There are also reading and listening assignments that participants should be prepared to discuss with other members of the class.

Additionally, students are recommended to read “The Elemental Style: A Handbook for Composers and Arrangers Part 1” by Rick Layton and Paul Cribari as a review of pentatonic and diatonic modal theory before the class.

Nightly homework will be assigned including two composition projects, and the development of a teaching project. Additional readings and listening assignments will be given for students to complete before the next day's class for discussion, reflection and collaboration. A reflection journal is also to be kept, but may remain confidential. A short (15-20 minute) teaching practicum will take place during class time, with participants serving as students.

Course Description:

In this section of the course, participants will receive Level III instruction in the Orff Schulwerk approach to active music teaching. Participants will review concepts from Levels I and II, including limited tone set modes of bitonic, tritonic, tetratonic, pentatonic, and hexatonic, as well as modes of Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian and Locrian. Function Harmony will be explored, including I-V and I-IV-V in major and minor modes. Rhythmic and metric studies will be expanded into advanced techniques. Combinations of movement, dance, recorder, speech, barred instruments, non-pitched percussion and singing will be explored with an emphasis on participants developing these materials for their own teaching. The class environment will be collaborative and exploratory in nature so that participants not only gain skill and knowledge in concepts of elemental theory and pedagogy, but also experience in managing and creating a collaborative environment for their students and colleagues.

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
<p>Students will be able to demonstrate understanding of modal and functional elemental melody / harmony through written homework assignments and in-class work.</p> <p>Students will be able to construct rhythmic structures in simple, complex, duple, triple, mixed and asymmetric meters as expressed through speech, movement and instruments.</p> <p>Students will be able to employ elemental teaching processes of the Orff Schulwerk Approach both in class demonstrations and their specific teaching situations.</p> <p>Students will be able to gain familiarity with Orff Schulwerk and other elemental materials by developing and performing them collaboratively in class and in public sharing.</p>	<p>Written homework assignments will be used to assess students' understanding of elemental music theory.</p> <p>In-class sharing will assess students' ability to perform and transform elemental materials.</p> <p>Several sharing opportunities of written assignments will give students feedback on their work throughout the course.</p> <p>A final practical teaching project will assess students' ability to merge their understanding of elemental forms with pedagogical approaches and techniques that are applicable to the general music classroom.</p> <p>A final sharing performance will be presented that will be a culmination of students' collaborative work in transforming, organizing and presenting elemental music materials into a cohesive performance.</p>

Program-Level Outcomes Addressed:

Orff Schulwerk Levels are intended to transform the practice of current general music teachers through an active, child-centered approach.

Orff Schulwerk prioritizes the process of imitation-exploration-creation / improvisation over prescribed goals and outcomes.

Orff Schulwerk utilizes materials that are simple and simplified to the point that young and inexperienced musicians are able to play, explore and manipulate them to build understanding and personal expressive experiences.

Orff Schulwerk emphasizes teaching approaches that are playful, active and reliant on the basic functions of language and movement as vehicles for instruction.

Course Requirements and Assessment:

Students will create a canon from a chosen work of poetry that is developed through nightly homework assignments, and critiqued and refined during in-class time.

Students will write and orchestrate a chaconne in the elemental style through nightly homework assignments, and critiqued and refined during in-class time.

Students will develop a 15-20 minute final teaching practicum that teaches either a folksong orchestration or a piece from the Orff Schulwerk volumes, and present their lesson to the class.

Students will be present for ALL class sessions. Missed sessions for unforeseen circumstances may include makeup work at the discretion of the instructor(s).

Grading Breakdown:

Nightly Written Homework and Readings: 20%

Canon Project 15%

Chaconne Project 15%

Final Teaching Project 50%

Instructional Materials:

Required:

Murray, M., Keetman, G., & Orff, C. (1976). *Music for Children: Volume I,II,III,IV,V: Pentatonic (Music for Children (Schott))*. SCHOTT MUSIK INTL MAINZ.

Notebook paper, Staff paper / notation software, Laptop/Tablet/Phone (as a means of submitting and receiving assignments)

Recommended:

Paralipomena (Schott)

Any previous volume supplements (RÜ, Spielbuch, Erste Spiel, etc.)

Making Tracks: Recorder Explorations, Creations and Improvisations

The Elemental Style: A Handbook for Composers and Arrangers, Part 1

Course Bibliography:

N/A

Course Calendar or Schedule: July 10-21, 2023, M-F 8:30-4:15

Attendance Policy: Attendance is mandatory at all class meetings. If any absences occur due to unforeseen circumstances, the possibility and content of make up work is at the discretion of the instructor(s).

Candidate Conduct

“An important part of VanderCook’s Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.”

Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

Academic Honesty

“Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate’s success in the program. Examples of academic dishonesty include:

- Presenting another’s words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.”

Plagiarism

“Plagiarism means taking someone else’s words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else’s work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.”

Disability Statement

“If a student has a disability which might interfere with that student’s ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.”