

Graduate Course Number:

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| 8044B | 524 |
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Course Title: Orff Schulwerk Curriculum and Arranging

Days/Times of Class Meetings: Tuesdays 5:00 p.m. - 8 p.m. CST, 10 June-2 August 2024

Number of Credits for the course: 3 credits

Instructors and office hours:

Manju Durairaj mdurairaj@vandercook.edu

Roger Sams rogersams@mac.com

Office hours: by appointment

“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:

Students are expected to have successfully completed at least Level 1 of an Orff Schulwerk Teacher Education Course. Students will be expected to attend weekly zoom meetings. The class period will be 3 hours. Homework, research, and assignments will imply 6 hours of outside of class work per week.

Course Description:

This online course is for Orff Schulwerk teachers who are seeking to organize or redesign their curriculum scope and sequence, even as they arrange and compose for their programs while centering the Orff Schulwerk approach. There are two components.

The first component uses the Backwards Design, Universal Design for Learning, and Culturally Responsive pedagogy frameworks to establish learning objectives and aligned assessments for each grade level. The coursework references noted publications of national and international Orff Schulwerk specialists. Participants will specifically center culturally relevant and sustaining pedagogy while designing their curriculum, as the essence of the Orff Schulwerk is to center the humans who are making and creating music.

The second component of the course focuses on composing and arranging for music classes as well as Orff Schulwerk ensembles. These will provide space for student agency, improvisation, composition and movement possibilities. This component reinforces the composition, improvisation and arrangement aspects and expectations of AOSA approved levels courses.

Hence, it is required that participating teachers must have successfully completed at least the Level 1 Orff Schulwerk teacher education course.

| <u>Student Learning Outcomes</u> | <u>Outcomes Assessments</u> |
|---|-----------------------------|
| Students will analyze their existing curriculum from an Orff Schulwerk perspective, and their own teaching practice from a culturally responsive practitioner lens. | Reflection |
| Students will establish learning targets for each grade level they teach. | Written assignments |
| Students will design sample lesson outlines incorporating teacher, self and peer assessments for one grade level. | Written assignments |
| Students will compose and arrange rhythmic composition demonstrating an understanding of complementary rhythm. | Written assignments |
| Students will compose and arrange melodic compositions demonstrating an understanding of the use of the drone/bordun and elementary functional harmony. | Written assignments |

Program-Level Outcomes Addressed: <<Program-Level Outcomes Addressed:Proposed Graduate Learning Outcomes with respect to Core Values and Beliefs. Please include only those outcomes that are directly addressed and assessed with this course. There is NO NEED to include them all.>>

Course Requirements and Assessment:

There will be readings and related graded discussions as well as group and individual assignments. Assignments turned in after the deadline will be graded at 50% of the points for the assignment.

Reasonable accommodations may be made if extensions are requested in advance by the student.

Assignments

| | | % ofCourse Grade |
|---|---|-------------------------|
| 1 | Readings and discussions | 10 |
| 2 | Attendance and Participation in class discussions | 5 |

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| 3 | Written assignments | 70 |
| 4 | Final Project | 15 |

Grading Breakdown:

Grades:

| | | | | | | | | |
|-------------|-------------|---------------|---------------|-------------|----------------|--------------|-------------|--------------|
| 100 = A+ | 95-99= A | 90-95 = A- | 85-90 = B+ | 80-85= B | 75- 80 = B- | 70-75= C+ | 65-70= C | 60-65= C- |
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Instructional Materials:

Required Text

Steen, A. (1992). *Exploring Orff: A teacher's guide*. Schott.

Reference Texts

Cribari, P. B., Calantropio, S., & Layton, R. D. (2019). *The elemental style: A handbook for composers and arrangers*. Sweet Pipes Publishing.

Course Calendar or Schedule:

| Date | Curriculum | Arranging |
|--------------------|---|---|
| Pre-course reading | Articles on Culturally Responsive Teaching and Orff Schulwerk | |
| Week 1 | Overview of 21c curriculum frameworks, Principles of Orff Schulwerk, Musike Discussion on Toward a More Culturally Responsive General Music Classroom- Abril | Simple Meter and Compound Meter Notating the Rhythm of Poetry (4 rhymes) Complementary Rhythm Two-Part Rhythmic Compositions |
| Week 2 | Designing a curriculum | Complementary Rhythm |

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| | <p>centered on Orff Schulwerk Learning objectives, Assessment design Develop movement objectives</p> <p>Discussion on MUSICA HUMANA - Thoughts on humanistic aspects of Orff-Schulwerk- Salmon</p> | Three-Part Rhythmic Compositions |
| Week 3 | <p>Designing Learning Targets Discussion on Principles of Orff Schulwerk - Hartmann and Haselbach</p> | Chord Bordun/Drone |
| Week 4 | <p>Designing Assessment Rubrics</p> <p>Discussion on Music standards, Culturally Responsive Teaching and Leading Standards</p> | Four Types of Borduns/Drones |
| Week 5 | <p>Self and Peer Assessment and Feedback</p> <p>Discussion on SEL standards</p> | Composing and Instrumental Piece using Bordun/Drone |
| Week 6 | Lesson Planning | Introduction to an Orff Approach to Functional Harmony |
| Week 7 | Putting it all together/Project Presentations | Functional Harmony |
| Week 8 | Putting it all together/Project Presentations | Functional Harmony Closure |

Attendance Policy: Attendance at weekly zoom class periods is expected.

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.
- 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.”