

WORKSHOP 5: LESSON PLAN 5 – Monday 25th January 2016 4pm – 5pm

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| Programme: | PG Certificate Project/ Community Music Module |
| Project: | Orff Schulwerk inspired group music making lesson |
| Learning Outcome Lesson is linked to: | LO1 – Design, implement, document and evaluate a community music project in collaboration with peers, demonstrating a range of creative, organisational and inter-personal skills informed by the professional attitudes and values required for community music practice and reflecting on the experience gained in the process. |

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| Student Group: | Community Music students |
| Level: | CM1 |
| No. of students in Session: | 1 student learner and Community Music course coordinator Mary Troup |

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| Venue / Room: | 2:46 |
| Learning Materials / Resources | 3 xylophones and vegetable mat |
| Learning Technologies | Moodle, E-Portfolio, WordPress |

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| Lesson Title: | Orff Schulwerk Approach to Group Music Making – ‘Carrots, Carrots, Potatoes, Broccoli’ |
| Theme: | Working with Xylophones – Structured and Improvised Musical Play |

Lesson Learning Outcomes* *The verbs used to describe the learning outcome should be appropriate to the level and stage of development of the learners the lesson is for (Use CfE Outcomes / SCQF level descriptors or other Indicators as appropriate).*

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| By the end of this session students should be able: | |
| 1. | To reflect on a first-hand experience of active participation and engagement in a creative approach to group music making that is inspired by the Orff Schulwerk approach to Music, Dance and Speech Education. |
| 2. | To recognize the progressive stages within the group music making process; the balance between teacher led and learner led activity; the different ways in which information is presented in order to complement visual, auditory, kinesthetic and tactile learning styles. |
| 3. | To begin to adapt and translate this model to complement and inform their own creative practice and teaching practice within the Community Music module. |

| Time | Teacher Activity | Learner Activity | Resources & Notes |
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| 20 mins | <p>Context Setting</p> <p>Invite students to engage with this work on two levels, from two perspectives: as a musician engaging in a first-hand group music making experience and as a Community Musician who is tasked with facilitating creative music making opportunities for different groups of people.</p> | <p>An opportunity for the learner:</p> <p>To think about how they engage with work of this nature as a musician working actively and creatively with elemental musical material, and as a teacher who has opportunity to translate and adapt musical materials for others.</p> | |
| 15 mins | <p>Working with Xylophones – Improvised Musical Play</p> <p>Share the <i>‘Tasty Tasty Yum Yum’</i> rhyme with the group, a rhyme created by one CM1 student for her nursery placement,</p> <p><i>‘Tasty Tasty Yum Yum Tasty Tasty Soup Soup Tasty Yum Tasty Soup Tasty Yummy Soup’</i></p> <p>Invite learners to explore making music inspired by the vegetable mat. Free improvisation with xylophones.</p> <p>Reflections: How could this activity be adapted and/or further developed when working with children and young people?</p> | <p>An opportunity for the learner:</p> <p>To co-create and improvise music within a group music making context.</p> <p>To offer ideas for form, structure and dynamic shape when making music within a group setting.</p> <p>To reflect and share personal observations and impressions of musical activity within the group.</p> <p>To reflect on how this activity could be adapted and/or further developed when working with children and young people.</p> <p>To reflect individually and within a group on how to interpret a visual resource within a musical context.</p> | Vegetable Mat Xylophones |

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| <p>15 mins</p> | <p>Working with Xylophones – Structured Musical Play</p> <p><i>'Carrots – Carrots – Potato – Broccoli'</i></p>  <p>Introduce learners to the above rhythm through speech.</p> <p>Explore vegetable speech rhythm on xylophones. Create melodies for <i>'Carrots – Carrots – Potato – Broccoli'</i> rhythm and share within the group. Devise ostinatos to accompany melodic material.</p> <p>Reflections:</p> <p>How could this activity be adapted and/or further developed when working with children and young people?</p> <p>What are the differences when working with xylophones and free improvisation, inspired by vegetable mat, and given musical material <i>'Carrots – Carrots – Potato – Broccoli'</i> rhythm?</p> | <p>An opportunity for the learner:</p> <p>To transfer rhythmic material from speech onto pitched percussion instruments.</p> <p>To explore working with structured and improvised musical play together.</p> <p>To reflect on how this activity could be adapted and/or further developed when working with children and young people.</p> | <p>Vegetable Mat Xylophones</p> |
| <p>10 mins</p> | <p>Reflection on Learning, Creative Approach and Process:</p> <p>Ask student group for short verbal reflections to describe their personal experience and musical observations as a learner.</p> <p>Ask student group for short written reflections based on Learner Feedback sheet.</p> | <p>An opportunity for the learner:</p> <p>To reflect on their personal/musical experiences as a musician, as a learner and as a teacher.</p> <p>To listen to the reflections of others and to share personal viewpoints.</p> <p>To offer feedback to the teacher.</p> | |

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| | | To reflect on musicality, creativity and collaboration in relation to this lesson. | |
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