

# CAPTIVATING CHILDREN FOR CONCEPTS

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1. Ways to get attention at the beginning of class: cricket, tuning fork, clapping.
2. ReNee Nadeau (Thornton Elementary in San Antonio, TX) Classroom Rules -- Captivating on Day 1  
Steady Beat with a Chant  

<b>Follow directions.</b>	<b>Take care of equipment.</b>
<b>Show respect.</b>	<b>Always do your best.</b>

  - A. Grade levels
    - K-1: Tap steady beat and echo; Clap back to children and let them discover which rule
    - 2: After learning, tap rhythm as in a rhythm game. Let words go inside head and then voice.
    - 3: Let students orchestrate with body percussion.
    - 4 & 5: If YOU need more, let them orchestrate with the instrumentarium.
3. Re-enforcing Steady Beat
  - A. Don't forget the teaching spiral – you are constantly preparing for later.
  - B. Here Comes a Bluebird –
3. Hoberman Sphere – Discuss uses, especially in breathing.
4. Songs for Rhythm – one sound over one beat  
Star light, Star bright. Twinkle, Snail, Snail , ABC
5. Establishing more than one sound over a beat – Ti Ti  
Doggie, Doggie, where's your bone?  
Someone stole it from my home.  
Who Stole the Bone? I stole the bone.  

**A Dog Needs a Bone!** By Audrey Wood, c 2007  
Blue Sky Press (division of Scholastic)
6. Identifying phrases  

Queen, Queen Caroline  
Washed her hair in turpentine  
Turpentine made it shine  
Queen, Queen, Caroline.

Cowboy Joe, Cowboy Joe  
Went down to Mexico.  
There he played the radio  
Cowboy Joe in Mexico.

7. Creating with Rhythm  
**Farmer Joe and the Music Show**, Tony Mitton, c. 2008 Orchard Books
8. Preparing the pentaton from *do-re-mi*
9. Children echo movement, rhythm, or phrases  
**Moon Rabbit** by Natalie Russell, c. 2009, Viking
10. Ostinato with Phoebe Lucille  
Lucy Lockett (*sol, do, mi mi re do*) Lucy lost her pocket.  
  
Phoebe (*sol, mi or do la,*) Phoebe, Petticoat, Phoebe, Gown
11. Low *la* and Low *sol*
  - A. More with Phoebe
  - B. Black Sheep (or woolly sheep)
    1. *la, do la, do la, do mi*  
*re mi do la, do la, la,*  
*la, do la, do la, do mi*  
*re mi do la, do la, sol, la,*
  - C. Sing with *la, do* ostinato
  - D. Sing with ostinato on *la*, pentaton