



NSW Orff Schulwerk Association

For our members

Dear OSANSW members.

I hope you are keeping safe and well through this difficult time. As we move into Term 2 there is still great uncertainty about education in terms of online vs. face to face learning. This has an enormous impact on all teachers but especially on music teachers. How do we keep our students singing, playing and moving remotely? How do we achieve that great sense of sharing musical ideas when we are all so isolated. One thing for certain is that, no matter what, you are doing a fantastic job under very challenging circumstances.

The OSANSW committee has been looking at how we can support you through this time. We are starting a series of Online with OSANSW events which I hope you will find useful. We are producing some bite-sized Bulli's to give you ideas and resources for your virtual classrooms. We are also looking at some more casual online sharing events to keep us all connected.

We would like to hear from you. If you have any questions that you think one of our OSANSW committee members may be able to help you with, or other suggestions that you would like us to consider, please email me and I will take it to the committee. In the meantime - Stay safe.

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Websites

[Teaching with Orff](#)
has a range of
ideas for Distance
Learning

[NAfMe](#)
has Virtual
Learning
Resources for
Music Educators

Want to create a
Virtual Choir?
[Here's one way](#)

Have you ever thought of using **Kahoot!** as a
tool for distance learning?

Check out their website for a range ideas and
recorded webinars to help you:

[Kahoot! website](#)



A Virtual Visit to the Zoo

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The current situation in Australia is that every state has a different model for schooling. Some are completely online, others are completely at school with social distancing measures in place. Our situation in New South Wales is that most of our students are learning online, and those who are at school are doing the same online learning as those at home.

Some challenges we've encountered (particularly with the younger students) are lack of easy access to a device, and parents who struggle to help the children due to English not being their native language.

This series of activities was created for my Kindergarten and Year 1 students who have enjoyed still being able to have music and movement experiences whilst in social isolation.

Age and special characteristics of the target group

Infants children (age 4-7 years old) of mixed ability, including students with special needs.

Theme

- Observing the qualities of animal movements and using these as a stimulus for movement
- Responding to music with drawing
- Responding to music with movement

Considerations on the design of teaching

- Do the students have enough space to move freely?
- Access to drawing materials
- Access to recordings and device to play them on
- The students are not yet able to read so are reliant on parents transmitting the instructions. I created a video with the instructions but have written them out below. The majority of our parents are not native English speakers, so I uploaded the written instructions so they could be translated in order to help the children.



Procedure and feedback

This term we are exploring contrasts - high/low, fast/slow, heavy/light, etc. through movement, drawing, listening and making music. Our local zoo, Taronga Zoo in Sydney, has [Taronga TV](#) at the moment - a live-

feed of the animal enclosures. I'm using this plus 'Carnival of the Animals' and 'In the Hall of the Mountain King' as my stimuli. The sequence is as follows:

- Watch several animals at Taronga Zoo via [Taronga TV](#). See if you can find the following animal/qualities: big, small, fast, slow, fly, crawl, slide/slither, crawl, heavy, light, jump, prowl, walk.
- Can you copy some of the qualities/ideas in the way you move?
- Draw a map around your room. Walk the pathway of your map the following ways:
 - o Fast
 - o Slow
 - o Heavy
 - o Light
 - o Crawling
 - o Sliding
 - o Jumping
 - o prowling



- Listen to selected movements from 'Carnival of the Animals'. Find a way of moving that matches features of the music. What were these? Have a parent help you write down what you heard/thought/felt. See if you can video some of your movements to send to me.
- Listen to the recordings again and draw what the music sounds like to you. It could be a picture, patterns, shapes, etc. Why did you choose those shapes/colours/pictures? Have a parent help write down why you made those choices. Take a picture and send to me.
- Listen to 'In the Hall of the Mountain King'. Draw your response to the music (as before).
- What stood out in the music to you? Why?
- Find a place to keep the beat in your body as you listen to the music. What did you notice about the beat? (accelerates)
- This time, change the place on your body that you keep the beat each time you hear a change (dynamics, tempo, instrumentation).
- Create a simple movement you can perform to this music. Can you continue it as the tempo increases?
- Change something in your movement each time you hear a change in the music. e.g. switch arms, move forwards/backwards/sideways, move the movement to your legs/arms/head/etc.
- Are there any patterns/repetition in the music? Where?
- Draw a map of the music showing changes in the pattern/melody (dynamics, tempo, instrumentation).

- Create your own body percussion pattern. Perform it and find a way to make a contrast – dynamics, tempo, timbre, etc. See if you can make a recording and send it to me.

There are many, many YouTube recordings of these famous pieces. Here are just a couple:

[Carnival of the Animals](#)

[In the Hall of the Mountain King](#)



Other activities we have done include:

- Recounting chants and changing words and actions which the students have shared with me.
- Creating their own vocals, body percussion and found sound ostinati to accompany a chant I've recorded for them
- Going on a musical scavenger hunt - find things in your home/backyard that make the following sounds:
loud quiet long short high low wood metal muffled



In response to the situation caused by COVID-19, ***Musica Viva in Schools*** is offering free access to a range of online, digital and interactive resources, including ***Musicassentials*** and ***Musicadventures***.
[Visit the website](#)

Hello from Finland!

An invitation for you and your members to JaSeSoi's Sunday Sharing - online events.

Link to [FaceBook](#)

Link to [Soili Perkiö's greetings](#)