

A Summary of What I Learned:

This conference (“The Journey Is the Destination”), presented by music teacher Karen Medley, was full of great ideas. Creativity with movement, dramatization and play were combined with music making to teach elements of music in a most enjoyable way. Based on Carl Orff’s Schulwerk (Schoolwork), drama, speech, moving, singing, playing, improvising and creating were completed woven into this wonderful workshop.

In the first session (“Fostering a Sense of Play and Community”), aimed at the teaching of youngest students, the Name Game with Pulse Accompaniment to the song “Roxie Ann” incorporated improvisation with steady beat. “Wee Willie Winkie” song with activities was used to teach spacial awareness and movement vocabulary for our beginning singers. “Slahal” is a fun “guess which hand holds the [item]” game used to teach So-Mi using a traditional game. Using puppets or items of interest to children, “Where’s My Piggie?” song gave children an opportunity to again practice the So-Mi interval and to hear parts of the scale. This guessing game song gave the chance to students to sing alone. “Mr. Wizard,” a pop-up puppet, was used to teach pre-conducting watching skills. “The Beach” song was used to explore using found sounds such as shells, egg shakers, rocks to play on the pulse. “Way up High in the Apple Tree” poem was used to teach glissando on barred instruments, alternating patting on the beat, and answering number problems. Exploring timbre through soundscaping the story of “The Very Noisy Night” book by Diane Hendry was terrific! The accompanying traditional tune from the Dominican Republic also incorporates the fermata. “Spring is Here” offered the opportunity for improvisation on barred instruments and the practice of So-Mi in a very creative way. Using movement to show ABA form was implemented using movement with colored scarves to the music “Norwegian Dance #2 by Grieg.

Moving on to the Middle Grades session, the hand game “Cross Down When Billy Was One,” a favorite on the bus with second and third graders, offered a delightful hand and patting pattern to a traditional tune while working on steady beat and coming up with new words to the song. “Omochio” is another hand-partner game that incorporates steady beat, 3 levels, and combinations of eighth notes, sixteenth notes quarter notes and eighth rest rhythms. The activity called shadowing in formation of three or four in a group was a mirror movement activity with alternate leaders. The beautiful music that was chosen for this piece was “Gabriel’s Oboe” by John Williams and was from the movie “The Mission.” This was a great listening and showing the music activity. Creating an original group dance to show AB form and accelerando was the target of choreographing the music “Bear Dance.” “There’s a Little Wheel” song was used to create a heart warming composition to present to their teachers as a Valentines Day. “The Big Pumpkin” by Erica Silverman is a Halloween book with a great story about how we are all stronger when we work together to solve our problems and that each of us, not matter how small, has valuable contributions to make. This story served as a great soundscape piece. “Pebbles” song and rock passing

activity served as a basis for steady beat, ostinato, and fitting student ideas into 4 beats.

The third session “Challenging and Celebrating Older Children” started with “Getting to Know You” activity, a fun fact-finding and personal adventure. From the book *The Alaska Mother Goose*, “When Caribou Pass” was used to teach crescendo and decrescendo. Ostinato, accents, rhythm of the words were put to drums.

There were many more items within this last grouping that we did not get to do in session, but they look very valuable. The “One-Eyed Jack” poem, set with 2 ostinati, played on percussion as an A section with improvisation as the B section looks like a lot of fun for the kids.