

SYLLABUS
Orff-Schulwerk Level I (3 credits)

Contact:

Instructors	Daniel C. Johnson Joan Eckroth-Riley	
Emails	johnsond@uncw.edu jeckrothriley@murraystate.edu	
Dates	August 4 – 15, 2025	

Texts and Materials:

Required:

- *Music for Children, Vol. 1*, Murray Edition
- *Rhythmische Ubung* (Keetman)
- *Elementaria* (Keetman)
- Yamaha 300 series soprano recorder
- *Sweet Pipes Recorder Book* (Soprano, Book I)
- *Descants in Consort* (Simpson)
- A hardcopy notebook or digital means of keeping a movement journal

Recommended

- *Music for Children, Vol. 2, American Edition*
- *Erstes Spiel am Xylophon* (Keetman)
- *Creative Dance for All Ages* (Gilbert)

Course Description:

This two-week, interactive course provides an introductory but in-depth study of general music curriculum including practical materials, methods, and assessment strategies for classroom music education.

In particular, the focus is on Orff-Schulwerk, as demonstrated and experienced through a range of creative activities and assignments during 60 contact hours. With specific applications for general music in grades K-8, topics include movement and musical skill development (singing, speaking, creative movement, and playing percussion instruments and recorder), along with their placement in a school-year curriculum and their assessment, according to the [Maine Learning Results / Visual and Performing Arts Standards](#).

Prerequisites: the ability to read and write music (using standard Western notation), professional experience in music education settings, or consent of instructor.

Learning Goals:

Learning goals of this course include experiencing and describing the Orff process for the purpose of facilitating creative music and movement activities for students in grades K-8, through the four media of speech, movement, singing, and playing instruments.

Student Learning Outcomes (SLOs):

Organized by three main focus areas and their assessments, SLOs for this course describe the range of knowledge and skills needed to experience and understand the Orff-Schulwerk approach and its

assessment.

Basic Pedagogy SLOs include:

- performing and improvising using meters (e.g. 2/4, 3/4, 4/4, and 6/8).
- performing and improvising melodies using pitch sets in do and la-based pentatonic scales.
- performing and improvising a melodic ostinato accompaniment to given pentatonic melodies.
- performing, improvising and creating rhythmic ostinati for given melodies.
- performing and improvising using elemental forms (e.g. phrase, rondo, and canon)
- analyzing and explaining how to design lesson segments using the four Orff media to prepare instrumental parts and to facilitate creative music and movement activities

Movement SLOs include:

- describing, analyzing, and evaluating movement of one's self and others
- demonstrating a knowledge of dance elements and vocabulary through movement, creative dance, and traditional dance.
- demonstrating an understanding of elemental musical forms through movement (e.g. phrase, rondo, and canon)
- applying dance elements and movement vocabulary in creative and folk dance.

Recorder SLOs include:

- demonstrating and defining optimal playing posture, breathing, articulate and fingerings (from C to E2).
- improvising simple melodies using limited pitch sets in elemental forms and to accompany movement.
- combining recorder playing with other elemental media, as an accompaniment, and using a variety of repertoire.
- describing the sequence of recorder instruction, including pitch sequences, traditional and non-traditional notation, and pedagogical process strategies.

Assessment SLOs include:

- developing standards-based measures that provide accurate and practical assessment of students' musical achievement.
- incorporating standards-based strategies for accurately and practically assessing students' musical understanding.
- including standards-based protocols for accurately and practically assessing students' movement skills as related to their musicality.

Course Requirements:

- Regular attendance and participation in class activities.
- Timely completion of written assignments.
- Completion of a curriculum document (including benchmarks and assessment schedules) that outlines how methods and materials fit within a school-year curriculum for general music instruction.

Assignments and Late Work Policy:

Students will receive **full credit** for complete, correct assignments submitted on time. Students will receive **partial credit** awarded on a sliding scale for incomplete assignments containing substantial errors submitted on time. Students will receive **no credit** for missing assignments.

Grading Scale:

Calculation of the final course grade is as follows:

Attendance and Participation	75%
Assignments	25%
<hr/>	
TOTAL	100%

For the final course grade, a ten-point grading scale will be used as follows:

	100-93= A	92-90= A-
89-87= B+	86-83= B	82-80= B-
79-77= C+	76-73= C	72 & below= F

Course Schedule

There are numerous topics, each based on the course objectives. Because each of these topics addresses one or more course goals and relates to the other topics logically, *students are required to attend class regularly*. The class meets every weekday, Monday – Friday, 8 AM – 5 PM, for two consecutive weeks during the summer term. The daily course schedule incorporates four focus areas: Basic Pedagogy, Movement, Recorder, and Special Topics.

****Please turn off all cell phones and pager devices during class sessions.****

The above syllabus for this course is subject to change by the instructors. In the event of any alteration, written changes to the syllabus will be provided before they take effect.