

ORFF BITES 5

Starting with an artefact

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<https://www.facebook.com/orffNewZealandAotearoa/videos/258589842225986/>

Explore/create starting with an artefact

Teach a rhyme

This will become the repeated section that joins the newly created pieces of music together.

Mine is

Africa, Africa, What do you know about Africa?

Not so much, I've never been there

But here's a rhythm I can share

Introduce the artwork I chose a printed fabric from the Shona people of Zimbabwe.

Enable students to look at the details on the artwork or artefact. Pass it around to be touched, smelled, looked at closely. Lead a conversation that is rich with musical vocabulary.

What do you notice? What does this remind you of? What musical ideas could come from this? Do the marks give you ideas about form, rhythm, pitch, tone colour, dynamics, tempo?

Small Group Task: to devise a short piece of music in response to the artwork

Build groups or partnerships around a few students who each have an idea. **In groups or pairs** try out a few ideas using **voice** and **body percussion**

Choose a piece of the pattern and decide

1. which part of the pattern to focus on,
2. where to start, which direction to go in,
3. what will the various marks will represent in your music?

Set some parameters for the composition eg Your piece of music should have

OR

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| <ul style="list-style-type: none"> ☐ some short and some long sounds, ☐ some moments of silence ☐ some times when everyone, or just one or two people are playing, ☐ an exciting part in the middle, ☐ a quiet ending. | <ul style="list-style-type: none"> • a steady beat (drum or bass line) • an ostinato part • a melody on limited notes eg.CDE GA • A 'colour' or sparse part |
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Develop your ideas with a small selection of instruments at hand

What kinds of sounds do we want in our piece? (Tone colour)

Will there be voices/words/body percussion?

When do we want a single sound, and when do we want to put the sounds together?(Texture) Refer to the design on the fabric for guidance

What will happen at the beginning, in the middle, and at the end of your short group piece? (Form)

Put it all together ABACADA form

Whole class chants the rhyme: *Africa, Africa, What do you know about Africa...*

Group 1 plays their piece...Whole class chants the rhyme...Group 2 plays their piece etc...Whole class chants the rhyme to finish the rondo form.