

## TEACHER TRAINING COURSE REQUIREMENTS

### *Teacher Qualifications*

1. Ensemble instructors must have the minimum of a baccalaureate degree in music or music education and have completed Level III of an AOSA-approved course. They must also have completed an Apprenticeship as described by the AOSA Professional Development Committee, or have equivalent experience as accepted by the AOSA Professional Development Committee. Instructors will have taught adults and children within the Orff Schulwerk context for at least two years after having completed Level III. They must be able to demonstrate integrated applications of moving, speaking, singing, and playing on a continuing basis with both adults and children.
2. Movement/dance instructors must have a minimum of a baccalaureate degree and have completed Level II of an AOSA-approved course to teach Level I and have completed Level III to teach Level II and/or III. It is recommended that the degree course work or experience be the equivalent of a minor in dance. Movement/dance teachers will have the knowledge and ability to integrate movement/dance with music. Instructors will have taught movement/dance to both adults and children within the Orff Schulwerk context for at least two years after having completed Level II, and give evidence of broad knowledge of movement education, dance technique, and principles of creative movement.
3. Recorder instructors must have a minimum of a baccalaureate degree in music and have successfully completed Level III of an AOSA-approved course. They must have recognized competence in recorder performance and must have studied playing techniques, historical styles, and performance practice. Recorder instructors must have experience in teaching recorder to both children and adults within the Orff Schulwerk context for at least two years after having completed Level III.
4. While a full staff representing the above teaching specialties is preferred at all levels, a minimum of two instructors per level is required for Levels II and III.

### *Facilities*

1. Facilities for each level should be large enough to allow the integration of music and movement. There should be a balanced complement of barred instruments (one for each student in the class) and a complete selection of non-pitched instruments, including a large number of hand drums. Instruments should be placed at appropriate heights to facilitate good playing technique. Sound playback equipment should be available.
2. Movement space should be suitably large and well ventilated, with clean, wood floors; concrete floors should be avoided, even when covered, because of risk of injury. A full instrumentarium, including a large number of hand drums, should be provided and sound equipment should be available.
3. A separate recorder room should be provided with adequate space for movement as well as for chairs and music stands. A full instrumentarium, including a large number of hand drums, should be provided, and sound playback equipment should be available.
4. Classrooms and practice spaces for individual and group practice outside of daily classes should be available.

**Organization**

1. Time recommendations

- a. a minimum of 60 contact hours per level with expansion encouraged
- b. a minimum of 180 minutes of contact time daily for integrated basic Orff Schulwerk experiences that will include the following:
  - (1) musicianship
  - (2) music theory
  - (3) principles of orchestration
  - (4) pedagogy
  - (5) instrumental playing techniques
  - (6) improvisation
  - (7) choral and vocal techniques
- c. 75 minutes of contact time for movement classes daily
- d. 60 minutes of contact time for recorder classes daily
- e. topics for the remaining time to be determined by individual courses

**Note:** There shall be an emphasis on integrated activities throughout the instruction day, with frequent and regular consultation by the responsible faculty.

2. Content

a. Level I

Course content should focus on the following activities that are basic to Orff Schulwerk:

- (1) speech
  - (a) speech patterns, rhymes, games, poetry, and literature that explore qualities of speech as well as common meters in basic rhythms
- (2) singing and playing
  - (a) materials limited to the pentatonic and hexatonic scales that can be accompanied by pedal tones and borduns
- (3) playing instruments
  - (a) soprano recorder
  - (b) basic playing techniques on pitched and non-pitched percussion
- (4) movement/dance
  - (a) movement/dance vocabulary through exploratory and directed experiences
  - (b) awareness of the body as an instrument for movement
  - (c) awareness and skill in moving through space
  - (d) awareness of time/rhythm
  - (e) relation of movement to musical concepts
  - (f) role of movement/dance in Orff Schulwerk
- (5) improvisation in basic Orff, movement/dance, and recorder class instruction

- (6) pedagogy developing skills for teaching structured and exploratory experiences in basic Orff, movement/dance, and recorder

Use Murray I as a basic guide.

b. Levels II and III

Course content for music in Levels II and III should consist of appropriate review of materials in the previous level(s) and the remaining material contained in the curriculum outline. The order of content delivery will be determined individually by instructors, with consideration given to the desired outcomes to be achieved at each level and to preparing Level II students to continue to Level III in the same or another course.

Course content for movement/dance should consist of the following:

Level II

- (1) continuation and refinement of content in Level I
- (2) awareness and skill in choreographic tools
- (3) more complex rhythms and meter
- (4) movement accompaniment

Level III

- (1) continuation and refinement of content in Levels I and II
- (2) dance as a means of self expression and musical interpretation
- (3) integrating the elements of Orff Schulwerk
- (4) shaping movement for performance
- (5) structuring a creative movement lesson

3. Publication of competencies and student outcomes

Each course must publish differentiated student outcomes and competencies for Levels II and III, based on the competencies listed on pages 4–2 through 4–5.