



The effects of poverty, woven into the educational mix, provide a range of possibilities for Orff-Schulwerk practice and integration. This activity-based session explores Orff-related curriculum goals, strategies and practices that help build a bridge to the necessary skills for success in school and life.



- “By the age of 3, children in poverty hear 30 million words less than children in homes of working and professional parents. In addition, the quality of the words directed toward children in poverty is far more negative.”

Hart and Risley, 2006

- “When children enter Head Start, we find them cognitively intact, but the majority are 2 ½ - 3 years language delayed. This is a startling statement for 3 year olds! Without intensive work, the gap that exists at 3 will never be closed, and the future for many children will be predictable and bleak.”

Dr. June Malone, 2007

- What do we gain through multi-modal, multi-sensory, hands-on, brains-on, arts-infused delivery of Curriculum? Students timidly emerge into confident learners, ready to explore their visual, auditory and kinesthetic worlds. Teachers cannot believe their students' capacity and growth. Administrators are amazed at the verbal fluency of the children.

This active participation session will explore how Orff strategies we use every day can be used as a powerful bridge to learning by reframing the perception of students, parents and families, teachers, teaching and learning. Learn Orff strategies that pave the path to reducing the achievement gap!

Detailed notes will be provided to session participants.
To learn more, go to www.totallearninginstitute.org.