Second-Line Step and Echo | Teacher Guide

Louisiana Orff Schulwerk Music Lab • Lesson 002 • Grades 6–8 • call and response • 3–5 sessions

Essential inquiry

How can listening, movement and improvisation transform our understanding of New Orleans second-line parade traditions?

Cultural or technical context

New Orleans second-line parade traditions. Orff Schulwerk is a process-centered approach. Use credited recordings and public-context sources. Avoid reproducing sacred, ceremonial or copyrighted music without permission; activities below compose new material.

Learning targets

Students will demonstrate call and response; research the relevant context; create an original artifact or composition; justify at least one change after critique.

Materials and preparation

Voice, movement space, body percussion, classroom percussion, optional barred instruments, visual cue cards, recording/playback with permission.

Differentiation

Students investigate maker and context, test three options, justify their design choices, and document one revision.

Extension beyond Grade 12

Advanced learners may deepen their research, technique and documentation while keeping the same core inquiry.

Ten-step teaching sequence

01. Listen to or discuss a short, appropriately licensed Louisiana example connected with New Orleans second-line parade traditions; identify whose music it is.
02. Investigate the people, location, social setting, and musical roles involved in New Orleans second-line parade traditions.
03. Practice call and response: teacher models beat, voice, movement and a simple instrument option, then students echo.
04. Improvise three original speech, body-percussion or melodic responses that explore call and response.
05. Choose a group arrangement and decide who begins, leads, changes and ends.
06. Improvise short motion-and-rhythm echoes while distinguishing parade roles; rehearse with movement, voice and available instruments.
07. Listen as an ensemble: name one precise musical strength and one question, without ranking cultural authenticity.
08. Revise a musical phrase, balance, cue or movement based on recorded feedback.
09. Perform an original 30–90 second arrangement and verbally credit the researched music context.
10. Reflect on how the music changed, the group decisions made, and what remains to investigate.

Discussion prompts

01. What evidence tells you something important about New Orleans second-line parade traditions?
02. How does call and response change the meaning of the result?
03. Which source is being credited, and whose voice is missing?
04. What feedback prompted a visible or audible revision?

Formative assessment

At entry: one baseline observation. During: two skill trials and a peer critique. Exit: final result, revision evidence and source credit.

Safety and accessibility

Provide accessible participation roles, sensory accommodations and clear consent for any recordings or images.

Reference and standards note

https://aosa.org/about-aosa/the-orff-schulwerk-approach/
https://folkways.si.edu/lesson/cajun-and-creole-culture/food-dance-and-music
Align locally with current grade-level arts standards; do not treat this resource as a verified Louisiana standards crosswalk.

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