



Lisa Odom

Music Educator & Curriculum Specialist

Lisa Odom (Sullivan) believes music is a priority in children's education. She is a curriculum specialist and music educator with 33 years of experience creating professional development resources and teaching K-5 students. Lisa taught for Carmel Clay Schools in Carmel, IN for 28 years and then taught K-2 music for Skokie School District 69 for 5 years. Lisa's curricula highlight vertically aligned and sequence-based learning including movement-based lessons that keep the classroom motivated and playful. Lisa holds a Bachelor of Music from Butler University and a Master of Arts in Education from Ball State University. She served three years as the Region VI representative for the American Orff-Schulwerk Association (AOSA) and has presented at various AOSA, National Association for Music Education and Indiana Music Educators Association conferences. In 2008, Lisa was named Carmel Clay Teacher of the year. In 2017, Lisa was named Elementary Music Teacher of the Year by the Indiana Music Education Association, signifying outstanding achievement in the field of music education. During the summer months, Lisa teaches Orff Schulwerk Levels, and Orff Curriculum at Anderson University in Anderson, IN and DePaul University in Chicago, IL.

Areas of Notation

AWARDS

2017 Elementary Music Teacher of the Year, Indiana Music Education Association

2008 Teacher of the Year, Carmel Clay Schools, IN

AREA OF CERTIFICATION

Illinois Teaching License (Music K-12, Choral, General)

Indiana Teaching License (Music K-12, Choral, General)

Orff-Schulwerk Certification, Orff Curriculum and Master Class, University of St. Thomas

In June 2022, Lisa retired from classroom teaching. Currently Lisa is scheduling opportunities to support and mentor other music teachers through Professional Development, Individual Mentor Services, and support in the daily classroom through "Artist in Residence" experiences.

Consulting

Lisa has spent 33 years learning, adapting, and creating as an elementary music educator and now is committed to sharing that experience with other teachers. Music is an integral part of the overall curriculum and most often the highlight of many students' days. Music educators deserve high quality Professional Development where they can share what is working and continue their own learning through active and engaging sessions. Different types of sessions available through Lisa Odom Music Ed. Consulting are listed here along with descriptions of each session.

Professional Development

The following sessions are topics available to be presented during one or more district scheduled professional development days. These topics can be presented as a single topic or can be combined with the other topics to meet the needs of the current music educators.

1 Music Curriculum Writing – K-6 General Music

This session looks at State and National Standards along with the history of what has been done regarding sequenced music curriculums for grades K-6. This is a concept and skills based curriculum that focuses on active and engaging lessons. The overall focus is learning through play. Short term planning (grading periods and weekly lesson plan writing) and long term planning (year long overviews) will both be addressed. Planning grids and lesson plan templates will also be available.

2 Process Teaching: Creating a classroom of Active Music Making

The process of teaching is the most fundamental part of the music classroom. The order in which concepts and skills are presented are very important in the development of the knowledge retained and the skills. This session pairs nicely with "Lesson Plan Writing."

3 Lesson Plan Writing

Writing clear developmentally appropriate differentiated lessons plans that engage, motivate, and encourage creativity can be challenging. Different templates will be shared to offer teachers options that fit their individual teaching styles. This session pairs nicely with "Process Teaching."

4 Assessment in the Music Classroom

This session will focus on assessment strategies that allow the teacher to assess skills during active play. Rubrics are used along with ideas for documentation.

5 Creative Use of Classroom Instruments

This session explores many ways to use the pitched and unpitched percussion instruments that are typical in the music classroom. Focus is on exploring first and then building on that exploration to specific rhythms and pitches and eventually getting to improvisation and composition for grades K-6.

6 Creative Use of Movement in the Music Classroom

Movement is an integral part of the music curriculum. Both creative movement and dance will be addressed using recorded music, folk songs, instrument sounds, and voices.

“Elemental music is never just music. It’s bound up with movement, dance and speech, and so it is a form of music in which one must participate, in which one is involved not as a listener but as a co-performer.”

CARL ORFF

7 Creating Music Performances Directly From the Music Curriculum

Music performances are an important way to showcase the music program but we don’t want to stop our well thought out curriculum to work on program material. This session will show music educators ways to use the material that is used in the regular music curriculum as material for the performance that is put on stage. The goal is to highlight what is already being done in the classroom. This session pairs nicely with “Integrating Children’s Literature Into the Music Classroom.”

8 Integrating Children’s Literature Into the Music Classroom

Integrating Children’s Literature Into the Music Classroom - Children’s literature offers so many valuable options for music exploration, improvisation, and composition as well as building community and acceptance of differences. Children’s literature also can be used to present music literacy experiences with students as well. Along with regular day to day lessons, children’s literature can be used as the basis for a performance. This session pairs nicely with “Creating Music Performances Directly From the Music Curriculum.”



READY TO BOOK SOME ACTIVE MUSIC MAKING?

Contact Lisa Odom to discuss pricing and logistics.

music@lisaodom.com
lisaodom.com

Artist in Residence

At her core Lisa Odom is a music teacher and would relish the opportunity to work with students to develop specific areas within the music classroom. Here are some possibilities of topics when working with groups of students, however, if the music teachers in a school/district have other thoughts those ideas will be welcome.

1 Folk Dance & Community Building

This can be classroom lessons that process folk dance and foster a sense of community or could be a folk dance week that ends in a folk dance night/celebration for the entire community.

2 Instrument Exploration, Improvisation, & Composition

Exploring instruments using Children's Literature, poems, stories, and songs open a creative avenue for students. Students can assist in the development of the experience through writing rhythms, melodies, and lyrics to accompany the medium used.

3 Play Parties & Games for the Music Classroom

Explore a wealth of Singing Games and Play Parties while building a sense of community within the classroom.

4 Using Children's Literature in the Music Classroom

Various books could be used to experience music concepts, music literacy, and even prep work for a performance.

Individual Mentoring

Lisa Odom has served as a cooperating teacher for many student teachers over her 33 years of teaching. If teachers are feeling like they need additional support, Lisa can come in and observe music teachers and offer guidance, encouragement, & support in lesson planning, long term curriculum planning, program development, and other individual needs.



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