**Weekly Lesson Template**

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| **Teacher:** | **Week of: August 7-11, 2017** |
| **Subject: Orff Music** | **Grade Level:** **First Grade** |

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| Student Objective | * I can demonstrate the rules and procedures of music class. * I can perform and identify my four voices. * I can perform beat with listening examples, songs, and rhymes, with and without teacher’s model and create ways to show beat. |
| **Targeted Standard(s)** | * **P3.B Instruments and Body Percussion** With limited guidance, using body percussion and/or instruments, perform, alone and with others, with expression. (Specified First Grade skills: Practicing steady beat, simple rhythm patterns in iconic and standard notation, beat vs. rhythm, chord bordun, with a song/story/poem/recording.) * **R2.A Musical Characteristics** With limited guidance, identify expressive qualities or other characteristics of music (such as same/different sections within a simple form, types of voices, or individual instruments and identifying how sound is produced). |
| **Orff Process, including whole group instruction and practice, small group instruction and practice and transitions** | * Procedure for entering room (WG): Song: **Come Follow Me in a Line**. Students follow the leader (teacher) around the circle, walking steady beat and starting and stopping in response to a vocal cue. Students are seated inside the circle for echo sounds (vocal and body percussion warmup procedure). * Procedure for moving to and from assigned seats: (I) Moving to: T/Ss echo sing to learn assigned seats (music spots). (SG) Moving from: (song: **Aiken Drum**) One section of seated students will practice moving in free space as teacher (and eventually class) sings song. Students will return to their seats by the end of the verse. * **This is my \_\_\_\_ voice.** T/Ss will echo poem by line to review singing, speaking, whispering and calling voice. Ss will volunteer examples of when each voice might appropriately be used. Lead in to song **Tisket a Tasket.** T/Ss listen to song. Ss raise hand when they hear speaking voice and perform student-created steady beat when they hear singing voice. * **Class rules** Teacher will introduce rules and class will relate which voice would be appropriate in different situations. * **This Land (WG)**: T will model singing voice. Ss will identify singing voice. While teacher sings This Land, Ss will perform imitative steady beat using LM and NLM and motions to represent the lyrics. * Procedure for movement in shared space: (WG) Students will explore whole group movement in shared space, working up from one seated group to five. Music: **Anderson- Forgotten Dreams.** To follows process in Kids Can Listen, Lids Can Move. T introduces Leroy Anderson, composer of the month. * Procedure for distributing materials: (SG) Students will return to music spots following **Forgotten Dreams.** T will guide students through the procedure. T will place Beanie Babies in front of sit spots and 5 students at a time will move to sit criss cross on a sit spot. T/Ss will echo vocalizations using four voices during the transition. * **Syncopated Clock** (WG/SG/Individual) Students will perform imitative steady beat using Beanie Babies in WG, SG and as individual. Students will listen for categories of animals to facilitate return of materials. (If your animal can swim, please put it away and return to your music spot, etc.) * Extension: **Going on a Bear Hunt** |
| **Closure** | * Procedure for Exit: Student summary (listening preview for next week: **Ashoken Farewell**) * Brag tags, star wand and exit. |
| **Connections to other Content** | * Distinguish between and identify examples of each type of voice. Correlates to **1.RI.CS.4- Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.** * Ask students to categorize movement words into locomotor and non-locomotor. Correlates to **1.FL.VA.7bi-Sort words into categories to gain a sense of the concepts the categories represent.** * Include steady beat motions that move from left to right in the students' perspective to reinforce reading fluency. Correlates to **1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.** |
| **Materials** | * Songs: Come Follow Me, Aiken Drum, This is My \_\_\_\_\_ Voice, Tisket a Tasket, Class Rules, This Land, Forgotten Dreams, Syncopated Clock, Bear Hunt * Materials: Rules and expectations visual, Composer of the Month board, Kids Can Listen book, Beanie Babies, Brag Tags, Star Wand * Instruments: teacher only. as needed. |

**Instructional Leadership Feedback**:

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