**Weekly Lesson Template**

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

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| Student Objective | I can demonstrate the rules and procedures in the music room.  I can sing alone and with others using a good vocal tone.  I can perform both steady beat and rhythm. |
| **Targeted Standard(s)** | * **P3.A Singing:** Sing alone and with others, with expression and skill. (Specified Second Grade skills: Echo songs, pitch-matching games, la-sol-mi-re-do patterns on neutral syllables and with pitch names, songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation, ostinatos, simple canons, partner songs.) * **P3.B Instruments and Body Percussion:** Using body percussion and/or instruments, perform, alone and with others, with expression and skill. (Specified Second Grade skills: Maintaining a steady beat, rhythm patterns, iconic notation and standard notation, chord bordun, ostinatos, with a song/story/poem/recording.) |
| **Orff Process, including whole group (WG) instruction and practice, small group (SG) instruction and practice and Individual (I), transitions** | * Procedure: Entering the room (WG) **Come Follow Me in a Line:** stop and start song/game. Teacher leads line and teaches stop and start with drum/tambourine. After several start and stops, t steps out and sound of drum/tambourine leads start and stop game. Students are seated in the center of the circle. * Procedure: Warmup (WG) Echo vocalizations, SML solfege patterns, body percussion and song **“Jambo”** * Procedure: Moving to Music Spots (I) Moving to: Hello\_\_\_\_\_\_\_, Hello Mrs. Carter (SML vocal echo) * Procedure: Moving from Music Spots (SG) Ss move in small groups of 4-5 students to form parallel lines, referring to position cue cards on wall and echo singing (WG) **Che Che Koolay** during the transition. Once class is in place, add NLM steady beat movement during verses and rhythmic echoes during interludes. Discuss difference between beat and rhythm. * Discussion: Music Room rules * Procedure: Moving within shared space (SG/WG) **Leroy Anderson “The Typewriter”.** T shows Ss images of typewriter, asks if any can guess what it is and what it’s for. Discussion of technology. Introduction of Composer of the Month, Leroy Anderson. Ss listen to typewriter and T helps students find macro-beat pulse. T/Ss discuss safe ways to move. Ss in small groups, then in whole group move in shared space. * Procedure: Changing formations Transition to standing circle: Students move to stand on velcro spots while performing **Vocal and Body percussion echoes** with teacher. * Procedure: Moving as a group. T reviews walking clockwise, counterclockwise in a circle. T reviews In and Out. T asks S to demonstrate gallop and then side gallop. All students try side gallop in free space, then in circle formation (create inner circle if class size is too large for safety). T/Ss listen to **Piece for Dancing** and t uses hand gestures to show the order of movements for each phrase. T asks Ss to paraphrase what they saw. Extension if time: 1/2 students perform movement, 1/2 observe and keep SB; repeat, reversing jobs * Procedure: Returning to music spots (WG) **This Land is Your Land** while students are transitioning, T sings short phrases, Ss echo. T/Ss echo longer phrases. Once in seats, Ss create movements that might support text. |
| **Closure** | * Procedure for Exit: Student summary (listening preview for next week: **Haydn Surprise Symphony**) * Brag tags, star wand and exit. |
| **Connections to other Content** | * Distinguish rhythm and steady beat. Correlates to **2.RI.CS.4** Determine the meaning in words and phrases in a text relevant to a grade two topic or a subject area. * Decode rhythm of the words. Correlates to**2.FL.PWR.3-** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. * Discussions of technology and history correlate to **2.SL.CC.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups |
| **Materials** | * Songs: Come Follow Me, Jambo, Che Che Koolay, The Typewriter, solfege/body percussion, Piece for Dancing, This Land is Your Land, Haydn Surprise * (Program pieces for this grade level = Piece for Dancing (mvt), This land (vocal), Haydn (inst/mvt) |

**Instructional Leadership Feedback**:

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