**Weekly Lesson Template**

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

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| Student Objective | I can demonstrate the rules and procedures of music class.I can sing pentatonic songs using proper vocal technique.I can echo, perform and read rhythms including quarter, eighth, and half note. |
| **Targeted Standard(s)** | * **P1.D Notation:** When analyzing selected music, read and perform rhythmic patterns and/or melodic phrases with voice, body percussion, and/or instruments, using iconic or standard notation.
* **P3.A Singing:**Sing alone and with others, with expression and skill. (Specified Third Grade skills: Pitch-matching games, la, sol, mi, re, do, do’ patterns, extended pentatonic/diatonic melodies, questions/answers, in circle formation, in major/minor, partner songs and in canon.)
* **P3.B Instruments and Body Percussion:** Using body percussion and/or instruments, perform instrumentally, alone and with others, with expression and skill. (Specified Third Grade skills: Performing standard notation, ascending/descending, a pitched accompaniment, a bordun, extended rhythm patterns, appropriate technique, with a conductor.)
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| **Orff Process, including whole group instruction and practice, small group instruction and practice and transitions** | * Entrance Procedure: (WG) **Start Off the Day** (Caputo) 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, LSMRD solfege patterns, body percussion and song **“Purple Light (Feierabend p. 60)”**
* Procedure: moving to music spots: T/Ss echo sing names using pentatonic patterns to help them find seats.
* Discussion: Music Room rules
* Procedure: Moving in shared space: T shows examples and non-examples of safe ways to move in music class. S move in free space to **Variations on a Korean Folk Song (Arirang).** Ss watch fan dance video (YouTube), describe how the dancers followed rules of movement, good performance etiquette.Ss move back to music spot. T/Ss echo-sing phrases of Arirang on neutral syllables.
* Prep for Brahms instrumental parts: Ss perform “echo” movement hand patterns/rhythm patterns for xylophone part. Musical accompaniment: **Brahms Hungarian Dance No. 5**.
* Review/pre-assessment: Rhythmic echoes of Q, EE, H, R. Rhythm reading of same. Musical accompaniment: **Memphis Medley**
* Procedure: Move to circle formation: **Little Sally Walker** Ss listen to recording of pentatonic song and answer questions about text and implied motions. T/Ss echo sing phrases from song and students suggest movements that would help them remember text. T/Ss sing with recording using student-created movements, referring to visual of text. Extension: Introduce speech/movement game version of **Little Sally Walker.** Ask students to express a preference for the sung version or the spoken version, citing musical characteristics of each in their answer. (Reinforce appropriate participation in a group discussion.)
* Procedure: Returning to music spots: (WG) **This Land is Your Land (Descant)**- While students are transitioning, T sings short phrases from the descant part to This Land, Ss echo. T/Ss echo longer phrases. Once in seats, students create movements that support the text.
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| **Closure** | * Procedure for Exit: Student summary (listening preview for next week: **Ashoken Farewell**)
* Brag tags, star wand and exit.
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| **Connections to other Content** | * Comparing and contrasting two versions of Sally Walker correlates to ELA Standard **3.RL.IKI.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
* Participating in a group discussion correlates to ELA standard **3.SL.CC.1** Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.
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| **Materials** | * Songs: Start Off the Day, Purple Light, Variations on a Korean Folk Song (Arirang), Brahms Hungarian Dance, Memphis Medley, Little Sally Walker (2 versions), This Land Descant
* Materials: Rhythm cards
* Instruments: hand drum/tambourine
* (Program pieces for this grade level=Arirang (mvt), Brahms (inst), Memphis Medley (vocal), This Land (vocal))
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**Instructional Leadership Feedback**:

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