**Weekly Lesson Template**

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

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| Student Objective | I can demonstrate the rules and procedures of music class.  I can sing Sing, using diction, head tone, breath support, vowel shape, tone color, voice placement  I can echo, read, and perform patterns using half, quarter, eighth notes and rests with speech, body percussion, and instruments. |
| **Targeted Standard(s)** | * **P3.A Singing** Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation. * **P1.D Notation** When analyzing selected music, read and perform using standard notation (including treble clef) with voice, body percussion, and/or instruments. |
| **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 **Up above My Head (Use Feierabend version, Echo Songs p 60)** emphasize long phrases, holding out the long notes to create harmony. * Procedure: moving to music spots: T/Ss echo sing names using pentatonic patterns to help them find seats. * Discussion: Music Room rules * Procedure Moving to Free Space: One at a Time (I) Vocal Technique: **Hey You (Choral Builders)** Build movement game from teacher to two player to four player, etc. * Procedure: Returning to music spots * **Piece for Dancing (Orff-MFC vol 2, p. 30)** Echo 4 beat rhythms on body percussion including quarter, eighth and half notes. Show visual of Ostinato rhythm. Speak on syllables, then transfer to BP pat- pat clap; split in two parts; then stagger to represent SX and AX.Echo sing AX part m. 5-12 using pitch names for skeleton melody. * Procedure: Distributing Materials T demos feather technique, prepping for recorder (see resource in curriculum). Ss receive feather, practice overblowing, under-blowing and using just right air. Ss practice articulation. T assigns feather practice as “homework” for recorder. * **Brahms/Rhythmische Übung #33** (Substitute stomp for Patsch.) Teach Stomp part first in imitation. Add clap. After learning pattern, encourage students to perform it while moving at different levels in free space. Seat students inside circle and show them visual of the notation. Ask students to describe how what they see matches their performance. |
| **Closure** | * Procedure for Exit: Student summary (listening preview for next week: **American Spiritual- All City 2011**) * Brag tags, star wand and exit. |
| **Connections to other Content** | * Comparing notation to body percussion correlates to **4.RL.KID.1**- Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. |
| **Materials** | * Songs: Start Off the Day, Up Above My Head, Hey You, Piece for Dancing, Rhythmische Übung, American Spiritual * Instruments: Hand drum, tambourine, recorder for modeling * Materials: feathers * (Program pieces for this grade level = Piece for Dancing (inst), Rhythmische Übung (BP), American Spiritual (vocal)) |

**Instructional Leadership Feedback**:

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