**Weekly Lesson Template**

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

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| Student Objective | I can demonstrate the rules and procedures of music class.  I can sing alone and with others using a good vocal tone and technique.  I can echo, read and perform rhythm patterns using whole, half, quarter, eighth, and sixteenth notes, syncopation, and whole, half, and quarter rests |
| **Targeted Standard(s)** | * **P3.A Singing** Sing alone and with others, with expression, technical accuracy, and appropriate interpretation. Specified Fifth Grade skills: Pitch matching games, extended scales/modes, questions/answers, in circle formation, in major/minor, in canon, partner songs, and with proper posture/diction/tone/breath support/placement/enunciation). * **P1.D Notation** When analyzing selected music, read and perform using standard notation in treble clef with voice, body percussion, and/or instruments. * **P3.B Instruments and Body Percussion** Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and appropriate interpretation. Specified Fifth Grade skills: Standard notation, ascending/descending, canon, a pitched accompaniment, a chord/broken chord/level bordun, extended rhythm patterns, appropriate technique (mallet technique, tone, etc.), with a teacher/student conductor in various tempi/dynamics, and a melody. |
| **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, solfege patterns (M’R’D’ LSM/RD/ L,S,), body percussion and song **Funwa Alafia:** echo song by phrase. Introduce BP pattern from *Rhythmische Übung #69.* Ss sing Funwa, T performs BP. **Discussion:** How do they fit together? What is interesting about the combination of the two? (Extension: Ss perform BP, T sings) * 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) **Arirang.**While listening to **Variations on a Korean Folk Song,** teacher gestures forSs move (one to three at a time) to free space using formation card 6 as a model. Once in place, T/Ss perform mirror movement with teacher leading, then with student leading. After movement, Ss are seated in scattered space. T/Ss echo phrases of Arirang on a neutral syllable. * Procedure: Returning to music spots: Ss move silently back to music spots while T plays Arirang on recorder. * Procedure: Distributing Materials T demos feather technique, prepping for recorder (see resource in 4th grade curriculum), reviewing for returning students and introducing for new students. Ss receive feather, practice overblowing, under-blowing and using just right air. Ss practice articulation. T assigns feather practice as “homework” for recorder. Review fingerings with “air recorder” and singing. Introduce/review note reading treble clef. Teams of students “name the note” game with staff and recorder visuals. * Procedure: returning to scattered formation Silently gesture for students to stand and point to formation card 6. Observe as students repeat procedure to return to scattered formation without verbal instructions. Monitor and adjust as needed. * **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: **Proud Mary- All City 2016**) * Brag tags, star wand and exit. |
| **Connections to other Content** | * Discussing how a rhythm “fits” with Funwa Alafia correlates to **5.SL.PKI.4-** Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas. |
| **Materials** | * Songs: Start Off the Day, Funwa Alafia, RU #69, Arirang, Variations on a Korean Folk Song, Brahms/RU 33, Proud Mary * Instruments: recorder (teacher), hand drum, tambourine, body percussion * Materials: feathers, rhythm cards, recorder visuals, whiteboard staff * (Program pieces for this grade level: Arirang (recorder and pitched), RU 33 (BP), Proud Mary (Vocal)) |

**Instructional Leadership Feedback**:

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