**Weekly Lesson Template**

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

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| Student Objective | I can demonstrate the rules and procedures of the Orff music room.I can explore my four voices.I can perform steady beat motions with music at different speeds (tempi). |
| **Targeted Standard(s)** | * P1.A Musical Concepts: With guidance, explore and experience music concepts such as pitch, rhythms, vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.
* P1.C Musical Context:With guidance, using voices, instruments or movement, demonstrate an awareness of expressive qualities (such as voice quality, dynamics or tempo).
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| **Orff Process, including whole group (WG) instruction and practice, (SG) small group instruction and practice, Individual (I) 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: **Walking in the Green Grass**) One section of seated students will practice moving in free space as teacher (and eventually class) sings song. Students will stop in response to song stopping, and will appropriately return to seats in response to end of verse.
* **This is my \_\_\_\_ voice.** T/Ss will echo poem by line to identify singing, speaking, whispering and calling voice. Ss will volunteer examples of when each voice might appropriately be used.
* **Class rules** Teacher will introduce rules and class will relate which voice would be appropriate in different situations.
* **Aiken Drum (WG)**: T will model singing voice. Ss will identify singing voice. While teacher sings Aiken Drum, Ss will perform imitative steady beat using LM and NLM.
* 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- Jazz Pizzicato.** 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 **Jazz Pizzicato.** 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.
* **William Tell** (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.)
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| **Closure** | * Procedure for Exit: Student summary
* Brag tags, star wand and exit.
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| **Connections to other Content** | * Distinguish between singing, speaking, calling and whispering. Correlates to **K.FL.VA.7biv**- Distinguish shades of meaning among verbs by acting out the meanings. **K.FL.VA.7biii** - Make real-life connections between words and their use
* Include steady beat motions that move from left to right in the students' perspective to reinforce reading fluency. Correlates to **K.FL.F.5** Read with sufficient accuracy and fluency to support comprehension. **K.FL.PC.1a-** Follow words from left to right/top to bottom/page by page.
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| **Materials** | * Songs: Come Follow Me, Walking in the Green Grass, This is my \_\_\_\_ voice, Class Rules, Aiken Drum, Jazz Pizzicato, William Tell
* Materials: Rules and Expectations visual; Composer of the Month visual; Kids Can Listen, Kids Can Move; Beanie Babies; Brag Tags; Star Wand
* Instruments: Teacher only, as needed.
* (Program Pieces for this grade level = Aiken Drum (singing/mvt), William Tell (mvt))
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**Instructional Leadership Feedback**:

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