**Weekly Lesson Plan**

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| **Teacher:** | **Week of: Sample Lesson** |
| **Subject: Orff Music** | **Grade Level:** **Pre-K** |

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| Student Objective | I can sing with expression.  I can move to show the meaning of a song or poem. |
| Guiding Question | How can I express myself through music and movement? |
| **Targeted Standard(s)** | * **Pr6.1.PKa Performing** With substantial guidance, perform music with expression. * **Cn11.0.PKa Society, Culture and History** Demonstrate an understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life. |
| **Orff Process, including whole group instruction and practice, small group instruction and practice and transitions** | * Entrance Procedure: Ss enter the room following the teacher, walking to the beat while listening to **“Hello Song”** (STMK) and if needed for time in the first weeks **“Hello Ev’rybody”** (STM1). * Ss are seated on the floor in close proximity to teacher. * T plays recording of or shows video of **“Time For Music”** ([musicplayonline.com](http://musicplayonline.com)) and guides students to imitate the steady beat motions indicated by the text. * T sings **“Hello, boys and girls”** on Sol-Mi. T asks students to sing **“Hello \_\_\_\_\_\_(teacher’s name)”**. Repeat as needed until students are comfortable. * T speaks chant “**Bee, bee, bumblebee, will you say your name to me?”** Ss respond “My name is \_\_\_\_\_\_\_”. Continue 4 students at a time between verses of the chant. Indicate whose turn it is by passing a yarn ball or stuffed animal. * Teacher reads **Pete the Cat: The Wheels on the Bus,** Ss sing along as able. T asks “Do you know any other verses to this song?” Teacher takes student suggestions and sings additional verses. * T shows students a diagram of current formation (Ss sitting close to teacher, SCS formation card # 6) and a diagram of students in scattered formation (SCS formation card # 6). T shows how close the bubbles are in the first picture and how they are spread out in the second one. T guides students to find “a space for their bubble” (stand in scattered formation). * T plays recording of **“Shake My Sillies Out”** (SOM K) and models non locomotor movement while students imitate. * While still in scattered formation, T/Ss perform **Head and Shoulders, Knees and Toes**, along with Music For Little People recording. After recording finishes, challenge students to perform the song with the teacher additional times, super slow or super fast in response to T’s cues. * T invites students to return to a close sitting position (card 6). * T sings “Where is Thumbkin?” and encourages students to join in with motions and singing as able. |
| **Closure** | * T sings **“Goodbye, My Friends, Goodbye”** (piggy-back song to the tune of “If You’re Happy and You Know It”, repeating the phrase Goodbye My Friends, Goodbye), extending to “Adios, Mis Amigos, Adios” and other languages as the year moves on. * Students line up and receive tap from “magic star wand” if they have done a good job today. |
| **Connections to other Content** | * Rehearsing and refining songs and poems learned in the classroom correlates to **AL.PK.4.** Choose materials/props and use novel ways to represent ideas, characters, and objects in a move toward symbolic play. **L.PK.5d.** With guidance and support, describe and demonstrate the different meaning of similar verbs used in daily conversations and across activities (e.g., talk/ chat, whisper/yell). **SE.PK.3.** Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem * Singing songs that describe motions and moving to show the meaning correlates to **L.PK.5d.** With guidance and support, describe and demonstrate the different meaning of similar verbs used in daily conversations and across activities (e.g., talk/ chat, whisper/yell). |
| **Materials** | * Songs:Hello Song, Hello Ev’rybody, Time for Music, Bee Bee Bumblebee, Wheels on the Bus, Shake My Sillies Out, Head Shoulders Knees and Toes, * Materials: Internet, projector, computer, yarn ball, Pete the Cat: Wheels on the Bus (book) |

**Instructional Leadership Feedback**:

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