Orff Lesson 5th Grade—Emily Cicha

Grade Level: 5th Grade

<u>Concept/Curriculum Goal or Outcome</u>: To gain skills in recorder by using C and high C in the same melody and reading them on the staff.

Materials:

Recorder Routes pg. 48-49 Recorders Recorder Routes books

National Standards:

MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

MU:Cr3.2.5a Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

MU:Pr4.2.5b When analyzing selected music, read and perform using standard notation MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

Lesson Outline:

1. Opening/Introduction:

- a. Get out recorders
- b. Warm up: Have students play and follow along with visual 1 in their books, starting with a single pitch per pattern to get used to the rhythm
 - i. Move to two pitches on the pattern
 - ii. Then end with the actual pattern from the visual

2. Presentation:

- a. Body percussion: Snap pattern 1, clap 2, pat 3
 - i. Repeat; students join in
 - ii. Divide class in three groups, each group performs its pattern in order
 - iii. Groups perform in order 1-2-1-3
 - iv. Switch parts and repeat
- b. Students turn to visual 2 in their books
 - i. Sing pitch names for each pattern
 - ii. Students echo, repeat
 - iii. Students sing pitches while they finger notes on their recorders
 - iv. 3 groups play their patterns
 - v. Switch parts and repeat
 - vi. students practice each as an ostinato
 - vii. Point to groups one at a time to make 1-2-1-3 pattern
 - viii. Ask for volunteers to play entire melody
- c. Sing verse 1 and refrain
- d. Ask students to signal when they hear the melody from visual 1 (refrain)
- e. Teach refrain lyrics to class: I sing verses; students play refrain, half sing

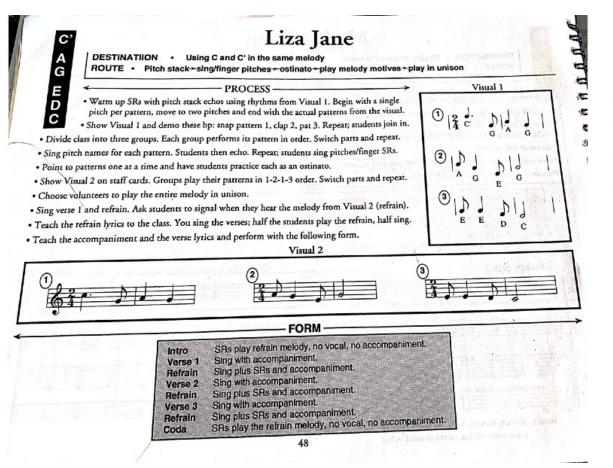
3. Exploration:

a. Have students improvise on rhythmic patterns from visual1/2 using the notes in a C scale

- **b.** Have them play all three but pick whatever order they want
- c. Ask them to use high C in their improvisation

4. Culmination/Closing:

- a. Students decide on a form for the final performance involving singing the song, playing it, using the body percussion, and doing their improvisations.
- b. Perform piece with the form the students decided on



017206 Liza Jane
Verse
Vin 1. Come my love and × OD 中 O D D BX sx AG BX AG GA A I've got a house in Baltimore, Lit'le Liza Jane. Street car runs right by my door, Lit'le Liza Jane.
 I've got a house in Baltimore, Lit'le Liza Jane. Silver doorplate on the door, Lit'le Liza Jane. 9 Е - н -80 with me. Little Li . иле и Jane. • 7.8 Jane. Little Li Litle Li -American Folk Song, arr. Carol King 23 23

Scanned with CamScanner