

Orff Lesson Plan

Grade Level: 1st Grade

Concept/Curriculum Goal: Students will be able to comfortably sing between s and m and use it to improvise while singing and using unpitched percussion.

Materials:

- Heart beats (for creating the rhythm quarter note, eighth note pair)
- Unpitched percussion
 - Frame drum
 - Rhythm Sticks
 - Egg Shakers
- One, Two, Tie My Shoe (Only using the first two lines)

National Standards:

MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

MU:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

Objectives:

1. Students will have a better understanding of connecting rhyming words to rhythms on unpitched instruments
2. Students will arrange the song in small groups and present to the class

Opening/Introduction:

- Sing the song to the kids and have them walk through the space
 - Just lines one and two
 - Their foot steps will match the rhythm you are speaking/singing (quarter notes= steps, eighth notes= tip toe)
- Sit in circle and lay out hearts for the first line of music
 - Ask them to figure out the long and short notes
 - “Does anyone know what they are called?”
- Once rhythm is done have the kids speak it and tap it out on their body

Presentation:

- Have them repeat you every two bars
- “Do you think you can join me on the numbers?”
- Sing through with them only singing on the numbers
- “Could we add in tie my shoe and shut the door?”
- “Could we add in pick up sticks and lay them straight?”
- Put it all together
 - Do twice through if the first time is a little rocky for the kids

Exploration:

- “Does everyone see that the song uses short-short-long, or eighth note pair, quarter note to say “tie my shoes”?”
- “Can we get into 4 small groups and with that rhythm you are going to make up your own part of the song”
- Students will be assigned the number so that they can rhyme with their number
- Once they have their rhyme, they will decide on an instrument to go with their part of the song

Culmination/Closing:

- Sing and play through each group by themselves so they can present
- How do we want to play through this? The first and third time should be the same
 - Singing the normal song
 - Playing the eighth note pair, quarter note pattern instead of singing
 - Singing and playing on their new words
- Play through piece in their arrangement

Formative Assessment: Monitor independent work and make sure all students are moving at a similar pace by asking questions.

Summative Assessment: The students final arrangement of the song.

One, Two, Tie My Shoe

Source:
Eleanor G. Locke, ed.
American Folk Songs for Teaching
(unpublished collection)
Oakland, Calif.: Holy Names University, 1978



One, two, tie my shoe, three, four, shut the door,
Five, six, pick up sticks, se - ven, eight, lay them straight,
Nine, ten, a big fat hen, e - le - ven, twelve, dig and delve,
Thir - teen, four - teen, maids a court - ing, fif - teen, six - teen, maids in the kit - chen,
Se - ven-teen, eigh - teen, maids a - wait - ing, nine - teen, twen - ty, my plate's emp - ty.

Background Information

This rhyme is one of the English "Lace Tells," or short songs sung as a memory aid by child workers making bobbin lace in 19-century England. An annotated version follows:

One, two, buckle [or tie] my shoe: The lacemaker is getting up in the morning.

Three, four, shut the door: Making the house or schoolroom quiet for work.

Five, six, pick up sticks: A direct reference to the wooden or bone bobbins used in lacemaking.

Seven, eight, lay them straight: A working direction to place the bobbins properly on the pillow before proceeding to the next movement.

Nine, ten, a big fat hen: The pillow stuffed with straw that holds the lace pattern. The bobbins are twisted and crossed, with the resulting stitch held in place with a pin stuck into the pattern.

Lacemakers often worked in groups in various places around the house or in the street. The 'maids' in the rest of the piece refer to the stands used to position the pillow comfortably on the lacemaker's knees.

Source: http://www.reference.com/browse/One%2C_Two%2C_Buckle_My_Shoe