

Orff Lesson Plan

Grade Level: 4th Grade

Concept/Curriculum Goal: Students will be able to find and play E on their recorder and be able to identify it in a song.

Materials:

- Recorders
- Keyboard Recording
- Visuals for riffs

National Standards:

MU:Cr2.1.4b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

MU:Pr6.1.4a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

MU:Re8.1.4a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

Objectives:

1. Students will be able to identify the notes G, E, and A on their recorder
2. Students will be able to create improvisations and arrange the music in a unique way.

Opening/Introduction:

- Have accompaniment playing for students to listen to and ask them to keep a steady beat
- In visual one include the first riff, words and the letter name that goes with, and ask them to clap the rhythm and speak the words in a "be my echo" style
- Repeat for the other two riffs
- Play accompaniment track and clap and speak all three patterns

Presentation:

- Review first riff with recorder
 - Who can show me where G is on the recorder
- Review second riff
 - Ask the students if they can find E by ear (play on the keyboard), after a couple seconds review G and A with them and guide them to E
- Review third riff
 - Who can show me where A is on the recorder

Exploration:

- Bring up rhythm blocks on the board and ask the students to clap each rhythm with you

- It is time to improvise, you may use G, A, and E on any of the rhythms
- After they have practiced the blocks and picked two rhythms to use it is time to split the students into three groups
- Have students split up to play the three layers of the riffs and we will perform it in an ABA setting on their recorders
 - A: Play the riffs in groups with accompaniment
 - B: Question/Answer with teacher using the two rhythm blocks they picked

Culmination/Closing:

- How would you like to arrange the song
 - Playing riff in layers
 - Singing the riff parts
 - Question/Answer
 - Improv on rhythm blocks

Formative Assessment: During recorder section asking questions to see where students are at and if they can find notes when asked for.

Summative Assessment: Our final arrangement

**A
G
E**

Answering Machine Blues

DESTINATION • Introduce E, practice G-E, G-A

ROUTE • Body percussion → sing pitch names → ostinato practice → play from staff

← **PROCESS** →

- Record a 12-bar blues accompaniment on a keyboard using the following changes and rhythm. (The percussion parts will be added later.) Record four cycles of changes with a count-off.

Visual 1

*G last time.

- Model Riff 1 for the class accompanied by the tape. Clap the rhythm; students join in. Switch to the words; students join.
- Model Riff 2. Clap Gs, pat Es, students join. Sing the pitches; students join in.
- Model Riff 3. Clap Gs, snap A; students join. Switch to the words; students join.
- Stop the tape. Demo each riff on SR. Students sing along with pitch names, then play each riff on SRs.
- Show Visual 1. Students sing each riff, then play.
- Divide into three SR groups. Layer in a riff every 12 bars over the accompaniment tape. Repeat with vocal layering.
- Teach the rest of the accompaniment; choose a form; perform.

FORM