

5th Grade Orff lesson plan

Grade Level: 5th

Concept/Curriculum Goal: The student will learn and demonstrate proper instrument technique with ukuleles and an understanding of dotted eighth/sixteenth rhythms.

Materials:

Active Board
Active Slides
Ukuleles
Xylophones

National Standards:

MU:Cr1.1.5b Generate **musical ideas** (such as **rhythms, melodies**, and accompaniment patterns) within specific related **tonalities, meters**, and *simple chord changes*.

MU:Cr2.1.5a **Demonstrate** selected and *developed musical ideas* for *improvisations, arrangements, or compositions* to express **intent**, and explain **connection to purpose** and **context**.

MU:Pr4.2.5b When analyzing selected music, read and perform using **standard notation**.

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

MU:Pr5.1.5b Rehearse to refine **technical accuracy** and **expressive qualities** to address challenges, *and show improvement over time*.

Lesson Outline:

I. **Opening/Introduction:**

Sing London Bridge for them

Teach by Call and Response in chunks

Put a picture up of the dotted eighth/sixteenth pair with the counting written out

Practice clapping this rhythm

Have the students try playing the correct dotted eighth/sixteenth pair rhythm on the C chord

What beat was different? What was different about it? (Answer: first one was longer/second one is shorter instead of both sounds being equal length)

Put up the London Bridge Song slide and practice singing the song with notation (replace only these “new” rhythms with iconic notations).

Instruct students to get out their assigned ukuleles (This is their second lesson with them)

Review the basic parts of the ukulele with the slides

Review and rehearse the C chord we learned last time

Have them try it on their instruments only on the C chord.

II. Presentation:

Practice the strumming patterns on slides 9 and 10

Next, teach G7 chord on Slide 13 (The ukuleles will have color coordinated stickers on the fretboard for certain chords)

Practice the pattern indicated but broken up into smaller chunks (Black: C Chord, Blue: G7 Chord) with the pattern we learned earlier (2 strums per measure on beat 1 and 3)

Teach in chunks of two measures each

Play the whole thing with the students.

Have the students play through the whole thing by themselves

Add in singing

III. Exploration:

Chose about half of students to play xylophones (SAB)

Have Bass xylophone players play Bordun on C and G

Put up rhythmic notation on the board without designated notes

Students get to improvise and have solos one by one (B section)

The ukulele group students strum a C chord with the pattern we learned to accompany the soloists

Then, the students switch groups and repeat this

IV. Culmination/Closing:

The students come up with a final arrangement of the A section and B section and get to choose which part they want to play.

They may also have the option of a free movement C section.

Modifications:

Teacher should explain up and down strumming more thoroughly and demonstrate.

- Add another strumming pattern with up and down strumming

Have iconic notation for dotted 8th, 16th rhythm

- show this version of rhythm and clap along with words before showing the true notation

Teacher should give students time to practice improvisations before solos