

Orff Recorder Lesson 4th Grade

Concept/Curriculum Goal or Outcome: Students will improve their recorder skill with E-G-A-B by playing phrases with E-G-A-B in ostinato and will demonstrate creative abilities through improvised movement.

Materials:

Recorder Routes pg. 22

Recorders

Visuals 1 & 2 (on pg. 22)

Metal Barred Instruments – Alto Metallophone, Soprano Metallophone, Alto Glockenspiel, Soprano Glockenspiel (AM, SM, AG, SG)

Fans

National Standards:

MU:Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

MU:Cr3.2.4a Present the final version of personal created music to others, and explain connection to expressive intent.

MU:Pr4.2.4a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for the performance.

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

Lesson Outline:

I. Opening/Introduction

Get out recorders.

Play Fireflies for the class on the Soprano Recorder (SR).

Show Visual 1 (pg. 22). Phrases should be color coded; write them with four different colored markers. Sing the pitch names for each phrase. Then lead echo-playing on SRs.

Have students tell you which phrase (color) you demonstrate.

II. Presentation

Show Visual 2 (pg 22) – five squares colored as indicated to match the song's phrases.

Point to a box in Visual 2. Students play this pattern as an ostinato. Repeat with the other phrases, in any order.

Divide into four groups, one for each color. Cue the playing of the complete melody.

Reassign patterns and repeat.

Everyone plays the entire melody as you play the melodic rhythm on wood block.

Prepare accompaniment parts on AM, SM, AG, SG. Volunteer students can practice playing any of the colored patterns as an ostinato. Students can also volunteer other creative ideas for accompaniment, such as body percussion, spoken word, or rhythmic ostinatos.

III. Exploration:

Give students fans for next part of activity.

Have students form groups of three.

One student in each group is the leader.

Members of each group imitate leaders' slow, improvised movements with the fan.

Whenever a leader wishes, he/she passes the lead to another in the group by facing to one of the triangle points.

Students create their own arrangement.

Which students will play recorder? Which ones will play AM, SM, AG, SG?

Which students will do movement? Other accompaniment parts?

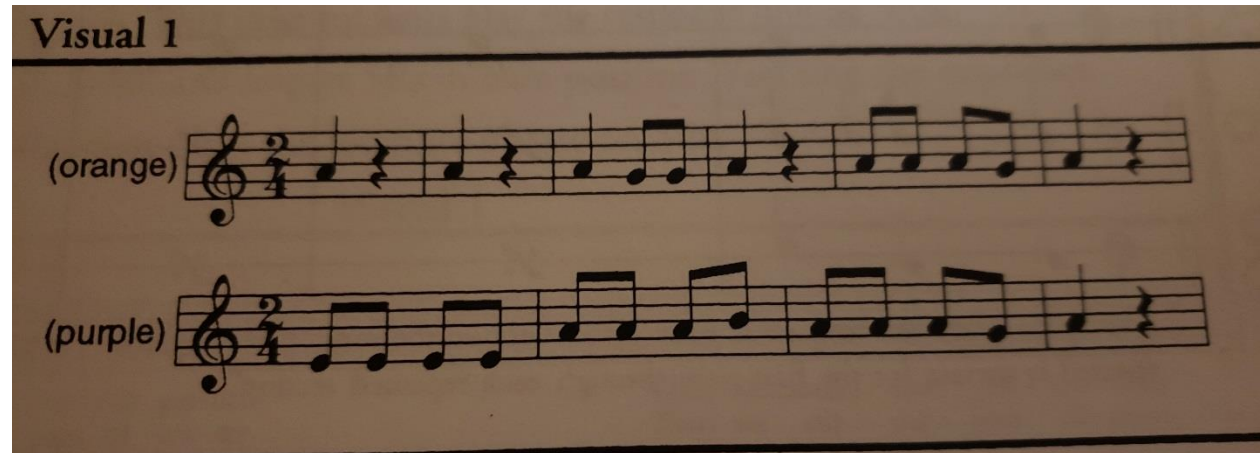
IV. Culmination/Closing

Perform students' final arrangement.

Resources:

Visual 1:

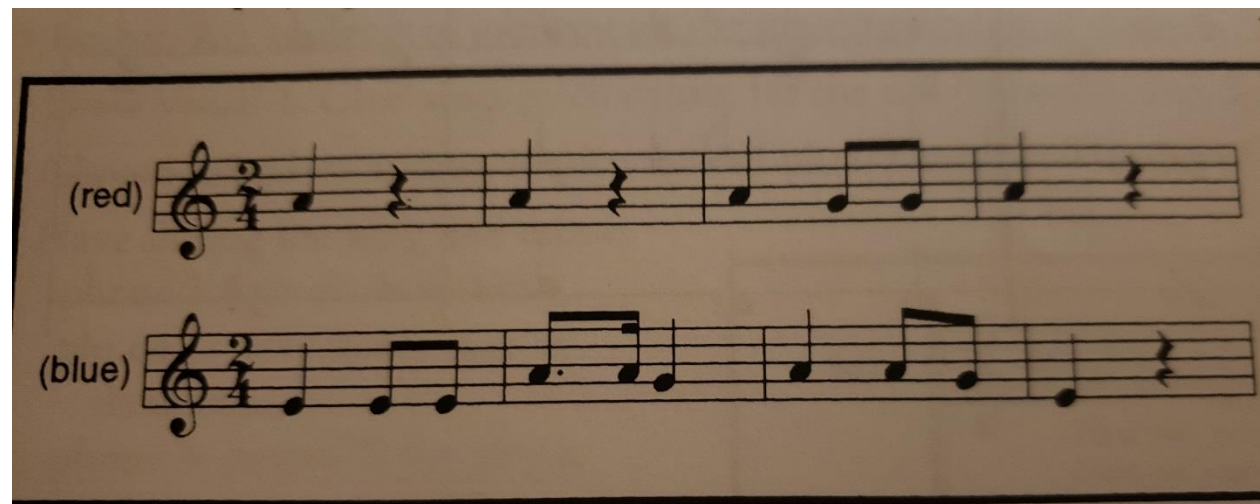
Visual 1



(orange)

(purple)

Visual 1 consists of two musical staves in 2/4 time. The top staff is labeled '(orange)' and contains a sequence of notes: quarter, quarter, quarter, quarter, eighth, eighth, quarter, quarter, quarter, quarter. The bottom staff is labeled '(purple)' and contains a sequence of notes: quarter, quarter, quarter, quarter, eighth, eighth, quarter, quarter, quarter, quarter.



(red)

(blue)

Visual 2 consists of two musical staves in 2/4 time. The top staff is labeled '(red)' and contains a sequence of notes: quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter. The bottom staff is labeled '(blue)' and contains a sequence of notes: quarter, quarter, quarter, quarter, eighth, eighth, quarter, quarter, quarter, quarter.

Visual 2:

Visual 2

| | | | | |
|-----|------|------|--------|--------|
| red | blue | blue | orange | purple |
|-----|------|------|--------|--------|

Visual 2 consists of five colored boxes arranged horizontally. From left to right, the boxes are labeled: red, blue, blue, orange, purple.