

Kyle Nesler

Orff Lesson Plan

Grade: 5

Concept/curriculum goal or outcome: Students will discover and experiment with dotted eight-sixteenth note rhythms and compose, in groups, a melody using these rhythms.

Materials:

Barred instruments

Rhythm cards

Rhythm magnets

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:Cr2.1.5b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

Lesson Outline:

I. Opening/Introduction

- A. Place sixteenth note magnets on the board
 1. Students will tap a beat and speak the rhythm on rhythm syllable (ti-ka ti-ka)
 2. Draw a tie under 2 notes
 - a. Ask students how they think they should say that rhythm
 - b. Once they have it, they tap the beat and say it, repeating it as necessary
 3. Have students come up and draw new ties below 2 sixteenths
 - a. Students tap beat and say rhythm for each new figure
- B. Teacher draws a tie under the first ti-ka, and another under the second ti-ka

1. Students tap out a beat and say the rhythm
2. What do they notice about this rhythm?
 - a. Tap and say rhythm again
 - b. They should notice it is the same as 2 eighth notes
 - c. Show, on the board, that the 2 rhythms equal each other
3. Repeat for 'ta ti-ka' and 'ti-ka ta'

II. Presentation

- A. Blow their minds by showing them 3 sixteenth notes tied together (dotted eighth)
 1. Let them figure out how to say it, then draw it. Show them what the notation looks like (dotted eighth-sixteenth or sixteenth-dotted eighth)
 2. Tap beat and say the rhythm – repeat as necessary
- B. Move to barred instruments
 1. Take off bff's
 2. Play together, on C, the new rhythms
 - a. Teacher plays a steady beat

III. Exploration

- A. Take out rhythm cards featuring the various sixteenth note rhythms they learned
 1. Split students into groups and give each group a pack of these cards
 2. Have each group compose, using the cards, an 8-measure melody (2 phrases)
 3. Encourage them to experiment and to not stick the first melody that comes to mind

IV. Culmination/Closing

- A. Each group plays their composition for the class