

# 1<sup>ST</sup> Grade Lesson Plan (Orff)

**Concept/Goal:** Students learn ti-ti and begin to keep steady beat against new rhythm patterns.

## **Materials:**

Fruit cards  
Pin cushion or red ball (represents the apple)  
Rhythm Sticks  
Barred instruments

## **National Standards:**

**MU:Cr1.1.3a:** Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social)

**MU:Cr1.1.3b:** Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

**MU:Cr2.1.3a:** Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

**MU:Cr3.1.3a:** Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback.

**MU:Pr4.2.3a:** Demonstrate understanding of the structure in music selected for performance.

**MU:Pr5.1.3a:** Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances.

**MU:Pr6.1.3a:** Perform music with expression and technical accuracy.

## **Opening/Introduction:**

Sing Apple Tree. <file:///C:/Users/Howell/Downloads/Apple%20Tree%20Song.pdf>

Play Apple Tree.

Steady beat circle game

Barred instruments set up in the back of the room.

When a student gets out, they drop the apple on a new person and then sit by a barred instrument to play the ostinato, "Pear, Cherry, Pear, Cherry" on F and C.

(Remind them to walk around the instruments, not over)

Alternative: use rhythm sticks if there is not enough room for barred instruments. Same ostinato chanted with the rhythm.

--This song will reinforce sol/mi as well as 2-bar ABAB form. Will be used to primarily teach ti-ti and allow them to play some instruments and compose their own rhythms.

## **Presentation:**

Get into groups of two

Hand out one packet of fruit cards per partners.

Instructions:

Use the fruit cards to compose four bars.

Apples, pears, cherries, and grapes are worth one beat, blueberries and watermelon are worth two beats, or one full measure in this case. (Ask ‘why are the blueberries and watermelons on longer cards?’)

Practice clapping and saying the compositions.

Put extra cards back into the baggies.

After handed rhythm sticks, demonstrate the composition for the class, one group at a time.

Edit after trial: Make sure the cards are completely scaled to the note values so not to create visual confusion.

### **Exploration:**

Draw 8 hearts on the white board so they can see the beats of the song.

Have volunteers pick fruit names until a full four bars is written on the white board to demonstrate ta and ti-ti combinations in their actual not forms.

Write down the words under the rhythm so they can see more of a visual representation that matches their composition.

How many sounds in one beat? So how many ti’s in one ta?

Can you keep a steady beat with your hands and say the rhythm on the board?

Tap out the new composition with the rhythm sticks.

Edit after trial: when doing in a foreign classroom, check how they say their note lengths, i.e. ti ti or 1 &

### **Culmination/Closing:**

Before moving them, collect the rhythm sticks.

Head back to the barred instruments. Give them a moment to set their compositions back up.

Partners have to sit by one another so they can see their cards.

One group at a time, have them play their compositions on C and F (simultaneously) while the rest of the class plays the ‘Pear, Cherry’ ostinato.

### **Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

I used part of this lesson with a group of 1<sup>st</sup> graders at Solheim Elementary (mainly the fruit part and an overview on the white board). It went fairly well overall. I created a small bit of confusion by having one of the fruit cards a little too large so for next time, I will make sure they are the exact size they need to be. I also need a smooth backup plan for children that may not

want to participate in the composition activity. Overall I feel my confidence could have been better and the lesson would have went smoother; if I had more faith in myself they would have had more faith in me.