

Final Kodály 5 Point Lesson Plan - 1st Grade

Materials:

Kodály Today pg.230
The Orff Source pg.23
Easter Basket
Djembe
Pitter Patter visual

National Standards:

MU:Pr4.2.1b: When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

MU:Pr6.1.1b: Perform appropriately for the audience and purpose.

MU:Re7.2.1a: With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

Section One:

Introduction (Performance and demonstration of known repertoire and/or concepts or elements)

- sing “Rain Rain” tapping steady beat until everyone can join in
(if students already know song)
- ask if anyone can say what the rhythms in the song are

Section Two:

Acquisition of Repertoire (Teach a new song - High concentration)

Preparation of a new concept or element (Discovery based learning)

- Sit in circle spots
- Start tapping steady beat
- Speak the poem “Pitter Patter” a couple times
- Say last time I tapped the “beat,” but this time I’m going to tap the “rhythm”
- Say it a couple more times keeping the rhythm and suggest they join in
- Ask if they noticed a difference, suggesting that the “rhythm” was happening with the words whereas the beat stayed the same the whole time
- Ask them to try speaking the rhythm in ta, titi

Movement Development

- Get drum out
- Statues game: spread out so students have plenty of space (put arms out)
- Can’t be touching, Make a pose and you can’t move until you hear the drum
- Maybe try to move like how the drum sounds or just walk to the beat
- Freeze when the drum stops playing

- Speed up and slow down tempo of drum each time and match movement speed to tempo of drum

Performance and Musical Skill Development (Low Concentration)

- Ask them to come to a circle around the drum
- Divide the students in half
- Play beat as bass note and rhythms as high tone (triple meter—preparing for future lesson)
- Have one half keep the beat and the other half repeat back rhythms that I play on the drum

Section Three:

Closure (Performance and lesson Review)

“Find the Easter Basket” pg.23 Orff Source

- One kid hides the easter basket while child who will search for it has eyes closed facing wall
- Kids sing song while tapping beat softly and will beat louder as the searching child gets closer to the basket
- Explain to the kids how soft to tap when very far and to keep a good clapping sound when getting louder, maybe show loudest they should get
- Take turns until end of class

Assessment

- Formative: observe how the students respond to concepts, read facial expressions to see if they appear to understand the concepts and then take notes on their ability to recreate rhythms after class

Rhythm & Beat

WHICH IS WHICH?



DRIP DROP DRIP DROP
PIT-TER PAT-TER PIT-TER PAT-TER
★ ★ ★ ★ ★ ★ ★ ★

DRIP DROP DRIP DROP
LIS-TEN TO THE RAIN
★ ★ ★ ★ ★

DRIP DROP DRIP DROP
PIT-TER PAT-TER PIT-TER PAT-TER
★ ★ ★ ★ ★ ★ ★ ★

DRIP DROP DRIP DROP
ON THE WIN-DOW PANE
★ ★ ★ ★ ★

DRIP DROP DRIP DROP
DROPPING, DROPPING, DROPPING, DROPPING,
★ ★ ★ ★ ★ ★ ★ ★

DRIP DROP DRIP DROP
DROPPING ON THE GROUND.
★ ★ ★ ★ ★

DRIP DROP DRIP DROP
DRIPPING, DRIPPING, DRIPPING, DRIPPING,
★ ★ ★ ★ ★ ★ ★ ★

DRIP DROP DRIP DROP
LISTEN TO THE SOUND!
★ ★ ★ ★ ★

CLAP WHEN
YOU SEE THE
RAINDROP
FOR THE
BEAT



CLAP WHEN
YOU SEE THE
STAR FOR
THE RHYTHM

LET'S PLAY MUSIC

