

Orff Recorder Lesson Plan

Grade Level: 4th Grade

Concept/Curriculum Goal or Outcome:

Recorder proficiency

Arranging a song

Improvising confidently over the arrangement

Materials:

Recorders w/ Neck Straps

Recorder Routes I p.15

Woodblock

Triangle

Keyboard instruments

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:Pr4.2.4a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for 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 w/ neck straps
- sing the song with wb and triangle as indicated
- sing the song a couple more times and ask students to join in when they can
- do half at a time until everyone joins in

II. Presentation

- repeat song back on recorder phrase by phrase, now with visual on the staff
- ask what students noticed about any patterns, is the first line the same as the second, why did I play the instruments when I did, what rhythms
- to reinforce rhythms, have them do the movements indicated for each rhythm, sing it a couple more times first

III. Exploration

- move half of the class to the barred instruments
- teach accompaniment parts phrase by phrase

-ask students to identify the notes in the melody and try playing them in different orders as a group

- ask the recorder students to improvise using the notes in the song over the form

- switch groups

- ask students if they would rather play it on recorder first and then with voices or vice versa

IV. Culmination/Closing

- play improvisation a few times though between each time singing or playing (accompaniment plays whole time) ex. play, improvise, sing, improvise, play

- perform the whole arrangement

Assessment

Formative — I will take note throughout the lesson of who is following along successfully and who is not.

Summative — In a future lesson, I could use this arrangement and have each student improvise or play the melody, and grade them based on if their performance represents an understanding of the concepts.