

## 5<sup>th</sup> Grade Final Orff Lesson

**Grade Level:** 5<sup>th</sup> Grade

**Concept/Curriculum Goal:** The students will perform dotted eighth/sixteenth note by demonstrating their knowledge using it in body percussion improvisation.

**Materials:**

Old Brass Wagon Song Slides  
Bass Metallophone or Bass Xylophone  
Alto Metallophone  
Glockenspiel

**National Standards:**

MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

MU:Cr3.2.5a Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

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.

MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

**Lesson Outline:**

**I. Opening/Introduction:**

“I have a song for you.”-Sing the song, BP on the last measure

“Can you do the body percussion with me on the last measure. Repeat after me.”-Have students echo the body percussion until they have it. Sing song again and have them add the body percussion.

“Get into a circle, as I sing circle to the left or circle to the right, you should walk that way. Stop on the last measure and do the body percussion.”-Sing song while in the circles.

“Get into two concentric circles, facing each other. As I sing circle to the left or circle to the right, you should walk that way. Stop on the last measure and do the body percussion. Instead of clapping your hands, clap hands with your partner.”-Sing song while in the circles.

“This time can you sing the last measure with me? Pay attention to which direction I say because I may switch it up.”-Sing song again.

Have students sit. Pull up rhythm slides. “Can anyone find the new rhythm we have been working on in class?”

Have the class tap the rhythm and say the rhythm syllables.

**II. Presentation:**

“Let’s review the melody.”-Sing the first measure and point to the class to echo. Continue until the whole song is learned.

Model BX ostinato using BP and solfège. Ask students to join in after singing it a few times for them. Have them do the BX part while the teacher sings the melody.

Have two students to volunteer to transfer that to BX. Have them find do and so, Have them continue to play the part while teaching the other parts.

Model AX part by patting on one leg. Start doing it and ask students to join when they feel like they understand the pattern. Sing once everyone has joined.

Have two students volunteer to transfer that to AX. Have them find so,. Have them continue to play the part while teaching the other parts.

Model GL part by snapping BP part while singing. "Where did you notice the snaps?" Model again. Have students do it while the teacher sings the song.

Have two students volunteer to transfer that to GL. Have them find so and mi.

Model BP ostinato. Start doing it and ask students to join when they feel like they understand the pattern. Sing once everyone has joined.

Ask for two volunteers to stay on the body percussion stuff.

"The rest of you will get to sing the melody.

Put the parts together.

### III. **Exploration:**

Hold up your mallets in the air. Bring them down to the side and set them on the ground.

The rhythm of the melody should still be on the board.

"What is the rhythmic form of this song?"-AAAB

"We are going to use AAAB form to compose something using body percussion."-Pull up improvisation slide.

"You will come up with one measure of body percussion and do it 3 times then we will all end with the same one measure body percussion that the song ends on."

Pull up slide with examples of the rhythms from the song.

"You have four beats so you can use any four of these blocks to make your body percussion rhythm. You can use one block four times or you can use each block once. It is up to you. Does anyone remember what different body percussion sounds we have?"-Stomp, pat, clap, snap

"I will give you a little bit to figure out what you want to do and practice it."

"Let's all practice our compositions together. That means you will do your body percussion composition for all 3 "A" sections then we will all do the ending "B" section together. Let's review the "B" section before we start."

"Now we are going to have the first 'A' be one person. They will be the leader. They do their body percussion composition of 4 beats/one measure. The second 'A' everyone copies them. The third 'A' the leader does it again and 'B' we all do the body percussion we did for the last measure."

"Does anyone want to try and be the leader?"-Allow the students to take turns being the leader.

### IV. **Culmination/Closing:**

"We are going to perform this song now. We are going to add the parts in one at a time. Once the singers are in we are going to sing the song three times. Then we will do our body percussion composition. Should we have a leader or should we all play our compositions at the same time?"

"How should we end the song? Right now we have the song in a modified AAAB form with an introduction by adding the parts in one at a time. Would you like to end it after the improvisation, should we sing, or have all the parts play again?"

# Old Brass Wagon

Traditional Play Party/arr. Sams

The first system of the musical score consists of five staves. The top staff is a vocal line in 4/4 time, with lyrics: "Cir-cle to the left, old brass wa-gon. Cir-cle to the left, old brass wa-gon. Cir-cle to the right, Cir-cle to the right,". The second staff is labeled "GL" and contains a simple bass line. The third staff is labeled "AX" and features a rhythmic accompaniment with eighth and sixteenth notes. The fourth staff is labeled "clap pat" and shows a rhythmic pattern of claps and pats. The fifth staff is labeled "X/BM" and contains a bass line with rests.

The second system of the musical score consists of five staves. The top staff is a vocal line in 4/4 time, with lyrics: "Cir-cle to the left, old brass wa - gon. You're the one my dar - ling. Cir-cle to the right,". The second staff is labeled "GL" and contains a simple bass line. The third staff is labeled "AX" and features a rhythmic accompaniment with eighth and sixteenth notes. The fourth staff is labeled "clap pat" and shows a rhythmic pattern of claps and pats. The fifth staff is labeled "X/BM" and contains a bass line with rests.