

Orff lesson plan format

Grade Level: 2nd Grade

Concept/Curriculum Goal: Students will develop understanding of “quarter, eighth” by playing improvised rhythms to the song while using body percussion.

Materials:

Orff Source Vol. 2, pg.35 #35 *Shiny Penny*

Penny

Barred instruments (BX)

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.

Lesson Outline:

I. Opening/Introduction:

Have students sit in a circle.

Sing song for them a few times as they tap the beat on their legs (spider beats).

Break up song and sing phrase by phrase, then measure by measure with them copying after you.

Ask if they hear any similarities - “someone has a penny” is repeated a few times

- When they blurt, say something along the lines of “I’m looking for someone who is raising their hand quietly.”

Have them sing along when they know they get it and are learning the words.

II. Presentation:

Teacher goes around circle and pretends to drop the penny in the hands of three, or four children, but really only drops it in the hands of one child.

Rest of class watches as teacher does this then the rest of the class guesses who has the penny.

Do this a few times.

Add the bass xylophone (BX) part (C-G alternating every beat, except for the “ny” of penny.

- Remove all other bars so it is easier, visually
- Once they get the hang of it, I will go over to the bass xylophone and add in the part as they continue singing/playing the game.
- Use xylo pattern or ostinato to cue entrances or start pattern to give the key

Play and sing a few more times, having whoever ends up with the penny from the time before be the one that goes around and hands off the penny.

Then ask/discuss what other kind of coins there are besides pennies (quarter, nickel, and dime).

III. Exploration:

After discussing the different types of coins, have them come up with rhythm patterns of 8 beats using these coin words, as an ostinato.

- Use visual aid of coins per beat – provided on last page – to be projected or cut out. Each coin word represents one beat. (Ex. Penny penny nickel dime penny quarter nickel dime) Have them pick the order of the words they want.

- Do this a few times so they can change their mind if they are not happy with the first choice.

- Model for them an example

Tell them to settle on the one they pick.

Then have them use body percussion, or found sounds, or non-pitched percussion that they could use for each word to play the ostinato.

- Choose only one at a time, it will get confusing otherwise. Switch it up next time. Add these body percussion (BP) and words in rhythm. (again model for them an example)

- each coin should get a different pitch of BP

- set guidelines for BP to keep it appropriate – legs, arms, top of head, hands, feet.

Try ostinato in different ways (words and instruments, words only, and instruments only).

Have students decide which way they prefer and stick with it.

IV. Culmination/Closing:

Decide on final arrangement that the students like to perform.

Final performance ABA (A-regular song, B-improvised ostinato section)

- Repeat B section as many times as students want to do their own improvising, or with a partner.

35. Shiny Penny

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Denise Gagne
arranged Robert A. Ancelin

Some-one has the pen - ny, shin - y pen - ny. Some-one has the pen - ny.
 Loon - ie too - nie pass the pen-ny please. Loon - ie too - nie

Can you see? Some-one has the pen - ny, shin - y pen - ny.
 pass the pen-ny please. Loon - ie too - nie pass the pen-ny please.

May - be you and may - be me.
 Loon - ie too - nie pass the pen - ny please.

Game Directions: Form a seated circle. When the song begins, the teacher pretends to drop a button into the hands of three or four children, and really drops the button into the hands of one child. The rest of the children watch the whole process, and at the end guess who has the button. This game will work with either arrangement.

Playing and Creating: Create "money" ostinati to perform with the song. Create 8 beat rhythm patterns using the following coins: pennies, nickels, dimes and quarters. Each coin represents one beat.
 For example: penny penny nickel dime penny nickel dime dime
 Choose body percussion, found sounds or non-pitched instruments to play the ostinato.
 Try the ostinato with words and instruments, words only, and instruments only. Have the students decide which way they prefer it.

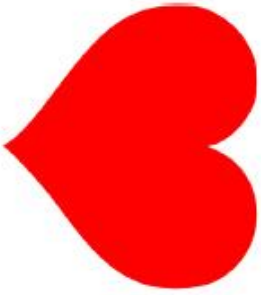
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