

# Beginning Recorder and Composition Unit Plan

## Utilizing Orff Approach

Teacher's name: \_\_\_\_\_

Grade/class: 4

Subject: Music

Date of plan: 9/13/16

Date of implementation: \_\_\_\_\_

Name of Unit: Orff style instruction example using Singing, moving, body percussion, recorder, bourdon, composition

Unit Description: Singing, playing, composing

Introduction to the Unit: Describe your work: Why did you choose this topic? List Resources

This unit addresses composing and performing melodies using the recorder notes B, A and G. The Orff process is embedded within each lesson as students experience music aurally, orally, kinaesthetically and visually.

Students will learn to read and play the standard notation for B, A, and G on the recorder; sing and perform a song for recorder with accompaniment; compose, and perform on recorder, a 16-beat melody with notes B, A, and G and rhythmic phrase cards

List Focus Question(s) Why are these important?

1. How does a melody map represent a melody? How does it prepare us for reading standard notation?
2. What strategies can be used to learn to read standard notation?
3. What happens to a song when the bars are rearranged?
4. What is the criteria for an effective melody? What is rise and fall? What role does rhythm play?

Connections for kids: How will this topic engage them, connect to their interests and sustain, develop & expand their knowledge?

It is active, quick paced and involves several domains and a lot of creativity

Goals and Objectives (Know and Do)

- To be able to sing a melody
- To use solfège
- To move to the beat
- To snap, clap and pat the rhythm
- To play a melody on recorder
- To understand what makes a melody
- To compose music
- To analyze, critique, reflect and communicate

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Number of lessons and overall length (length of lessons, total minutes)		
<ul style="list-style-type: none"> <li>• 4 lessons – 7-9 30-40 minute classes</li> </ul>		
Materials and Resources needed		
<ul style="list-style-type: none"> <li>• Printed song</li> <li>• Paper to write music</li> <li>• Rhythm pattern cards</li> <li>• Recorders</li> <li>• Orff xylophone</li> </ul>		
Name and Description of each lesson	Standards addressed in each lesson	Music Learning Components in each
<ol style="list-style-type: none"> <li>1. Introduction of lesson, sing, move, tap and solfège to melody</li> <li>2. Learn G-A-B on recorder, learn to read pitches, play on recorder, add bourdon</li> <li>3. Explore rhythm, rearrange measures, sense of tonic</li> <li>4. Melodic shape, rhythm patterns, composing rhythm, composing melody, putting it together, playing on recorder</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>
Prior knowledge		
<ul style="list-style-type: none"> <li>• Beginning recorder</li> <li>• Solfège</li> <li>• Ta and ti-ti</li> <li>• Beginning music reading</li> </ul>		
Introduction and “hook”/Closure		
<ul style="list-style-type: none"> <li>• Singing, moving, clapping/Performing for each other</li> </ul>		
Assessment plan: How will learning be assessed? What types of activities will be used for formative, summative, self-assessments?		
<ol style="list-style-type: none"> <li>1. Observation of students’ singing, walking – Accuracy of melody maps</li> <li>2. Observation of students’ recorder playing and singing note names</li> <li>3. Observation of students’ music vocabulary and success in rearranging measures of the melody</li> <li>4. Observation of students’ success in executing rhythm cards – quality of critique – success in creating and performing new compositions; written self-reflections of compositions; rubric assessing process of composing including communicating, revising, cooperating and performing</li> </ol>		

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How will the assessments be used to change the content and structure of the unit?
<ul style="list-style-type: none"> <li>• Pacing</li> <li>• Pitch matching</li> <li>• Recorder technique (time)</li> <li>• Extent and complexity of composition process</li> <li>• Ways to improve critiquing process</li> <li>• Quality of directions</li> </ul>
What other techniques and methods will be used to assess the effectiveness of the unit?
<ul style="list-style-type: none"> <li>• Reading the students' self-reflections</li> <li>• Class wrap-up discussion</li> </ul>
How will you set up the classroom environment to enhance the learning and maintain positive, safe interactions?
Clean, organized, written directions and procedures posted
How will you adapt this unit for particular groups of students? How will you offer differentiation, personalization and/or individualization?
<ul style="list-style-type: none"> <li>• A follow up unit can mirror this one but with more advanced melodic fragments and rhythms and result in compositions posted to Music-COMP site</li> <li>• One on one time during class</li> <li>• Teacher circulates through room observing and offering help, encouragement, etc.</li> </ul>
Other information...
<ul style="list-style-type: none"> <li>• Need to add Music Learning Components and Music Process Standards</li> </ul>