**Lesson Plan: Music**

**NAME Charlene Blondo DATE April 19, 2016**

**Activity Name**

“Tale of Two Villages” creative dance

**Grade Level/Class**

1st Grade

**Major Concepts**

Music can be experienced through non-locomotor and locomotor movement.

**Materials and Resources**

* recording of “Tale of Two Villages” – source: *Music for Creative Dance* by Eric Chappelle, Volume 1 (available from itunes).
* Motion scarves or ribbon wands
* Hand drums

**Rationale**

The Orff method is all about doing and experiencing music. Movement is the foundation that all learning in the Orff approach is based.

Process is an overarching theme in the Orff Method, and the two most important elements of process are exploration and experience.

Exploration of Space – children are allowed to explore elements of movement free from teacher direction. This process leads to a children’s willingness to be expressive.

Exploration of Sound – The Orff approach, taking its cue from the original theme of “elemental style” begins the exploration of sound with naturally existing things. Children are able to play with different timbres of sound, wood sounds, metal sounds, rattles, etc. The voice is also treated as an exploratory instrument.

Exploration of Form – Students explore form in the Orff approach in tandem with the exploration of sound and space. Movement is organized into patterns, and from there, the then these patterns morph into dances. The expression of form is done by improvisation.

Instruments – specific classroom instruments are used in the Orff approach. These instruments are chosen deliberately to be easily used by children.

This lesson incorporates the Orff method by allowing the students freedom to move with locomotor and non-locomotor motion in space, improvise movement, identify the musical form and decide how to express that musically through dance by copying the teacher and other students as well as create their own individual movements of expression. Students also improvise by using percussion instruments.

**South Dakota Music Standards**

#1: Generate and conceptualize artistic ideas and work.

#3: Refine and complete artistic work.

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Explore locomotor and non-locomotor movement.
* Express music through dance.
* Identify the form of the music and express the form through dance.
* Improvise assigned sections through drumming.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will observe students movement in place and throughout the room.
* I will observe students understanding of form through their expression of it in their dancing.
* I will listen to students’ rhythmic improvisations on the drums and assess understanding of musical pulse.

**Teaching Strategies**

**Anticipatory Set**

* Distribute scarves or ribbon wands to all students.
* Prepare for movement:
  + Move only arms to the beat for 8 beats, teacher plays drum for 8 beats.
  + Move only one leg, etc., experiencing various levels of movement (high, middle, low), shapes created with body (circle, triangle, etc.), and ways of moving (twist, leap, jump, walk, bend, slither, sway, melt, etc.).

**Procedure**

* Ask students to dance in place until they hear a change in the music (section A).
* Ask students to dance with movement around the room when they hear the change in music (section B).
* Tell the students to notice what their neighbors are doing, try something you see someone else doing.
* Discuss words to describe movement, discuss the activity; lead to discovery/labeling of same/different, “A” and “B” sections of music.
* Divide the class into two groups – Group 1 will use the scarves/ribbon wands, Group 2 will improvise on hand drums. Repeat the exercise and switch student roles.
* Group 1 ribbon wands/scarves will watch as teacher changes shape cards on A section (mbira/kalimba playing on recording).
* Group 2 will improvise on B section (drumming).

**Closure/Transition**

* Why do you think the piece is called “A Tale of Two Villages”?
* How did we show the uniqueness of each village?
* Which is your favorite village?
* Why do you think both villages are important?

**Modifications for special needs or cultural differences**

Dancing is not allowed at the Hutterite Colonies and playing of instruments is generally frowned upon. In order to use movement with Hutterite Children, I will need to encourage the students to move in simpler, natural ways that don’t include any form of dancing: walking, hopping, skipping, bending, twisting, stepping, stomping, tapping, but within limited frequency.