

# Orff Lesson Plan

## Lia Enander

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

**Concept/Curriculum Goal:** Students will identify, compose and improvise with three eighth notes and quarter note eighth-note pair and 6/8 meter on conga drums

**Materials:**

Conga drums

Markers and white board

**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:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

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

**Lesson Outline:**

**I. Opening/Introduction:**

- Have students march in place with a steady beat as teacher plays on drum
- Student keeps same walking beat but teacher plays two beats on each step
- Then teacher plays triplet subdivision on each step
- Ask students what they noticed about what the teacher was playing
  - At first played with the students' steps then teacher played two beats on each step then three
- Remind student how a quarter notes can be broken into two eighth notes
- Explain that a compound meter is where the beat is divided into three parts

**II. Presentation:**

- Write 4/4 on board and ask student what each number means (top how many, bottom what note value gets the beat)
- Show students two rows of two empty boxes
- Show students that each box is the big beat and that three beats can fit in one box (three eighth notes)
- Compare to the opening how the students were walking the big beat and the teacher was playing the beats in between
- Ask what adding a dot to a note does to a note (adds half of the note length)
- Ask how many eighth notes would be in a quarter note, then add a dot to quarter note and ask how many would be in dotted quarter (three)

- Show in an empty box that a dotted quarter (three eighth notes) fills up one box
- Ask how many eighth notes are in one measure (answer, 6)
- Write 6/8 on board and explain that it is a compound meter that has 6 beats in a measure and we count the eighth notes
- But counting up to 6 can be difficult when we go really fast so that's why we group them into groups of threes and we have 2 big beats (the students marching beat) and three little beats (the drum beats)

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### **III. Exploration:**

- Have students try stepping the dotted quarter again and clapping the three eighth notes, do it slowly at first
- Show how the three eighth notes can be separated into quarter/ eighth notes or eighth/quarter notes by putting parentheses around two eighths and combining them to make one quarter
- Make up rhythms in boxes and have students clap them back to you
- Once they have it down have some students come up and write their own rhythms on board in boxes
- Teacher and student students decide a main rhythm, use that rhythm and A for an ABA form
- Have students play A part on drums while teacher keeps main beat on their drum
  - Informally assess individual ability

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

- Allow them to improvise their own rhythm using rhythms from above on drums for the B section
- Sit in circle and all together play piece ABA, composed rhythm-improvisation-composed rhythm
- moving from student to student with A section in between each student improvised part
- Teacher keeps steady beat
- Observe and assess skill level based on ability to play the rhythms in the A section together with other students as well as confidence level and musicality in improvised section