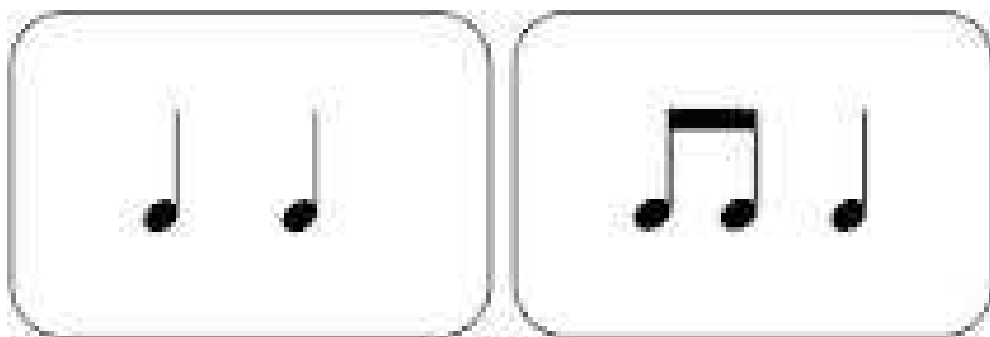


Elementary Unit Plan



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Introduction of Unit

This unit covers duple rhythmic building blocks of Du, Du/ Du De, Du. This unit builds on the students' previous knowledge and understanding of beat/no beat and word rhythms. Students will have the opportunity to build on this concept with the use of Orff instruments (e.g. xylophones and metalophones), composing, improvising, body percussion, games, and songs. The introduction of Du, Du/Du De, Du is introduced by the Kodály and Orff curriculum in the first grade.

Along with the duple rhythmic building blocks of Du, Du/Du De, Du students will experience other concepts appropriate for first grade. These concepts include pitches So-Mi, AB form, phrases, and body percussion techniques.

National Standards Addressed

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
9. Understanding music in relation to history and culture.

Through this unit students will make cross-curricular connections outside of the music classroom. This unit uses the use of Phonics with the use of word rhythms (i.e how many notes are in one word/beat such as "Can-a-da"). The unit also teaches voice inflections that are used when students read.

Students will also experience how music is used as a form of communication by experiencing questions and answers in a musical format. The students will answer questions posed to them in a rhythmic and melodic format given by the question. Students will also make the cultural connection of using voice inflection to communicate. Students will be cued to change the way they chant (i.e wisper, sadly, joyfully, nervously).

Unit Outline

Prepare

This stage gives students the opportunity to experience the duple rhythmic building blocks of Du, Du/Du De, Du in a variety of ways. The activities for the prepare stage include singing, chants and movement activities. In this stage the teacher prepares the students for the concept with activities and songs that strongly use the concept. Teachers use this stage to assess students on their own on how they perform the activity, rhythms, and pitches.

Repertoire /Activities for Prepare Stage:

“Bee, Bee Bumble Bee” [Class Collection]

This piece is a chant/rhyme that students can learn by rote. The piece only uses quarter-notes and eighth-notes. The primary rhythm is Du, Du/Du De, Du. This can be paired with learning beat/no beat and voice inflection. Body percussion or Orff accompaniment can easily be added.

“Shake them Simmons Down” [Silver-Burdett. (2005). *Making Music* Pearson Education, Inc.]

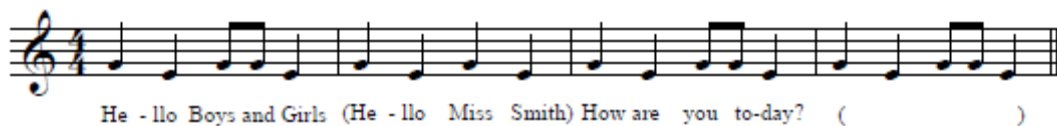
This piece is a song/dance that primarily uses the Du De, Du rhythm. The song is paired with a style of square dance. A piano, recorder or barred instrument accompaniment would be appropriate for this activity to maintain the pitches and beat for the dance.

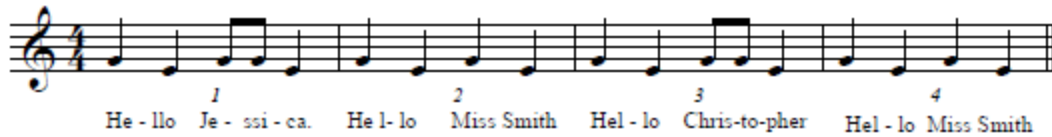
“Hop Old Squirrel” [Orff-Schulwerk. (1982). *Music for children*. U.S.A: Schott Music Corporation.]

This activity is a song that uses only the duple rhythm building blocks of Du, Du/Du De, Du. The song instructs students to either jump, hop, run, jog, or any other movement along with the beat. The pitches used in this song are Mi-Re-Do. A hand drum accompaniment would be appropriate to help keep the steady beat.

PatternWork: Singing Greetings

Pattern work with rhythm will be used during this stage through the use of singing greetings. Here are the singing greetings that will be used.





Pattern work will be used as group and solo assessment.

Present

In this stage students have the opportunity to see and experience the concept in a notated or symbolic form. Notation begins in a pre-notational form with shapes and objects using word rhythms before presenting the traditional notation with quarter-notes and eighth-notes.

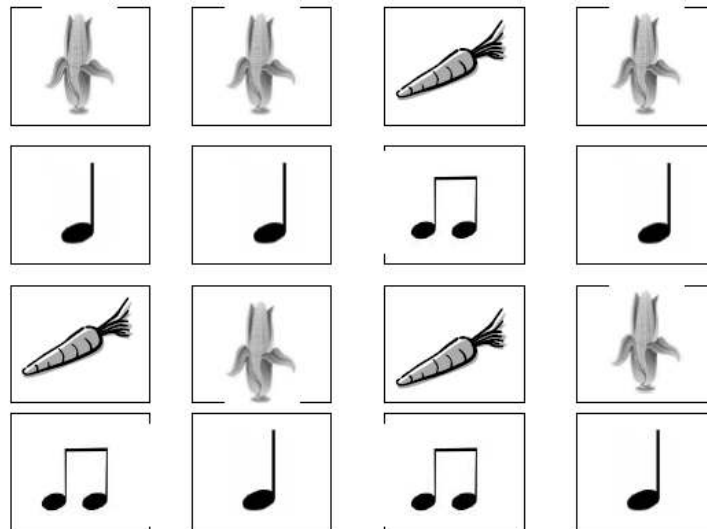
Repertoire /Activities for Present Stage:

“Teddy Bear” [Class Collection]

This chant is a good starter for learning the notation of the rhythm Du, Du/Du De, Du. Students will start reading using pictures. A single teddy bear picture will represent “bear” and a picture with two bears separated by “ / ” will represent “teddy”. The bear symbols will eventually shape into quarter-notes and eighth-notes.

Pattern Work: Rhythm Cards

Pattern work with rhythm will be used during this stage through the use of rhythm cards. Here are the rhythm cards that will be used.



Pattern work will be used as group, solo assessment and group composing.

Practice

In this stage students have the opportunity to use the concept learned by writing, reading, performing, and composing. Teachers can assess students on their individual ability to write, read, perform, and compose and students are given the opportunity to assess each other. Through this stage students are given the opportunity to improvise and compose through what they have learned.

Repertoire /Activities for Practice Stage:

“Cuckoo” [Orff-Schulwerk. (1982). *Music for children*. U.S.A: Schott Music Corporation.]

This song uses primarily the duple rhythm of Du, Du/Du De, Du. It is sight-readable because it only uses Sol and Mi pitches. Students are also given the opportunity to improvise a response to the song using the rhythm.

“Apple Tree” [Silver-Burdett. (2005). *Making music* Pearson Education, inc.]

This song/game incorporates keeping the beat the passing an apple around the circle to the beat. The song primarily uses the rhythm of Du De, Du. This piece is also sight-readable for students because it only uses the pitches of Sol-Mi. Students are given the chance to notate a “B” section of the song first using pictures that represent “Apple-Tree” (Du De, Du) and “Pear-Tree” (Du, Du). This continues on into using traditional notation using quarter-notes and eighth-notes.

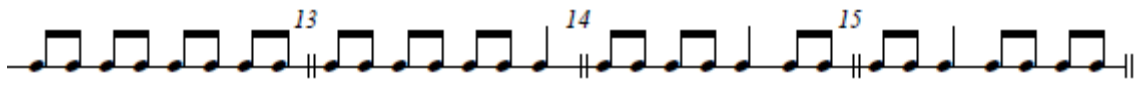
“Cross Patch” [Orff-Schulwerk. (1982). *Music for children*. U.S.A: Schott Music Corporation.]

Cross Patch is a short song that students can sight-read and create a body percussion to accompany. The song uses the Du, Du/Du De, Du rhythm and Sol, La, Do and Mi pitch set.

Pattern Work: Question/Answer Rhythm Improvisations

Pattern work with rhythm will be used during this stage through the use of Question/Answer Rhythm Improvisations. Here are the rhythms that will be used.





Pattern work will be used as group and as solo in a Question/Answer format.

Activity Plans

Activity Plan: “Bee, Bee Bumble Bee”

Objectives

By the end of the activity at least 80% of the students will keep a steady beat while chanting “Bee, Bee Bumble Bee”.

By the end of the activity students will accompany the piece with an organized duple meter body percussion.

National Standards

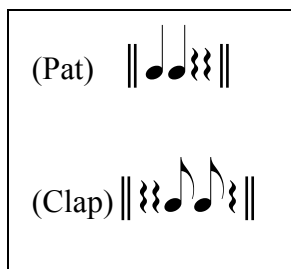
1. Singing, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
9. Understanding music in relation to history and culture.

Materials Needed

None needed

Sequence

1. Teach poem by rote.
 - a. Recite Poem
 - b. Ask question. (What is the poem about? Say Poem again. Have students answer question.
 - c. Ask different question. (Who did the bumble bee sting?) Say Poem again. Have students answer question.
 - d. Ask third question. (Where did the bee sting the man and the pig?) Say Poem again. Have students answer question.
 - e. Recite poem line by line with students echoing each line.
 - f. Recite poem in two line segments and have students echo segments.
 - g. Recite entire poem and have students echo entire poem.
2. Perform until secure.
3. If time permits, have students change how they say the poem (i.e sadly, happily, whispering, nervously). Ask students why it is boring if they do not change their voices like this. Connect to speaking and reading (i.e monotone vs. inflection)
4. Teach body percussion
 - a. Show quarter-note beat using patch. Have students echo.
 - b. Take away the fourth beat. Students echo.
 - c. Substitute a clap for the third patch. Students echo.
 - d. Turn the clap into two eighth-notes. Students echo.End result below.



Assessment

I will assess the accuracy of the lyrics and beat when the students echo.

I will assess the accuracy of the lyrics, rhythms, and body percussion when the students echo and perform on their own.

Bee Bee Bumble Bee



Source: Collection by Mr. McCoy

Analysis:

Tone Set	—
Range	—
Rhythm Set	
Form	A B B B

Pedagogical Use:

Melody	—
Rhythm	
Other	Inflection

Other Information:

Activity Plan: “Shake Them Simmons Down”

Objectives

By the end of this activity 80% of the students will demonstrate singing the songs with the correct pitches and rhythms.

By the end of this activity 80% of the students will dance while singing the song and demonstrating a kinesthetic display of the beat.

National Standards

1. Singing, alone and with others, a varied repertoire of music.
6. Listening to, analyzing, and describing music.

Materials Needed

Recorder or Barred Instrument

Sequence


1. Teach melody using solfege.
2. Pair melody with words.
3. Perform until secure.
4. Teach dance without song.
 - a. Students hold hands in a circle
 - b. First verse: circle left
 - c. Second verse: circle right
 - d. Third verse: Students are numbered off 1's and 2's. 1's go to the center and back and then 2's go to the center and back.
 - e. Fourth verse: 1's and 2's take turns walking around their partner (1st phrase and 2nd phrase)
 - f. Fifth verse: Partners promenade around the circle.
4. Add song to dance.
5. Perform until secure.

Assessment

I will assess the accuracy of the pitches and rhythms the students are singing.

I will assess whether the majority of the students are dancing to the beat of the song.


Shake Them 'Simmons Down


 Cir - cle left, do - oh, do - oh, Cir - cle left, do - oh, do - oh,


 Cir - cle left, do - oh, do - oh, Shake them 'em - down, down,

2. Ones to the center, do-oh, do-oh,
Ones to the center, do-oh, do-oh,
Twos to the center, do-oh, do-oh,
Shake them scurries down.
3. Round your partner, do-oh, do-oh
4. Foreenade your corner, do-oh, do-oh

Source: Silver-Burdett, (2005). Making Music.
Pearson Education, Inc.

Tone Set	Do, Re, Mi, Sol, La
Range	6 th
Rhythm Set	
Form	AB

Pedagogical Use:

Melody	prepare Re, La, Do
Rhythm	prepare d 3 4
Other	Dance / movement

Other Information:

Activity Plan: “Hop Old Squirrel”

Objectives

By the end of the activity, 80% of the students will accurately sing the rhythms and pitches of “Hop Old Squirrel”.

By the end of this activity, students will demonstrate the beat of the song using body movements identified within the song.

National Standards

1. Singing, alone and with others, a varied repertoire of music.
6. Listening to, analyzing, and describing music.

Materials Needed

Recorder, piano, or barred instrument

Sequence

1. Teach song by immersion.
2. Have students do body movement with the song.
3. Have students come up with different movement.
4. Perform until secure.

Assessment

While the students perform the body movements with the song I will assess their ability to show the beat.

I will assess the students accuracy of pitches and rhythms once they have learned the song through emersion.

Hop Old Squirrel



Source: Orff-Schulwerk. (1982). *Music for children. U.S.A.*
Schott Music Corporation.

Analysis:

Tone Set	Mi, Re, Do
Range	M3
Rhythm Set	♩ ♩ / ♩ ♩ / ♩ ♩
Form	ABA C

Pedagogical Use:

Melody	Prepare Do
Rhythm	Prepare 3/4; ♩ ♩ ♩ ♩
Other	

Other Information:

Activity Plan: “Teddy Bear”

Objectives

By the end of the activity students will demonstrate reading and notating rhythms using quarter-notes and beamed eighth-notes in a 4 beat phrase.

National Standards

4. Composing and arranging music within specified guidelines.
5. Reading and notating music.

Materials Needed

Teddy Bear moveable squares, quarter and eighth-note moveable squares, optional hand drum

Sequence

1. With hand drum giving a beat, have students repeat after you “Bear, Bear, Teddy Bear”.
2. Show Teddy Bear notation squares. Identify which picture is “Bear” and which is “Teddy”.
3. Mix up squares and have students read the cards in different orders.
4. Have students compose their own “Teddy Bear” phrase with the notation squares.
5. Substitute a quarter-note for “Bear”. Have students identify that there are two beats in “Teddy” by playing the steady beat on the hand drum and having students chant and identify the difference between “Bear” and “Teddy”. Substitute “Teddy” for two eighth-notes.
6. Read the rhythm in traditional notation until secure.
7. Mix up rhythm squares and have students read cards.
8. Have students compose their own four beat phrase with quarter-notes and beamed eighth-notes.

Assessment

Through informal assessment I will observe students to see if they are making the connection between beat and word rhythms. I will also observe students ability to compose a four beat phrase within the parameters and perform it correctly. This assessment will determine whether the students are able to move forward to the Practice stage.



Bear



Bear



Teddy-bear



Bear



Source: Mr. McCoy Collection

Analysis:

Tone Set	—
Range	—
Rhythm Set	
Form	A

Pedagogical Use:

Melody	—
Rhythm	Beat/No beat ;
Other	Notation

Other Information:

Activity Plan: “Cuckoo”

Objectives

By the end of this activity students will improvise rhythmic and melodic answers for “Cuckoo” using eighth-note and quarter-note rhythms.

National Standards

1. Singing, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.

Materials Needed

Cuckoo bird puppet

Sequence

1. Have students in a circle and bring out puppet.
2. Let students get to know the puppet with some dialogue.
3. Tell students that Cuckoo is missing and they have ask where he is.
4. Teach the question section of the song through written notation on the board.
5. Have students improvise answers to where Cuckoo is as he is passed around the circle. Ask the question in between each students’ answer.
6. Have students write notate their answer to where Cuckoo is on the provided worksheet.
7. Perform the students’ answer compositions in class.

Assessment

This activity gives opportunity to informally assess the students’ understanding of the concept by assessing the students’ ability to improvise a rhythmic response to the Cuckoo’s question. I can also formally assess the students’ ability to connect their aural answers to a notated form.

Cuckoo



Source: Orff-Schulwerk. (1982). *Music For Children, U.S.A.*: Schott Music Corporation.

Analysis:

Tone Set	Mi-Sol ..
Range	m3 rd
Rhythm Set	
Form	A



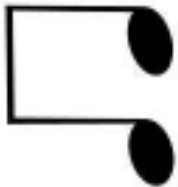

Pedagogical Use:

Melody	Prepare mi-sol
Rhythm	Practice
Other	Improvisation; Soloing

Other Information:

Where is Cuckoo?

Example:

I'm	In	Can-a-	da
			

Activity Plan: “Apple Tree”

Objectives

By the end of this activity students will be able to compose and notate a B section to the song “Apple Tree”.

Students will read and perform their B section compositions accurately on hand drums with the correct hand placements and rhythms.

National Standards

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
7. Evaluating music and music performances.

Materials Needed

Plastic apple, hand drums, notation sheets

Sequence

1. Have students sit in circle. Teach song using notation on board. Have students patch the beat on their laps.
2. Once the melody and rhythms of song is secure have students play the accompanying game.
 - a. Have students pass apple around the circle on the beat. Whoever gets the apple on the last word has to sit in the middle until someone else has the apple on the last beat.
3. Create a B section for the song by using rhythm notation squares. Use body rhythm to show the rhythms being given. If students are not comfortable with reading rhythms use the picture rhythm method with “apple-tree” and “pear-trees”.
4. Put the A section and B section together.
5. Have students create their own B section compositions with the given 8 beat worksheet.
6. Present compositions to class.
7. Have students play the compositions on hand drums
8. Pick a few or all compositions to play as the B section of the song and perform the song.

Assessment

Assessment for this activity can happen in each step. In the first step the teacher can assess the accuracy at which students are reading notated music. Next, the teacher can observe the students ability to kinesthetically keep time with passing the apple. Step three provides the teacher an opportunity to assess the accuracy of reading rhythms. The composition allows the teacher to formally assess the individual understanding and ability to notate.

Apple Tree



Traditional Song

Collected and adapted by Kristin Forrai and Jack Singer

Ap - ple tree, ap - ple tree,
Will your ap - ples fall on me?
I won't cry and I won't shout,
If your ap - ple knocks me out.

Source: Silver-Burdett. (2005). *Making Music*. Pearson Education, Inc.

Analysis:

Tone Set	Do, Mi, <u>So</u> , La
Range	6th
Rhythm Set	♪ ♪ ; ♪ ♪ ♪
Form	A B

Pedagogical Use:

Melody	Do - La
Rhythm	♪ ♪ ; ♪ ♪ ♪
Other	Beat

Other Information:

Apple Tree- B Section

Activity Plan: “Cross Patch”

Objectives

Students will sing, and accompany the song “Cross Patch” on barred instruments by the end of this activity.

Students will assess their performance of the song “Cross Patch” using and assessment sheet.

National Standards

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.

Materials Needed

Barred instruments, evaluation sheet

Sequence

1. Teach the song “Cross Patch” through notation.
2. Do a short introduction of the triplet.
3. Teach partner clapping to song.
 - a. clap, right, clap, left, clap, both, spin (repeat)
4. Teach accompaniment on barred instruments.
 - a. Use C, E, G, half-notes
 - b. On spin glissando
 - c. All end song on C
5. Split class up. Half will do instrument accompaniment and half sing and partner clap. (Switch)
6. Practice until secure.
7. If possible have students perform for some type of audience and video record.
8. Have students watch their performance and do an individual assessment.

Assessment

At this point of the unit the teacher assesses steps 1 through 6 on pitch and rhythm accuracy and performance on the instruments. The teacher can then turn over the assessment to the students to assess what they have learned. If the students can assess their performance on rhythm and playing accuracy the teacher will know whether they understand the concept.

Cross-Patch



Source: Orff-Schulwerk. (1982). Music for children. U.S.A.: Schott Music Corporation.

Analysis:


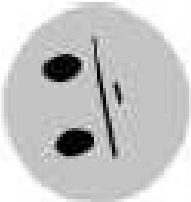


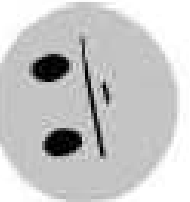

Tone Set	Do, Re, Mi, So , La
Range	6 th
Rhythm Set	♩ ♩ ; ♩ ♩ ; ♩ ♩
Form	AB

Pedagogical Use:

Melody	Preparing Fa, La ; high do
Rhythm	♩ ♩ / ♩ ♩ ; prepare triplet
Other	—

Other Information:

Self-Evaluation for Cross-Patch Performance

	Poor	Needs Work	Satisfactory
Rhythm			
Melody			
Accompaniment	