Materials

1. Bean bag
2. Orff instruments and xylophone visual
3. Temple blocks and guiro

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

Section One

Introduction (Performance and Demonstration of Known Repertoire and or Concepts or Elements)

* Hand sign Apple Tree for the students with no words
* Have the students guess what song it is
* Sing it with hand signs
* Play Apple Tree

Section Two

Acquisition of Repertoire (Teach a New Song-High Concentration)

Or Performance and Preparation of a New Concept or Element (Discovery based learning)

* Go to the barred instruments
* Show xylophone visual with F A CD
* Have students take off bars to look like the xylophone visual
* Talk about what notes are each solfege syllable
* Echo sing do mi sol la patterns including the patterns in Apple Tree
* See if they can find Apple Tree on the xylophones
* Play it together

Movement Development

* Walk/Run, Run movement with temple blocks
* Add “Slide” with the guiro (2 beats)

Performance and Musical Skill Development (Low Concentration)

* Finger tap “Hey, diddle um a day, day, day,”
* Ask the students what word is the longest
* If we needed to show “ Hey, diddle um a day, day, day” with slide/walk/run-run, what it would look like?

Section 3

Closure (Performance and Lesson Review)

* Play Here Comes a Bluebird

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| Previous Concept | Practice Concept &Songs | Prepare Concept & Song | Next Concept |
| Concept: AB form | Concept: do/do clefApple TreeMouse MouseBilly Bad | Concept: tied quarter notesPresent Song: Here Comes a Bluebird | Concept: re |