

Objective:

In this lesson, students will learn a new song and will later use their familiarity with the pitch content of the song to identify a previously unidentified scale degree (re) and will incorporate it into their solfeg knowledge.

I Can:

I can sing a song and learn a game

I can use the things I learn in my game to learn new things

I can use my hand motions to guide me when I play instruments

I can learn the name of a new pitch

Lesson One-Teaching a New Song with a Game

Listen to my song and think about what it could be about

- Song in D major
- What is this song about?

Listen to my song again, and think about what we want from the star

- Sing Song
- What do we want from the star?
- Hum and Tap the beat while I sing

Very good join me in singing, keep tapping the beat

Very good now join me in singing the words and tapping the beat

What do stars do? Who has a good word for something that stars do

- Shine/Twinkle/ etc switch to hand gestures
- Sing again with hand gestures on beat
- Put your hand that looks like an L in the air
- Now put the hand that doesn't look like an L on it's matching leg
- Twinkle/Shine the beat with your hand that looks like a L while we sing

Very good now follow my gesture (switch to hand game)

- Everyone out their hands like you are about to do the macarena
- Now put your hand that looks like an L over the other hand of the person next to you
- Now follow me, hand clap hand clap hand clap
- Ready sing

This time we are going to share the clap and pass it around the circle, staying in the beat

- And when the clap lands on you, you get to go to the middle

Lesson Two-Teaching a Song with Orff Instruments

Sing song again for students, invite them to join when they remember words/pitches

- Remind students of hand gestures

- Add new word for gestures instead of “shine” do “sparkle” for two syllables
- Create bourdon out of “sparkle star”
- Create hand crossover and new syncopated rhythm
- Two students whisper “sparkle star” with gesture while the others sing with me
- Switch singers and whisperers
- Invite one student to go to the bass instrument and have her find the low C with her left mallet and the G with her right mallet, then the next C up with her left mallet crossing over exactly as our hands did while we were seated in the circle.
- Have student play while we sing.
- Introduce color the same way, use word “twinkle” with a new hand gesture (finger pointing at the sky in short eighth note rhythm to match “twinkle”)
- Have remaining singers split whispering “twinkle” and singing song
- Introduce glockenspiel and have students find high A and high G, played together
- Have students play while remaining students sing
- Add one student to play bourdon on alto instrument
- Switch students

Lesson Three-Teaching a New Melodic Concept (Re)

Class join me in the circle, criss-cross apple sauce

- Sing Song again
- Remind hand motions
- Sing together with hand motions to show the words
- Isolate the first phrase (Star Light Star Bright)
- Count the number of times we do our hand motions while singing (four)

Class, grab your paintbrushes and let’s paint our song on a beautiful midnight sky

- Paint arch of phrase, identify directions
- Introduce sol as starting pitch
- Sing sol then hum the rest of the pitches of the isolated phrase
- Paint phrase again this time with no sound
- Who knows what the next note name might be?
- Introduce la, then repeat process and introduce next sol and then mi
- Pass out felt and dots
- Identify location on felt staff of opening pitch
- Using skip and step knowledge, place dots on correct pitches
- Sing again with solfeg

Introduce the final phrase (I wish tonight)

- Use same process to identify solfeg which we have already used
- Place solfeg we can already identify on the felt
- Identify that a pitch is missing between mi and do
- Refer to that pitch as “re” and have students complete the missing pitch on their felt
- Sing final phrase in it’s entirety with the new solfeg included.