**Exploring Summertime and Orff Schulwerk**

**Brett Hawkins**

**Elementary Music Teacher (Perry Township Schools)**

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**bhawkins@perryschools.org**

**(See PowerPoint for visuals and lesson activities)**

**Indiana Standard Connection:** Creating music in different ways through improvising, composing, arranging, and audiating patterns.

**Learning Objective:** Students will create musical ideas in different ways such as speech, body percussion, and instruments.

**Materials:** PowerPoint, Summertime poem, UPP instruments, barred instruments

**Vocabulary:** Barred instruments, poem, improvise, rhythm vocabulary (ta, tadi, ta-ah), pentatonic scale

**Focus Areas:** Singing, **instruments**, **reading notation**, **learning by rote,** **composition**, arranging, **movement**, etc.

* Introduce body percussion with poem through skeleton method (one measure at a time)
* Gradually add parts so S’s get it
* Add the poem and have S’s listen for key words
* Teach poem one line at a time through echo imitation
* T speaks poem as S’s do body percussion, switch jobs and eventually add both
* Model how to walk to the instruments as S’s speak the poem
* Tell S’s to take off B’s and F’s (burgers/fries) from the barred instruments
* Have S’s play “Summertime” motive on C, model the rest, slowly add other parts (C-D-E-G G-E-D-C)
* Add a B section with what S’s did over the summer, model one idea with speech, playing, and a creative idea
* S’s pick one idea with a group, play rhythm with body percussion first, speak and play it, add a different BP idea, could be UPP idea, or barred instrument improvisation (using pentatonic scale)
* T speaks question “What did you do” for B section, then S’s respond with their improvisation, do barred instruments first, UPP instruments, body percussion only, etc.
* Allow for sharing and responses