

LESSON PLAN - High - Low

Name	<u>Melody - High-Low</u>
Lesson topic	40 - 50 minutes
Subject	Estimated Time

I. Teaching Model: Direct instruction with Orff emphasis.

II. Objective(s):

- Students will be able distinguish between pitches that are high or low.
- Students will be able to recognize and perform examples of melodic direction: up, down, the same.

III. Materials/Resources:

Piano, keyboard, glockenspiel, or recorder
 Orff Instruments
 Overhead projector
 Copy of Three Blind Mice

IV. Instructional Procedures Methods:

Introduction:	
<ul style="list-style-type: none"> ● Using 3-note sequences, play a repeated pattern and ask students whether the notes are the same or if they have changed. 	5 - 7 minutes
Activities or Learning Experiences: <ul style="list-style-type: none"> ● Once students are confident with the responses change to ascending patterns, and then descending patterns. <ul style="list-style-type: none"> ○ Play 2 sets of 3-note patterns: one repeated and one ascending – again ask if the notes stayed the same or changed. ○ Play 2 sets of 3-note patterns: one repeated and one descending. ○ Change to 2 sets: one ascending, one descending 	20 - 25 minutes

<ul style="list-style-type: none"> • Guide students to perform a gesture or action when they hear different patterns – raising arms for ascending, crouching down for descending; stepping sideways for repeated/same patterns. <ul style="list-style-type: none"> ○ Play patterns randomly and have students identify the pattern by performing the gesture/action. ○ Ask for student volunteers to play a pattern that the teacher demonstrates (raised hand, crouch, side step) – students should continue to perform the gestures/actions. • Select 3 pitches and have students perform as a class in response to the teacher’s gestures. 	
<p>Closure</p> <ul style="list-style-type: none"> • Sing “Three Blind Mice” – have students perform gestures to the song. • Display the “Three Blind Mice” song – ask students to correlate gestures and song with traditional notation. • Question: In the first 6 measures – which pitches are high? Which are low? 	10 minutes
<p>Extension/Contingency Plans or Accommodations</p>	
<ul style="list-style-type: none"> • Have students improvise different gestures or actions as a response to the teacher’s gesture or 3-note patterns. • Have students improvise their own 3-note patterns on a keyboard or recorder. • Have students improvise 3-note patterns on Orff instruments. 	
<p>Assessment/Evaluation of Learning:</p>	
<ul style="list-style-type: none"> • Were the students able to distinguish between pitches that are high or low? 5 4 3 2 1 • Were the students able to recognize and perform examples of melodic direction: up, down, the same? 5 4 3 2 1 	

