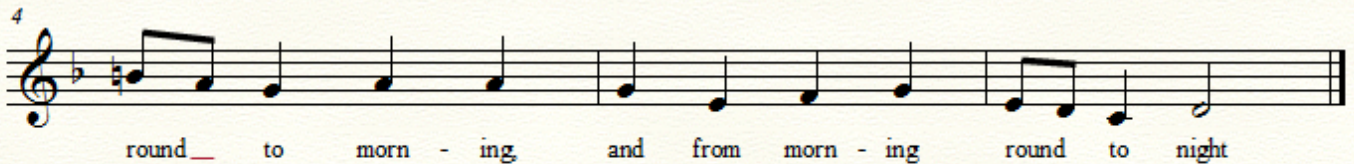
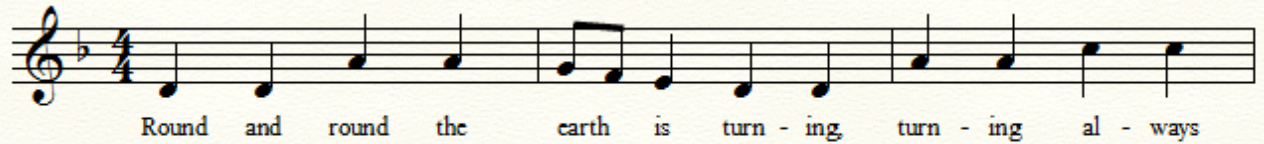


Round and Round



Grades: late 4th – 6th (also depends on when the students learn about space!)

Objectives: The students will explore the dorian mode through singing solfege and the canon, “Round and Round,” and through improvising question and answer on Orff instruments. The students will perform the song and improvisation as a class in A B A form, will perform a canon, and will perform movement that they created in groups.

Materials:

- Song: “Round and Round,” p. 48 Rounds Found and Remembered, compiled by Liz Gilpatrick
- Orff instruments
- Computer/Projector
- Planets Video: <http://www.youtube.com/watch?v=uzkSGOjfjzc>
- Powerpoint, which includes song lyrics, solfege charts, and video
- White board or paper for writing planet movement verbs.

Anticipatory Set:

- Discuss the fascinating movement of the planets, and show students the video <http://www.youtube.com/watch?v=uzkSGOjfjzc>. This video shows the planets in our solar system turning, rotating, etc.
- Ask students to come up with movement verbs of how they saw the planets move, and write these down. They will be used later. (float, turn, spin, rotate, orbit, circle, etc.)

Development:

Anticipatory Set

- Show students solar system video, and come up with movement verbs of how the planets move.

Solfege and Melody

- Echo me in solfege patterns, where **Re** becomes the pitch center.
- Echo the melody of Round and Round in solfege.
- Echo the lyrics of Round and Round.
- Practice until comfortable, while also patting ostinato, “plan - ets cir - cling round”



Movement

- Get into groups of 3. Make up 3 different movements to do for each of the 3 lines of the song, inspired by the planet movement verbs that we wrote down. (Each person thinks of something).
- Practice, share with class, perform in canon.

Improvisation

- Go to Orff instruments, and show powerpoint slide of solfege charts.
- Explain how when improvising with Question and Answer, we would normally end the question with G(So) and the answer with C(Do). And now (in Dorian) we are shifting that concept to ending the question on A(la) and the answer with D(Re).
- Practice – front row questions, back row answers. Switch, and let soloists try it.

Perform in Final Form – A B A'

- A Ask for 3 movement groups to come back to the front. They will perform their movement they created while instrumentalists play “plan - ets cir - cling round” on D and A.
- B Instrumentalists improvise Question and Answer while dancers walk in a circle.
- A' Same as A section, only this time, the song is performed in 3-part canon.

Application:

- Singing solfege in dorian – transferred to singing dorian song – transferred to question and answer in dorian
- movement verbs used to create song movement in groups.

Closure:

Discuss: Did the music that we did today sound differently with Re as our pitch center? How did you improvise differently with Re as our pitch center?

Evaluation:

- Give time during echoing solfege for students to give thumbs up, thumbs in-between, or thumbs down for how comfortable they are feeling.
- Give time during improvisation to have students solo their questions and answers.

Extensions:

Instead of just having the dancers walk around in a circle on the B section, a student leader from each movement group could improvise their own planet movement, and the others in the group would imitate that. This would go along with the question and answer happening on Orff instruments. (This would just take a little more time to work up and practice).

Also, this could be a rondo with different sets of students doing question and answer solos for the B, C, D sections.