Olympic Fanfare and Theme

Lesson by Madeline McGuire Sheridan Elementary mnoonan2@lps.org **TOKYO 2020**



Course/Subject: General Music

Objectives: Dotted eighth note and sixteenth note (tim-ka), creative movement

Materials: Visuals of different Olympic events, cymbals, barred instruments, kazoos (optional)

Lesson Overview: This lesson's arrangement is the very beginning of the *Olympic Fanfare and Theme* by John Williams. Students will be able to play the melody and accompaniment while creating movement to go with the music. This was inspired by an activity I did during my Orff Level III training this past summer.

Process

- Discuss Olympic events they watched this past summer.
- While playing a recording of the Olympic Fanfare and Theme, display images of each Olympic event and have students create statues of each one. Encourage/model different levels. Below is what I used for my visuals (found on Google).



- Students get into groups, choose an Olympic event, and create 4 different statues for each measure of the melody. Signal to students when they change statues in the music when they first practice.
- Students learn the melody of the fanfare, by rote, using words in the arrangement below. Perform melody with kazoos for fun!
 - Transfer melody to barred instruments.

- Teach students words of the accompaniment part through speech and body percussion. Words on "C" are clapped. Words on "G" are patted. Transfer to barred instruments.
 - Discuss the meaning behind the 5 Olympic rings and the torch.
 - 5 Olympic rings represent the 5 continents of the world united by the Olympics
 - Torch Represents: The light of spirit, knowledge and life. It also represents passing on this symbolism from one generation to the next.

Perform multiple times

- 1st Time: Accompaniment on barred instruments while singing the melody. First group performs their creative movement.
- 2nd Time: Accompaniment on barred instruments while playing the melody on kazoos.
 Second group performs their creative movement.
- 3rd Time: Accompaniment on barred instruments while playing the melody on barred instruments. Third group performs their creative movement.
- Repeat until all creative movement groups have performed.
- Extras: For an intro, pass a "torch" (boomwhacker with red, orange, and yellow scarves in it) and use hula hoops to make the 5 rings.

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