

Music 441W
Jason Adams Lesson Plan
Ollie – Hide n’ Seek – Multiplier Rhythm Composition

Learner Objectives:

- Students will be able to sing Ollie’s Hide-n-Seek song while changing dynamics appropriately.
- Students will be able to compose rhythms using Quarter, Eighth, and Sixteenth notes.
- Students will be able to play their composed rhythms on recorder with a single pitch.

National Standards:

2. Content Standard: Performing on instruments, alone and with others, a varied repertoire of music- A. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo

Core Music Standards:

MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).

MU:Pr4.2.3a – Demonstrate understanding of expressive qualities (such as dynamics and tempo) to convey intent.

Pennsylvania Arts Standards:

9.1.3 A. Know and use the elements and principles of each art form to create works in the arts and humanities.

Required Materials:

- Notecards with two measure rhythms (four rhythms, five cards of each...one for everyone)
 1. Du Du-ta-de Du rest/Du Du-ta-de Du rest
 2. Du-de Du Du-de Du-ta-de-ta / Du-de Du Du-U
 3. Du Du rest Du-de / Du Du-de Du-ta-de-ta Du
 4. Du-ta-de Du-U Du / Du-ta-de Du rest Du
- Slide deck with rhythms from cards
- Slide deck with Multiplier recorder rhythms Whole note, Two halves, Four quarters, Eighths, sixteenths
- Recorders
- Smaller TY Ollie
- Tiny Felt Ollie
- Ollie’s Machine
- Song: “Ollie Orangutan Wants to Eat his fruit”
- Song- “Ollie: Hide and Seek” (first Verse Only)

Task Analysis

1. Teacher gains the attention of the students. “What do you think Ollie will have for us today?”

2. Students: "We should definitely time travel..." "Ollie was still tiny; we're supposed to play Hide n Seek."
3. Teacher "Hmmm, that is right, we sent Tiny Ollie to the jungle. Let's get him here so we can play hide n seek"
4. Brings out Ollie's machine
5. "Can someone remind me if Ollie is small, how should our music sound?"
6. Student "We have to make our music softer to shrink Ollie and protect his ears."
7. Teacher "Very good, that's right! Let's make some soft music and see what Ollie has in store for us today."
8. Teacher: "Under your chair is one of our rhythms from last week, go ahead and pull those up to your lap and have a look."
9. Students: "I got the same one as last week!"
10. Teacher: "Some of you may have gotten the same rhythm, others a new one. But we all played all of these."
11. "I will count to four on our beat and then everyone will think about your rhythm, say it in your head not out loud. One, two, three, four."
12. Silence as students think through their rhythms.
13. "Great, now after my count everyone, all at once, try your personal rhythm out loud with clapping. One, two, three, four."
14. Students speak their rhythms in slight chaos
15. "Wow sounds like you all know your personal rhythms. Now your goal to activate the machine will be to play your rhythm loud and soft. Each group, no matter where you are in the room, will do this to activate the machine. Everyone else will keep beat."
16. Brings up rhythm one on the board.
17. "For each group, sing and clap your rhythm twice on your turn, once loud with beautiful voices and once soft with confidence."
18. Teacher Counts in "one, two, group, one."
19. Everyone keeps beat while group one plays. Then two begins the second time, and so on.

Transition:

20. "Looks like the Machine is charged up. Let's do a soft Ollie chant to activate."
21. All with quiet voices: "Ollie. Ollie. Ollie."
22. Machine activates; teacher brings tiny Ollie out.
23. "Wonderful, friends! Looks like Tiny Ollie is ready to play Hide n Seek. Hi Tiny Ollie, it's nice to see you!"
24. Students whisper: "Hi Tiny Ollie..."
25. Teacher: "Ollie, you said you wanted to play Hide n Seek last week, is that still true?"
26. Ollie speaks to teacher
27. Teacher: "Oh, great! the students really want too as well, right?"
28. Students beginning to shout: "Yeah weeee..."
29. Teacher gestures whisper voices: "We have to protect Ollies ears"
30. Students whisper: "Yes, let's play!" "How do we play?"... "Good Grief this is gonna be impossible, he's so small..."

Task Analysis: Hide-n-Seek

31. Teacher: "Well friends, you must learn the hide-n-seek song to play this game. Listen to my song and let me know how the 'seeker' will be able to find Ollie."
32. Teacher sings Hide n Seek song v1
33. "Quiet raised hand, how does the seeker find Ollie?"
34. Student: "We would be singing louder"
35. Teacher: "That's correct."
36. Places Ollie on the Machine: Listen to my song again keeping a two-finger beat on your hand. Pay close attention to my dynamics."
37. Teacher sings song again walking away from Ollie the dynamics become softer...
38. "Quiet raised hand, what happened to my dynamics as I walked away from Ollie?"
39. Student: "You sang softer and softer"
40. Teacher: "That's exactly right. Friends, I am going to cover Ollie with my hands so I can speak louder without hurting his tiny ears for a minute."
41. "Let's play the 'hide 'n seek' game with Ollie. Someone will step up front and close their eyes to be our Seeker. We will hide Ollie with one of our friends in class, protected in their hands, like this (show cupped hands with Ollie inside". Everyone will have their hands in this position too. The seeker will search for Ollie paying attention to how our class dynamics change while we sing our new song. We repeat the song until the seeker chooses the correct friend and finds Ollie."
42. "Friends repeat after me." Gesturing to self, singing "Hiding somewhere in the room"
43. Students repeat
44. Teacher: "Ollie can be found
45. Students repeat
46. Teacher put phrases together: "Hiding somewhere in the room Ollie can be found"
47. Students repeat
48. "You'll know you're getting closer"
49. Students repeat
50. "If we're singing loud"
51. Students repeat
52. "Hiding somewhere in the room Ollie can be found
53. Students repeat
54. "If we're singing softer, you'll have to turn around."
55. Students repeat.
56. Teacher: "Can I have a volunteer to be our first seeker?"
57. Student volunteers and steps up front to close their eyes
58. Teacher: "And someone to hide Ollie in their hands? Everyone hold your hands like this so our seeker doesn't know who is hiding Ollie."
59. Student hides Ollie
60. "Remember, we sing quiet when the seeker is far away from Ollie and louder as they get closer to finding him. Okay seeker, open your eyes. Everyone, sing our song"
61. All sing the song, adjusting dynamics relative to the seeker's closeness to Ollie.
62. Play game three times

Transition:

63. Teacher: "Amazing Friends, you really showed expressive dynamic control with Ollies song. What was it like to be the seeker?"
64. Student answering: "I was trying really hard to pay attention to the class's volume and I had to turn around when I realized they were singing softer."
65. Teacher: "That is so observant, you did a great job and found Ollie pretty quickly."
66. Placing Tiny Ollie back in the machine: "Well, let's size Ollie back up before we send him home. Let's sing his new song once more with strong dynamics like that last time when (student name) was the seeker."
67. Students singing strongly: "Hiding somewhere in the room..."
68. The machine activates, teacher reveals the next sized up Ollie
69. Teacher: "It worked, look at that... he's one size larger!"
70. Students: "Can we time travel today? PLEASE??"... "No, lets multiply Ollie!!!"...
71. Teacher: "I don't think we have enough time, to time travel today...but maybe once I call on you, everyone can grab their recorders and we can multiply Ollie. How does that sound?"
72. Students rejoice!
73. First confirming who is responsible for laying out recorders and having them do so. "Alright chairs 1-5 can get their recorders and return to their seats in resting position."
74. All students retrieve their recorders

Task Analysis- Ollie Multiplier

75. Teacher: "Are you sure you want to multiply Ollie? There is no knowing what could happen..."
76. Students: "Yeah!! We've been waiting for this?"
77. Brings up a single whole note on the screen with a picture of a single Ollie
78. Teacher: "Okay friends, imagine this Ollie is a single whole note. How long would we have to play our recorders? For how many beats?"
79. Student: "Four beats"
80. Teacher: "Left hand 'Ls' up. Thumb on our back whole first finger on our first front whole and let's play a long whole note with our 'B' on the recorder. One, two, letter, B"
81. All play a sustained B with a few squeaks
82. "Pretty good friends. So how do we turn a whole note into two notes? How might we turn One Ollie into two Ollies?"
83. Student: "There are half notes. Two half notes equal a whole note. So, if we play two half notes Ollie could be doubled!"
84. "I think you got the idea pretty quick, let's give it a go."
85. Places Ollie in the machine and brings up a two half note rhythm of B and A
86. Teacher counts off
87. Students play correctly
88. Teacher brings out two Ollies
89. Students: "No way!"
90. Teacher: "How do we get more Ollies than this?"
91. Student: "hmmm"
92. Teacher: "How do we split a half note?"

93. Student: "Two quarter notes are a half note!"
94. Teacher: "That's it. So, if two Ollies go in to the machine and we play quarter notes how many Ollies will we get?"
95. Students: "Four"
96. "Let's give it a try" places two Ollies in the machine
97. Next slide is 4 quarter note Ollies - BBBB
98. Students play successfully
99. Teacher changes slide to indicate 4 Ollies
100. "My goodness, look, 4 Ollies on the screen."
101. Students: "More Ollies!!"... "Again!"
102. Teacher: "So right now, how many Ollies fit in one Measure?"
103. Students: "Four. And if we played another rhythm, we could have eight Ollies..."
104. Teacher: "Wow, should we do that? Have eight Ollies on the screen?"
105. Students: "Yes!"
106. Brings up next slide of all eighth notes. BBBB BBBB
107. "Real quick though, let's make sure we are thinking and whispering our soft recorder du's. Say this rhythm as our Du-De's but with our recorder whispers... 1-2-3-4"
108. Students say Du-de's
109. "Excellent, now play our multiple eight 8th notes on B, just like that. 1-2-3-4"
110. Students play well enough, repeat once adjust tempo if necessary
111. Teacher: "Okay friends, so we have eight Ollies in each measure now. What if the Ollies multiplied one more time. How many can we fit in the measure?"
112. Students: "We can get more Ollies by playing our Du-ta-de-ta's"
113. Teacher: "And what would that do?"
114. Student: "That is our 16th note rhythm. 16 Ollies in a measure."
115. Brings up last slide of all 16th notes. BBBB BBBB BBBB BBBB
116. Teacher: "That makes perfect sense, eighth notes split into sixteenth notes. Think about your du-ta-de-ta rhythm, it's pretty fast sometimes. We'll keep our beat a bit slower."
117. "Let's clap and speak softly this once. 1-2-3-4"
118. Students du-ta-de-ta 4x
119. "Now bring your recorders just to your chin and once more think of our soft recorder du's. As we whisper our recorder du's think about your du-ta-de-ta rhythms"
120. All whispers soft recorder du-du-du-du 4x
121. "Now we'll play these 16th notes on our recorders and it might just activate the machine fully."
122. Students play...Repeat as necessary
123. Machine activates, revealing sixteen Ollies, placing them in a basket
124. Students: "There are so many Ollies!"
125. Teacher: "Ollies can you help us compose some cool rhythms for our recorders?"
126. Brings out a long rope to represent one measure placing 4 Ollies in a group to represent 4 quarter notes.
127. Teacher: "Okay friends a few of you will now help create a new rhythm using our Ollies. And we will all play the new rhythm with our recorders on a B. When you get a turn, you may move or separate only 4 Ollies. Then you must return to your seat"
128. "First watch my examples." Moves 4 Ollies to reveal a pattern of quarter notes and eighth notes.

129. "Let's play this rhythm"
130. Students play on B
131. Second example reveals a sixteenth note example
132. "Let's play this rhythm"
133. Students play on B
134. "Can we have a friend to create our next rhythm?"
135. Students raise hands and one is selected
136. All play rhythm
137. Repeat process adjusting and guiding as necessary

Closure/Transition:

138. "Wholly Moley friends, so many Ollies, and so many new recorder rhythms. You all created some tough rhythms and played them so well!"
139. Let's return Ollie to his WHOLE state of being really quick before class ends."
140. Places all Ollies in the machine and suggests an activation technique returning Ollie to wholeness and his jungle.

Adaptations/Accommodations for Special Needs:

Students can remain in their personal mobility options passing the fruits or can be assimilated appropriately into the circle to feed Ollie. They could also be offered a fruit to be held throughout the song, not passed, and feed Ollie when called upon.

Assessment:

Students demonstrate correct ostinato rhythms in both loud and soft dynamics.
 Students demonstrate control over dynamic range through performance of hide n seek song.
 Students accurately perform rhythms they composed on recorders using a single repeated pitch.

"Hide 'n Seek"

Hiding somewhere in the room
 Ollie can be found
 You'll Know you're getting closer
 If we're singing loud

Hiding somewhere in the room
 Ollie can be found
 If we're singing softer
 You'll have to turn around

Ollie Orangutan

Jason Adams

Part

$\bullet = 90$ All sing

Ol-lic O-rang-u-tan wants to eat his fruit. Ol-lic O-rang-u-tan Loves Ba-na-nas! Ooo!