

Black Violin

Stereotypes

Movement Activity

Full Lesson Link: <https://www.teacherspayteachers.com/Product/Stereotypes-by-Black-Violin-Movement-Activity-6141597?st=7a63704fc5e09f6acae780a0edcac435>

Context: Social Justice standards from Teaching Tolerance will help guide your instruction for students. (<https://www.tolerance.org/frameworks/social-justice-standards>)

Standard 11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

- What are stereotypes?

A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

- Share with students how the duo Black Violin began their musical journey.

Youtube Video [Black Violin talks about their unusual road to success](#)

- Utilizing movement & music to teach social justice.

[Statue Freeze Dance Poses](#) by Kelly Zacher

[Dancing From A Distance 2](#) (To see a video walk through of the directions fast forward to 49:30)

Intro:

Students should choose at least four statue freeze dance poses and slowly move through each pose. (Be sure to inform your students to select different levels. Low, medium, high)

Beats 1-8 When the beat drops cross your arms and sway R, L, R, R, L, R, L, L (Nod your head to the beat while swaying, feet stay in place and do not move)

Beats 9-16 Sharply bring arms in an outward motion and keep them still/locked and continue the sway R, L, R, R, L, R, L, L

Beats 17-24 Swing arms back and forth and continue the sway R, L, R, R, L, R, L, L

Beats 25-32 Step forward four times starting with the right foot. (While stepping forward close your fists and push in an upward motion.) Step backward four times starting with the right foot. (While stepping back bring arms together and alternate them up and down.)

Beats 33-40 Starting out... Criss cross your feet... (Out, in, out, in, stop, pat, clap) When crossing your feet be sure to alternate the feet forward and backward. Jump with both feet to the left and push both hands out to the right then jump with both feet to the right and push both hands to the left.

Beats 41-48 Body roll three times to the left and put your right fist in the air. Body roll three times to the right and put your left fist in the air.

Beats 49-56 Starting out... Criss cross your feet... (Out, in, out, in, stop, pat, clap) When crossing your feet be sure to alternate the feet forward and backward. Jump with both feet to the left and push both hands out to the right then jump with both feet to the right and push both hands to the left.

Beats 57-64 Body roll three times to the left and put your right fist in the air. Body roll three times to the right and put your left fist in the air

Interlude:

Students should choose at least four statue freeze dance poses and slowly move through each pose. (Be sure to inform your students to select different levels. Low, medium, high) Remind students of the definition of the term stereotypes.

Repeat entire dance.

Outro:

Students should choose at least four statue freeze dance poses and slowly move through each pose. (Be sure to inform your students to select different levels. Low, medium, high)

What's Your Name? Speech and Body Percussion Piece

Ful Lesson Link: <https://www.teacherspayteachers.com/Product/Whats-Your-Name-Speech-and-Body-Percussion-Piece-7077570>

A SECTION

1. Echo-chant each phrase. Put two phrases together until students are able to easily chant the speech piece.
2. Echo-teach the body percussion part.
3. Divide the class into two groups. Lead one group in performing the body percussion parts. When the beat has been established, bring the other group in chanting the speech piece.
4. Switch groups. Repeat.
5. Challenge!! Have the entire class perform the speech and body percussion together.

What's Your Name? Speech Piece

A Section

B SECTION

After students have successfully learned the speech and body percussion of the **A section** introduce the **B section**. In the B section students will take turns saying their first name in rhythm. **Example:** My name is Franklin. (See rhythm examples on handout.) This is a cumulative piece so after 4 students say their names, class chants the names in reverse order. Then add another group fo 4 students, class chants 8 students' names in reverse order and so on.

1. Use this body percussion pattern to establish the beat for the B Section.

- Echo-teach the speech pattern to the first four students. Tell students to come up with a motion to go with their name, stand and twirl, clap/pat the rhythm of their name, wave hands, etc. Class will repeat that motion every time that student's name comes in the chant. Practice several times until they are comfortable going on to the next set of four students.
- After four students have said their names, all students repeat the names in reverse order as described above. See example.
- Repeat the A section after each set of four names.
- Keep repeating the B section until every student has had an opportunity to speak their name.
- Be sure to add YOUR name to the end!!

B Section (Name Examples)

My name is Frank - lin.
My name is Mar - gret.

My name is Jen - i - fer.
My name is Jon - a - than.

Your name is Jon - a - than.
Your name is Jen - i - fer.

Your name is Mar - gret.
Your name is Frank - lin.

Teach Me About Hip Hop

This activity was created as a companion to the book *The Story of Rap* (purchase the book on [Amazon](https://www.amazon.com)). Utilize the original song and track to spark engagement with your students while learning about Hip Hop.

Full Lesson Link: <https://www.teacherspayteachers.com/Product/Teach-Me-About-Hip-Hop-5751650?st=ef255b5665e0286684b5251d58f83452>

Grade Levels: 2nd - 5th Grade

Teaching Notes

- Read the book aloud.
- Teach the song/transfer to barred instruments
- Read book again. Add the short song after each page
- Add Rhythmic Ostinato
- Teach the whole class via rhythm syllables or rhythm of the words. Select a small group of volunteers to play by themselves
- Divide and Conquer
- Read book again with barred instruments
- Add the track and do it again
- Reflect and Review

10. Read the book aloud in its entirety.

Teach Me About Hip Hop

Franklin J. Willis

♩ = 85

Voice: H - I - P, H - O - P, Teach me a-bout Hip Hop H - I - P, H - O - P, Teach me a-bout Hip Hop!

Glockenspiel: Hip Hop is cool! Hip Hop is cool! Hip Hop is cool!

Djembe: Rap, His-to-ry of Rap, His-to-ry of Rap, His-to-ry of Rap!

Bass Xylophone: Hip Hop Please don't stop! Hip Hop Please don't stop!

Havana Remix

Full Lesson Plan Link: <https://www.teacherspayteachers.com/Product/Hip-Hop-in-the-Orff-Classroom-ReMix-2-4177725>

Cultural Connections:

There are many similarities in hip hop and Cuban music. Students will have a chance in the lesson to compare the two styles of music. Also, the lesson could easily be taught in a Social Studies class because of all the historical information shared throughout the lesson. The city of Havana has such a rich cultural history. Students will learn about instruments that were created in Cuba, geography region, climate, and dance forms. My goal was to create authentic, fun, and educational information about Cuba through a musical lens.

This lesson can also be used as a performance piece for the stage. Challenge your students to add their ideas to this piece. One of the many things I have learned from my students is they have some of the best ideas!

As always adapt this lesson for your situation. If your students are advanced and can play several instrumental parts at the same time then by all means, go for it! However, if they can only play a few parts, that is ok as well. The main goal is to educate them about Cuban culture and have them successful musically.

(See Orff Arrangement Attached)

Edward's Rhythm Sticks

Ebook: <https://fflat-books.com/product/edwards-rhythm-sticks/>

Teaching Guide: <https://fflat-books.com/product/edwards-rhythm-sticks-teaching-guide/>

Paperback: https://www.amazon.com/Edwards-Rhythm-Sticks-Franklin-Willis/dp/0578791641/ref=sr_1_5?crid=15GSMOM341U19&dchild=1&keywords=edward%27s+rhythm+sticks&qid=1628588563&sprefix=Edward%27s+rhythm%2Caps%2C181&sr=8-5

Overview: Music is Everywhere! Edward's Rhythm Sticks is a story that shows how much music is a part of our lives. This story illustrates just how fun music can be and how even the simplest things can be made into instruments. This story is a great way for parents and teachers alike to teach rhythm, pattern and sequence. Most of all, parents and teachers can use this engaging, interactive eBook to connect learning, music, literacy and having fun together.

Edward's Rhythm Sticks is an interactive eBook with vibrant colors and easy to follow text and rhythms. The audio component aids younger students in auditory learning, matching sounds and keeping them engaged with the text. The accompanying teaching guide and activities help focus on key learning strategies and standards found in most elementary curriculums today. Edward's Rhythm Sticks is not only a fun and engaging story, but it can also serve as an awesome tool for learning in an increasingly digital classroom and learning environment.

Teachers: The story and backing track are a lesson in itself. There are several standards and objectives that can be linked to the story. The specific standards you choose to focus on relate to the way in which you use this book. My only request is that you let your students experience the story. Allow them to ask questions. Give them opportunities to decide how they would have ended the story. Ask them, "what gift do you want for your birthday?" Find ways to build relationships with your students through this story.

Questions to consider:

What music standards can teachers connect with this story?

How would you tell this story "musically" in your classroom?

How can we transfer ownership of the story to our students?

How could we program this story for a music performance?

Rhythm Stick Rondo

Context:

This routine is all about identifying different sections of music in the rondo form (ABACA) while incorporating Hip Hop music as our roadmap. Also, I realize that during this COVID-19 season we find ourselves modifying our teaching to comply with safety requirements. This rhythm stick routine can be done while students sit in their chairs. That's right! All movement can be done in the sitting position. Follow the movement notes below and have fun with your students as they learn about the rondo form. *For the teacher who feels inspired, I encourage you to give students the opportunity to create their own C section movements for this piece.

Full Lesson Link: <https://www.teacherspayteachers.com/Product/Rhythm-Stick-Rondo-Routine-6257139?st=206aff91c21f6ee87b63db8916aa420a>

Intro

*Students have three movement choices.

Synths -Slowly bring rhythm sticks in the air in a circular motion.

Bass- Following the rhythm of the bass students move their rhythm sticks left to right close to the ground.

Shaker- Students rub their sticks together to the rhythm of the shaker.

A Section (All Students)

Down, Down, Click, Click, Down, Click Up
Down, Down, Click, Click, Down, Click Up
Right, Click, Left, Click, Down Click
Right, Click, Left, Click, Down Click
Criss Cross, Criss Cross, Down, Click, Right,
Criss Cross, Criss Cross, Down, Click, Left
Out (Extend Left Arm Out to the Left) Out (Extend Right Arm Out to the Right) Up (Left), Up (Right)
Down, Down, Click, Click, Down, Click Up

B Section

Side (Bring rhythm stick to the right side of your body), Side (Bring rhythm stick to the left side of your body), Click (Click both rhythm sticks in front of your body), Side, Side, Click, Click
Side, Side, Click, Side, Side, Click, Click
Rock and Click, Rock and Click
Rock and Click, Pause, Click, Click
Side, Side, Click, Side, Side, Click, Click
Side, Side, Click, Side, Side, Click, Click
Rock and Click, Rock and Click
Rock and Click, Pause, Click, Click

C Section (32 beats)

Students create their own movements for this section.

A Section (All Students)

Down, Down, Click, Click, Down, Click Up
Down, Down, Click, Click, Down, Click Up
Right, Click, Left, Click, Down Click
Right, Click, Left, Click, Down Click
Criss Cross, Criss Cross, Down, Click, Right,
Criss Cross, Criss Cross, Down, Click, Left
Out (Extend Left Arm Out to the Left) Out (Extend Right Arm Out to the Right) Up (Left), Up (Right)
Down, Down, Click, Click, Down, Click Up

Outro

*Students have three movement choices.

Synths -Slowly bring rhythm sticks in the air in a circular motion.

Bass- Following the rhythm of the bass students move their rhythm sticks left to right close to the ground.

Shaker- Students rub their sticks together to the rhythm of the shaker.

Cupid Shuffle by Cupid

A hip hop line dance that can be used in the classroom to get students moving and feeling the beat.

Youtube Video: https://youtu.be/h24_zoqu4_Q

Rhythm Stick Line Dance

Official Music Video: <https://youtu.be/ty9wBuhcA2o>

Full Lesson and MP3 Recording: <https://www.teacherspayteachers.com/Product/Rhythm-Stick-Line-Dance-6277162?st=95ef17b98b5b1033418d86f642f7ceac>

Context: Do your students love a good line dance? I'm talking about like Cha Cha Slide, Cupid Shuffle, or even Whip and Nae Nae.... If so, then they are going to love the Rhythm Stick Line Dance. This song combines dance, rhythm sticks, solfege, Hip-Hop culture, and so much more. This activity is great for a warmup, performance, or even as a positive reinforcement for great behavior in class.

Rhythm Stick Line Dance

Verse 1

Step and Click (Step with right foot and then click rhythm sticks together)

Step and Click

Turnaround and Click, Click, Click (ta-di, ta)

Step and Click

Step and Click

Turnaround and Click, Click, Click,

Slide to the left, Click, Click, Click (ta-di, ta)

Slide to the right, Click, Click, Click

Slide to the left, Click, Click, Click

Slide to the right, Click, Click, Click

Front, Back, Under, Under (Click sticks in front of you, behind you, under the right leg, under the left leg)

Click up high, Click down low (Ta-di, ta up in the air, Ta-di, ta on the ground)

Front, Back, Under, Under

Click up high, Click down low

Walk it up, Walk it up (Starting with the right foot, walk up four beats while tapping the rhythm sticks to the eighth note pulse)

Take it back (Jump backwards four times, while clicking the quarter note beat ta, ta, ta, ta,)

Walk it up, Walk it up

Take it back,

Dab and Click, Dab and Click

Pose for the Camera and Click, Click, Click (Students choose a pose and click sticks ta-di, ta)

Dab and Click, Dab and Click

Pose for the Camera and Click, Click, Click

Slide to the left, Click, Click, Click

Slide to the right, Click, Click, Click

Slide to the left, Click, Click, Click

Slide to the right, Click, Click, Click

Verse 2

(This verse focuses on singing solfege syllables Do, Re, Mi, Sol and High Do. Students should focus on singing the correct pitches, practicing the Curwen hand signs, and singing with good posture.)

1st students sing short melodic phrases

Do, Re, Mi_

Mi, Sol, Sol_

Sol, Sol, Do_

Do, Sol, Mi_

Sol, Mi, Do_

Do, Re, Do_

2nd time students sing longer phrases

Do, Re, Mi_, Mi, Sol, Sol_

Sol, Sol, Do_, Do, Sol, Mi_

Sol, Mi, Do_, Do, Re, Do_

I Promise by Lebron James

Link to full lesson: <https://www.teacherspayteachers.com/Product/I-Promise-Melody-and-Orff-Score-7041940?st=f7d0ae1fc8210d35f178e8df10e36d45>

Teaching Suggestions

- Teach the song by rote or read it from melodic notation.
- Sing the melody between each page of the book I Promise by LeBron James.
- Transfer melody to barred instruments.
- Add the instruments parts one by one, beginning with basses; adding drums; adding glockenspiels; adding altos.

Franklin Willis

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I pro-mise, I pro-mise, I pro-mise, I pro-mise, I

4

pro - mise, I pro - mise, I P R O M I S E!

Teaching Melody on Barred Instruments

- Set instruments in C Pentatonic. (C,D,E,G,A)
- Review melody through various activities. (Solfege, Clap the rhythm, Sing to a partner)
- Model everything that you want to happen.
- Inform students that the home tone is C.
- Begin with the last measure for immediate success with the class.

♩ = 90

Voice: I pro - mise, I pro - mise, I

Glockenspiel: Stand up

Alto Xylophone

Bass Xylophone: Use my voice! Use my voice!

Tubano: Keep ya head up! Keep ya head up! Keep ya head up! Keep ya head up!

V. ³ pro-mise, I pro-mise, I pro-mise, I pro-mise, I P R O M I S E!

Glock.: for what's right.

Xyl.

BX: Use my voice! Use my voice! Use my voice!

T. Keep ya head up! Let's Go!

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Teachers Pay Teachers Store—

<https://www.teacherspayteachers.com/Store/F-Willis-Music>

Hip Hop in the Orff Classroom

Orffestration No. 2

By Franklin Willis

The musical score is written in 4/4 time and consists of two measures. The instruments and their parts are as follows:

- Glockenspiel:** Treble clef, key signature of two flats. The melody consists of quarter notes: G4, A4, Bb4, C5, D5, E5, F5, G5.
- Soprano Xylophone:** Treble clef, key signature of two flats. The part consists of chords: G4-A4, G4-A4, G4-A4, G4-A4, G4-A4, G4-A4, G4-A4, G4-A4.
- Alto Xylophone:** Treble clef, key signature of two flats. The part consists of chords: G4-A4, G4-A4, G4-A4, G4-A4, G#4-A4, G4-A4, G4-A4, G4-A4.
- Bass Xylophone:** Bass clef, key signature of two flats. The part consists of quarter notes: G3, A3, Bb3, C4, D4, E4, F4, G4.
- Maracas:** Percussion clef, 4/4 time. The part consists of eighth notes with beams: G4, A4, Bb4, C5, D5, E5, F5, G5.
- Claves:** Percussion clef, 4/4 time. The part consists of quarter notes: G4, A4, G4, F4, G4, A4, G4, F4.
- Conga Drums:** Percussion clef, 4/4 time. The part consists of quarter notes: G4, A4, Bb4, C5, D5, E5, F5, G5.

Lyrics for the percussion parts:

Maracas: Shake it! Shake it!

Claves: Cu - ba, That's right! Cu - ba, That's right!

Conga Drums: Keep the rhy - thm cool! Keep the rhy - thm cool!

Bring the Beat Back

①



A sequence of four quarter notes.

②



A sequence of a quarter rest, two eighth notes, a quarter rest, and a quarter note.

③



A sequence of a quarter note, two eighth notes, two eighth notes, and a quarter note.

④



A sequence of a quarter note, two eighth notes, a quarter note, and two eighth notes.

⑤



A sequence of a quarter note, an eighth note, two eighth notes, and a quarter note.

⑥



A sequence of a quarter note, four eighth notes, two eighth notes, and a quarter note.

⑦



A sequence of an eighth note, a quarter note, an eighth note, a quarter note, a quarter note, and a quarter rest.

⑧

????

Bring The Beat Back

Dedicated to the Eagle Honor Choir

Erica Willis

Franklin Willis

$\text{♩} = 90$

The musical score is written in 4/4 time with a tempo of 90 beats per minute. It consists of three systems of staves. The first system includes Xylophone and Bass Xylophone parts. The second system includes Xyl. and BX parts. The lyrics are: "In your mind and at the start, rhy-thm lives with in your heart, I have a song. You have a ev - ery day in ev - ery way play your song. song. To - ge - ther we will play our song."

Xylophone

Bass Xylophone

Xyl.

BX

In your mind and at the start, rhy-thm lives with in your heart,

I have a song. You have a

ev - ery day in ev - ery way play your song.

song. To - ge - ther we will play our song.