Animal Form Lesson Plan

Focus: I can describe and perform rhythms using “ta” and “ti ti”. I can compose rhythms with popsicle sticks.

Materials:

Three different colored or shaped manipulatives (I used our Ellison press to make elephants, whales, and chickens)

Recording of Ballet of the Unhatched Chicks

Recording of March from The Nutcracker

Djembe

Pocket chart (optional)

Sentence strips

Standards:

7. We listen to music.

10. We move to music.

Warm up:

1. Teacher plays djembe or other drum. When the teacher plays forte, or loud (I would used the music vocabulary with 1 and 2 but not K) students will jump. When the teacher plays piano, or soft, students tip toe.

2. Teacher plays 8 beats piano, then 8 beats forte. Feel free to speed up and slow down at will, or switch to 16 beats. This helps them get the hang of different sections, preparing them for form.

Procedure:

1. Give students the manipulatives. These can be whatever you have, but I will use the animal names that I used. Have them hold a chicken and an elephant behind their back.

2. Listen to Ballet of the Unhatched Chicks. Have the chicken dance around during the A section and go behind your back at the end. The chicken will come back out for the repeat of A. Then the elephant. Then the chicken.

Main part:

Tell students that the animals represent different parts of the music. When we talk about form, we use letters instead of animal names. We will call the chicken A and the elephant B. this song went AABA. Can you make that pattern with your animals?

Have students decide on an action for each section. I had sentence strips with words like "tap head" or "snap" on them.

Listen to the song again using the actions for each section.

Have students make their own form with their animals (I added in the whales for the C section). Pick one of the kids' forms and have everyone copy it. Play three noises on the drum (I used forte, piano, and rolling)—one for each section. You could also use three different instruments. Play 8 beats for each of the "sections" of the song the kid put together and have them do the actions.

Repeat as time permits.

For more advanced groups, I had them each do their own form. Each section got eight beats, and I would play the first beat hard so they would know when to change their actions. It was really cool because they were all doing different things but at the same time.

Tell the students you get to pick the next one. Make it ABACABA for March from the Nutcracker.

Practice the movements with 8 beats for each section.

Listen to the piece and do the movements with it.

Have the kids go back to AABA and listen to the first piece. You could do movements or have them hold which one is which. Do one with the students, then see who can do it with their eyes closed (if you need an assessment, you could mark down who is changing their movements at the right time).