

# NEIU Music Department Lesson Plan Template

Name Jane Marshall Element: Form Grade Level: k - 2

## Lesson Plan Elementary

**Central Focus:**  
Form

**Rationale:** Students will gain an understanding of Binary form (AB) and contrasting musical ideas and will learn by listening and playing rhythmic patterns on percussion instruments

Hook: Show photos of Chuck Berry and videos of 1950's fashions and dancing

### Learning Objective(s):

Students will:

1. Identify that A and B sections of music are different
2. Identify sounds that are alike and sounds that are different
3. Identify melodies that are alike and melodies that are different
4. Identify that "Johnny B. Goode" by Chuck Berry is in AB form

### Summative Assessment

1. **Written:** None
2. **Manipulative Assessment:** Ask students what were the techniques we used in class in order to identify each A and B section
3. **Classroom Discussion:** what are some examples of opposites? Ask what AB form means

### Standards

**National/Core Standard(s) (2016): U:Pr4.2.Ka**

With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance

**State Standard(s): a.** With guidance, demonstrate and state personal interest in varied musical selections

### Materials/Equipment

Pictures that show two contrasting ideas, like sun/rain, winter/summer, blue/yellow, big/small. Large cut-out letters A and B to put on chalkboard, wooden or jingling-type percussion instruments, recording of "Johnny B. Goode" by Chuck Berry

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| <b>Time:</b> | <b>Procedure:</b>   | <b>Informal Assessments/Checks for understanding</b>  |
|--------------|---|---|
| Activity 1   | <ol style="list-style-type: none"><li>1. Show two of the contrasting pictures. Talk about what they have in common and how they are different</li><li>2. Show the letter A and B cutouts and hang them up on the chalkboard</li><li>3. Hand out jingling instruments to five students and wooden instruments to five more students. Have the jingling group play the A pattern and have the wooden group play the B pattern. (Patterns are pictured below). Teach the patterns by ear to the students if they are k-1, or have them read notation if they are 2.</li><li>4. Assign two students to be “machines” for A and two for B. Have these students face each other and make up a movement to match the rhythm patterns.</li><li>5. Listen to a recording of the song “Johnny B. Goode” and follow the AB form. The A and B sections repeat multiple times. A = verse (melody remains the same but there are different lyrics when it repeats) and B = chorus (music and words are the same with each repeat)</li></ol> | <ol style="list-style-type: none"><li>1. Are students able to play the A and B patterns correctly and stay together?</li><li>2. Give all of the students a turn with an instrument. Is everyone able to play the pattern?</li><li>3. Ask what AB form means</li></ol> |

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**Differentiation/Accommodation:** Assign a leader to play a jingling instrument and a leader to play a wooden instrument if students are not able to correctly play the rhythmic patterns. Demonstrate the patterns very slowly, and have students play them under-tempo until they are mastered.

## Closure

Have the class listen to the song all the way through and play along with the wooden and jingling instruments,

## Citation

**Song:** "Johnny B. Goode" by Chuck Berry

Anderson, W. M., & Lawrence, J. E. (2014). Chapter 6: Teaching Music Through Listening. In *Integrating music into the elementary classroom* (pp. 203-204). Boston, MA: Cengage Learning.

The image shows two rhythmic patterns, A and B, written in 4/4 time. Pattern A consists of a quarter note, followed by two eighth notes beamed together, another eighth note, and a quarter note in the first measure. The second measure contains a quarter note, a quarter note, a quarter note, and a quarter note. Pattern B consists of two eighth notes beamed together, another eighth note, and a quarter note in the first measure. The second measure contains a quarter note, a quarter note, a quarter note, and a quarter note. Both patterns end with a double bar line.