

1st Grade 4th Nine Lessons Form

1st, Lesson 31 - AB Form

PURPOSE

The purpose of this lesson is to help students establish an understanding of AB form.

Essential Question: How does understanding the structure and context of music inform a response? (Responding: Analyze)

Higher Order Thinking

- Why does an AB form sound better than an A form?

KEY STUDENT OBJECTIVES

- Define Form.
- Describe song sections using letters (AB) or words (verse/chorus).
- Recall that a common music form is AB or verse/chorus (also called binary).

Differentiation Strategies

- Have students listen to a song from popular culture and identify the form as a class. (form extension)
- Students create a pattern using math manipulatives and label the form using letters. (form extension)
- Students can create a contrasting section to a simple song, like Mary Had a Little Lamb, using body percussion. (composition extension)

Time	Standard	Classroom Resources	Music in This Lesson
Normal 30-45 min	NCAS: Cn11.0.1a Cr2.1.1b	<ul style="list-style-type: none"> • Materials <ul style="list-style-type: none"> ◦ Mobile device (optional) • Instruments <ul style="list-style-type: none"> ◦ Non-Pitched Percussion 	<ul style="list-style-type: none"> • Bow, Wow, Wow • Blast Off • The Farmer in the Dell
Extended 30-40 min	Pr4.2.1a Re7.2.1a		

WELCOME

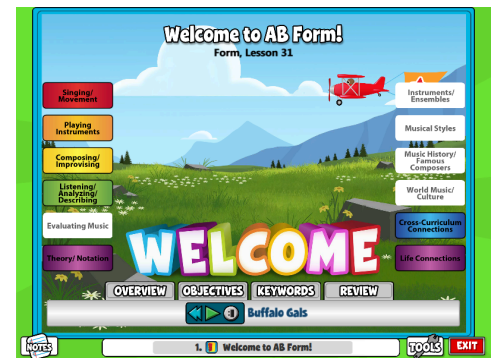
Introduce students to the lesson topic

1. Welcome to AB Form!

 1-2 min

- Have **Bow, Wow, Wow** playing as students enter your classroom.
- Take attendance, if needed.
- During your planning time, we strongly recommend that you review the five assessment items found in lesson three of this module! This will help you know which points to emphasize as you go through the module.

Hint: To get the fastest internet speeds, preview all your screens ahead of time so they are pre-loaded in your computer and close all open windows except for Quaver.



ENGAGE

Warm up the students and get their attention

2. Bow, Wow, Wow (Lyrics)

⌚ 3-5 min

- Listen together to the audio track of **Bow Wow Wow**.
- Teach the song using "call and response."
- Invite students to move to the song as they sing.

Variation: Singing Timbres - Ask students if the voices on the track are: male or female, children or adults, singing or whispering/shouting/talking. (children, singing) Discuss how we can tell these things by listening.

Variation 2: Ask students to suggest new lyrics for the song based on how people talk in the place and time that they currently live. Briefly discuss how much language can change over time and according to location.

Connections (History): **Bow Wow Wow** is an old English children's rhyme that traveled from England to New England in the United States. In 1916, the poem was written in The Real Mother Goose, a collection of children's rhymes. Some words in the lyrics come from Old English, which was spoken before 1450, and show that the song is very old.

Note: **Buffalo Gals** (Lyrics) has been replaced with **Bow, Wow, Wow** (Lyrics). Should **Buffalo Gals** (Lyrics) page be needed in your Custom Lesson, please do a search in Resource Manager for a replacement.

The **Bow, Wow, Wow** melody is printed at the end of the Lesson Plan. The score and lyrics can be downloaded from Worksheets.



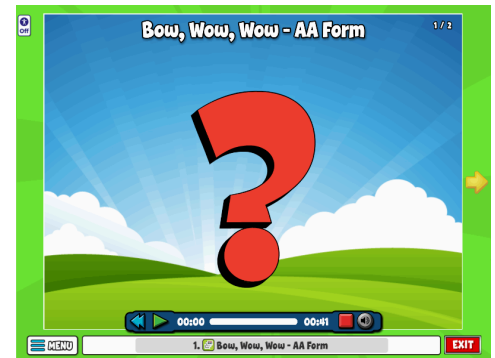
INTRODUCE

Tell students about today's lesson

3. Bow, Wow, Wow - AA Form

⌚ 1-2 min

- Ask students if they think the words to the song were repeated over and over or if a new part was added. (That's the question on slide 1.)
- Explain that since the lyrics were repeated over and over (one thing ONLY), we'll call that one thing "peanut butter."
- Peanut butter is our A section. And since the A section is repeated, we end up with AA form (or peanut butter, peanut butter, slide 2).
- **Note:** **Buffalo Gals** (Lyrics) has been replaced with **Bow, Wow, Wow** (Lyrics). Should **Buffalo Gals** (Lyrics) page be needed in your Custom Lesson, please do a search in Resource Manager for a replacement.



DEVELOP

Present and explain the new material

4. Blast Off (Lyrics)

 3-5 min

- Listen together to **Blast Off** with children's vocals and backing tracks.
- Teach song using "call and response."

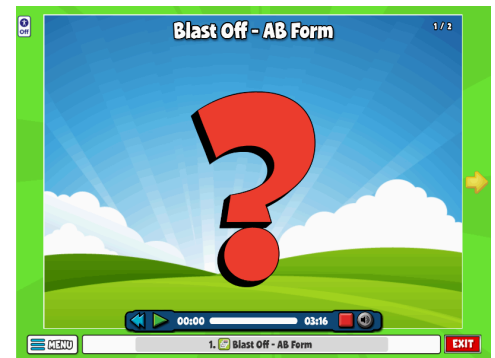
The **Blast Off** melody is printed at the end of the Lesson Plan. The score and lyrics can be downloaded from Worksheets.




5. Blast Off - AB Form

 1-2 min

- Ask students if they think the words to **Blast Off** were repeated over and over, or if a new part with new words was ever added.
- Explain that the song did, in fact, add a different part (new part) that we'll call "jelly."
- We'll call our A section "peanut butter" and our B section (the contrasting section) "jelly."
- Discuss which part of the song told the story of going into space and which part of the song was repeated.
- Point out that the story part of the song is called the "verse" and the repeated part of the song is called the "chorus".




6. Form

 2-3 min

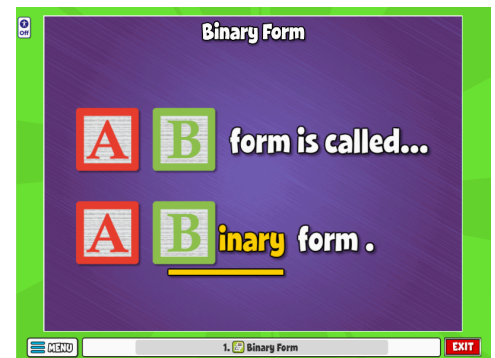
- **Keyword:** Form - Organizing music into sections.
- Connect the analogy of peanut butter and jelly (Slide 1) to AB form (Slides 2 and 3).
- Explain that form helps composers and songwriters organize music into sections that make sense to the listener.
- Without form, songs would be hard to follow and would likely sound chaotic and unappealing!



7. Binary Form

 1-2 min

- Extend the meaning of AB form to include "binary" (meaning "two"), which uses two sections (verse/chorus), one after the other.
- So "binary form" is just another way of saying "AB form" or "verse/chorus."
- Conclude by explaining that AB form (verse/chorus or binary form) is extremely common.
- Give examples from hymns to popular songs.




8. Blast Off (Lyrics)

 6-7 min

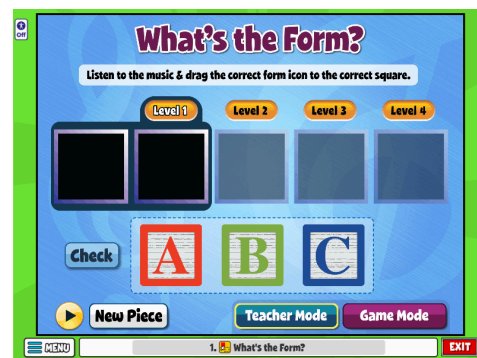
- Now that students know about AB form, give them an opportunity to sing and move to **Blast Off!**
- Invite half of the students to clap during part A and pretend to be a spaceship during part B (both arms overhead and hands together).
- Instruct the other half of the class to play non-pitched percussion instruments to a steady beat during part A and pretend to be a spaceship during part B.
- Be sure to call out each section (A and B) as students perform the song.
- Have students switch roles and repeat.




9. What's the Form?

 5-7 min

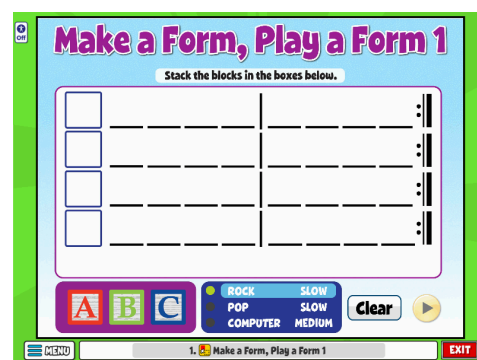
- To help students analyze each little tune's form, press the PLAY button. (Make sure Level 1 is highlighted!)
- As you listen to section 1 of the first tune, point to the first box with the blue light.
- When the tune moves to section 2, point to the second box (with the blue light) and ask if it's the same or different.
- If students say "It's different," ask which block should be placed in section 2, or box 2. (The B block, because the tune represents form AB. Section 1 will, of course, have the A block.)
- If students say "It's the same," ask which block should be placed in section 2. (The A block, because the tune represents form AA.)



10. Make a Form, Play a Form 1

 6-8 min

- Reinforce the concept of form by creating short songs using letters A and B.
- Select "computer" (medium tempo) and have students help you drag A and B blocks into the black boxes to create a song form. (Briefly explain the repeat signs.)
- Divide the class into two groups and have the A group clap while the B group plays non-pitched percussion instruments (both playing only on the beats where the graphics appear).
- Press the PLAY button and point to each line's graphics as the beat moves along from one section to the other.
- Switch roles and repeat, as time allows.
- How does understanding the structure and context of music inform a response? (Essential Question)



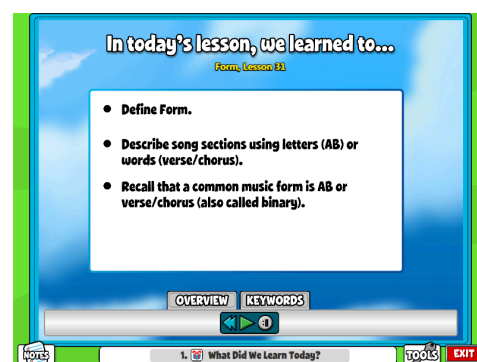
SUMMARIZE

Reinforce the lesson

11. What Did We Learn Today?

 1-2 min

- Click on the bullet points to highlight and review the learning objectives.
- How does understanding the structure and context of music inform a response? (Essential Question)



EXTEND (OPTIONAL)

Provide more lesson materials

12. Form in Life

 6-8 min

Reinforce the fact that form is used to organize music into sections.

- Explain to students that separating things into sections is not only found in music, but in other places as well.
- Ask students to name items that need organization in life.
- Give them a few examples to get started (silverware drawer, clothes in a closet, books in a library), as seen on slides 1-3.



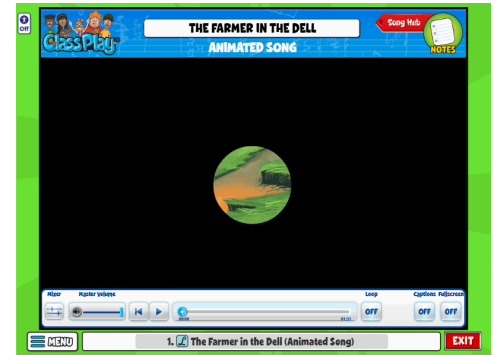
13. The Farmer in the Dell (Animated Song)

 6-9 min

Promote students' ability to recognize AA form in a song.

- Listen to **The Farmer in the Dell** and ask students to name the form of the song.
- Emphasize that the same verses are sung over and over. Thus, the form of this song is AA.

The **Farmer in the Dell** melody is printed at the end of the Lesson Plan. The score and lyrics can be downloaded from Worksheets.



14. Freeze Game

 8-11 min

Help students aurally identify AB form in a song using a fun game.

- Have students move to part A of each song and freeze when part B starts.
- If anyone moves during part B, they are out of the game.
- Students who are "out" may sit to the side and tap the steady beat.



15. Rhythm Selectah!

 10-12 min

Strengthen students' grasp of form by inviting them to create rhythmic patterns in AB form.

- Drag graphic icons of the Dog, Chicken, and/or Shhhh to the squares to create an example of AB form.
- Make the top line the A Section and the second line the B Section.
- Have students clap or chant the rhythms.
- Now invite students to the board to create other rhythmic examples of AB form.
- Use non-pitched percussion instruments to add variety to the activity.

Variation 1: Press FLIP ALL to use *ta* and *ti-ti* instead of the icons.

Variation 2: Add melody to each section, if time permits.

Mobile-Enabled: The Rhythm Selectah! activity is also available on mobile devices. Use the activity to allow students more time to experiment, create, and explore in small groups or as individuals.

How to access mobile activities:

- Click the highlighted TOOLS button at the bottom of the screen then click the MOBILE icon.
- If the student's device has a QR code scanner, open it, and scan the code on the screen to quickly access the activity.
- Alternatively, have students open their browser apps and go to www.quavermusic.com/mobileapp, then enter the short alphanumeric access code shown on the screen.
- For optimum performance we suggest using a QR code scanner.



16. Classical Connections - Form

 8-10 min

Classical Connections is a way to introduce and use Classical music throughout the Quaver curriculum. Each of the pieces in Classical Connections has been selected to help illustrate the musical concept explored in this module. When appropriate, teachers should demonstrate or model moves for the students and encourage students when movements are student led.

- **Minute Waltz** - Ask student to run in place (non-locomotor) during the A section and sit and sway (non-locomotor) during the B section.
- **3rd Movement, Eine kleine Nachtmusik** - Split the class into an A group and a B group. The A group moves (gross motor) with the music during the A section, and the B group moves with the music during the B section. This song is in ABA Form.
- **Pizzicato (excerpt)** - Ask students to tiptoe (locomotor) around the room to the beat of this piece in the A section, and sit and sway (non-locomotor) in the B section.

To view the Classical Connections Overview for each grade click on the Curriculum Features button found at the top of the Lesson Selection Menu.



Lead Sheet

Bow, Wow, Wow

arr. by Quaver



Moderato / Playfully

Lead sheet for the song "Bow, Wow, Wow". The music is written in treble clef, key of B-flat major (two flats), and 4/4 time. The tempo/style is "Moderato / Playfully". The sheet includes two staves of music with lyrics and chord symbols.

Staff 1:

- Chord: **F**
- Notes: Bb, A, G, F, E, D, C, Bb
- Chord: **F**
- Notes: Bb, A, G, F, E, D, C, Bb
- Chord: **C7**
- Notes: Bb, A, G, F, E, D, C, Bb
- Chord: **F**
- Notes: Bb, A, G, F, E, D, C, Bb
- Chord: **mf F**
- Notes: Bb, A, G, F, E, D, C, Bb

Staff 2:

- Chord: **F**
- Notes: Bb, A, G, F, E, D, C, Bb
- Chord: **C7**
- Notes: Bb, A, G, F, E, D, C, Bb
- Chord: **F**
- Notes: Bb, A, G, F, E, D, C, Bb
- Chord: **F**
- Notes: Bb, A, G, F, E, D, C, Bb
- Chord: **C7**
- Notes: Bb, A, G, F, E, D, C, Bb
- Chord: **F**
- Notes: Bb, A, G, F, E, D, C, Bb

Lyrics:

Bow, wow, wow, whose dog art thou?

1, 2, 3. 4.

Lit - tle Tom-my Tuck-er's dog. Bow, wow, wow. Woof! Bow, wow, wow. Woof!

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Vocal

Blast Off

music & lyrics by Quaver



1. I've got an itch ___ in my brain to find ___ out what's up ___
 2. I'll pack a moon ___ suit so I can space ___ walk in or -

— there. I'd like to fly ___ to the great be-yond..
 - bit. Put the tel - e - scopes ___ in the car - go bay..

— I will stud - y, do the train -
 — Lit - tle food ___ packs to squeeze -

- ing to be - come ___ an as - tro-naut. ___ Put my bod - y through the test -
 - out when there's ze - ro grav - i - ty. ___ Lots of gaug - es to show

- ing, give it eve - ry - thing ___ I've got ___ to hear that
 - me eve - ry-thing ___ I need ___ to see. ___ Let's hear that

ten, nine, eight, sev-en, six, five, four, three, two, one! Blast
 ten, nine, eight, sev-en, six, five, four, three, two, one!

Chorus
 off in - to the sky! ___ We'll be go-ing up, get read-y to fly. ___ We'll be com-ing

down with some-thing to say. ___ We'll be tell - ing eve - ry - one what we did

repeat Chorus 2nd X
 in out - er space to - day. ___ 3

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Vocal

The Farmer in the Dell

arr. by Quaver



Allegro / Folk

1. The farm - er in the dell, the farm - er in the

dell, Heigh, ho the Der - ry O, the

farm - er in the dell. 2. The

2. The farmer takes a wife, the farmer takes a wife,
Heigh, ho the Derry O, the farmer takes a wife.
 3. The wife takes the child, the wife takes the child,
Heigh, ho the Derry O, the wife takes the child.
 4. The child takes the nurse, the child takes the nurse,
Heigh, ho the Derry O, the child takes the nurse.
 5. The nurse takes the dog, the nurse takes the dog,
Heigh, ho the Derry O, the nurse takes the dog.
- (Modulate to G)*
6. The dog takes the cat, the dog takes the cat,
Heigh, ho the Derry O, the dog takes the cat.
 7. The cat takes the rat, the cat takes the rat,
Heigh, ho the Derry O, the cat takes the rat.
 8. The rat takes the cheese, the rat takes the cheese,
Heigh, ho the Derry O, the rat takes the cheese.
 9. The cheese stands alone, the cheese stands alone,
Heigh, ho the Derry O, the cheese stands alone.

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