

Grade Level(s): One and Two
Lesson Title: Patterns in Music



Focus: (Concept or skills to be emphasized)
Rhythm, melody, theory, form, listening, repeating patterns

Objectives: See end of lesson for objectives and standards achieved.

Background Information:

Patterns of many kinds can be found in music. Examples of patterns: the rhythm you might hear from a drum, the repeating chorus you might sing in a song, or a repeating melody (with or without the same rhythm) you might hear in an orchestral performance. Repeating patterns can be seen in the written score of the music as well as can be heard during a performance. Of the attributes that can change in musical patterns, this lesson will focus on notes and rhythm. Notes can go up or down in pitch as well as change value in duration to form a musical pattern that can be seen in printed music and heard when it is performed.

Activities (Procedures):

1. Show students half, quarter, and beamed eighth notes and explain their values (large reproducible notes are attached). Provide students with several examples of repeating musical patterns. Have the class clap a quarter note pulse while they verbalize each pattern using Kodály syllables (ta, ti ti, etc.). *GM.1.1.6*
2. Tell students they will be using notes to make patterns. Ask for six volunteers to stand at the front of the class. Provide five of the students with large musical notes in a simple repeating pattern. Ask students to help identify what note(s) would come next in the pattern. Once the pattern is complete, have students verbalize the rhythm. For example:

Child 1. Child 2. Child 3. Child 4. Child 5. Child 6. *What comes next?* *GM.1.2.1*
 ta-a ta ta ta-a ta ta ta-a ta ta

3. Ask for a new set of volunteers, and repeat several times with patterns of increasing length and complexity. *GM.2.2.2, GM.2.2.3* (Note: worksheets for notes and patterns, which may be photocopied, are on pp. 9-23 at the end of this lesson) Ask students to come up with several rules for patterns of their own and have volunteers show these patterns at the front of the class. *MA.2.2.4* Tell two (or more) groups with different patterns to remain standing and ask students to look for similarities and differences between each pattern.

4. Tell students that there are repeating patterns in most music. Explain that the patterns can be *seen* in written music and *heard* when it is played. Give each student a copy of the Cat's Theme Worksheet. Allow students to complete the questions one at a time as they look for changing patterns in written music. After they have found the differences, play the corresponding audio clip as found in either the WVSO CD ROM or the WVSO Audio CD Companion. Ask students to listen for the differences in patterns. *GM.1.2.3* Repeat for each question on the worksheet. *GM.2.2.9*
5. To conclude the lesson, play each of the character's themes. Ask students to listen for patterns in the themes and then discuss patterns that they heard.

Assessment/Evaluation*:

1. Accurate student responses to pattern sequence.
2. Student completion of Cat's Theme Worksheet.
3. Student participation in class discussions.

Supplemental Materials and Equipment Needed:

Large copies of notes - half note, quarter note, beamed eighth notes (at least 6 of each)
Cat's Theme Worksheet
A copy of the Peter and the Wolf CD ROM or WVSO Audio CD Companion
Computer able to play audio files on CD ROM

Resources:

General information on music and music notation, geared towards young children:

<http://www.sfskids.org/templates/home.asp?pageid=1>

General information on music and music notation, geared towards adults:

<http://library.thinkquest.org/15413/theory/theory.htm>

References:

Organization of American Kodály Educators. (Last updated: May 26, 2004). Moorhead, MN.

Retrieved from <http://www.oake.org/>

Winslow, Robert W., Dallin, Leon & Wiest, Shelley B. (2001). Music Skills for Classroom Teachers (9th edition): New York: McGraw Hill.

National Standards:***Music***

Reading and notating music.
Listening to, analyzing and describing music.
Evaluating music and music performances.

Mathematics

Understand patterns, relations, and functions:

- Sort, classify, and order objects by size, number, and other properties
- Recognize, describe, and extend patterns such as sequences of sounds and shapes or simpler numeric patterns and translate from one representation to another
- Analyze how both repeating and growing patterns are generated

WV Content Standard Objectives:***First-Grade***

- MA.1.2.1 sort and classify objects by more than one attribute.
MA.1.2.2 analyze and create a repeating pattern using common objects and numbers.
MA.1.2.5 identify and represent number patterns using words, AB form, and T-charts.
GM.1.1.6 perform rhythms using quarter notes, quarter rests, and beamed eighth notes.
GM.1.2.1 read beamed eighth notes, quarter notes and rests.
GM.1.2.3 identify same and different sections of music.

Second Grade

- MA.2.2.1 analyze, describe, extend and create a growing pattern.
MA.2.2.4 given the rule, repeat the pattern.
GM.2.2.2 expand previously learned notation to include half notes and rests.
GM.2.2.3 read rhythmic notation in 2/4 and 4/4 meter.
GM.2.2.9 identify AB form.

Kentucky Program of Studies:

M-P-A-1

Students will identify patterns in real life.

M-P-A-2

Students will reproduce and extend patterns using manipulatives.

M-P-A-3

Students will identify and describe patterns in real life and numerical situations.

M-P-A-4

Students will create, reproduce, and extend patterns of movements and sounds.

M-P-A-5

Students will identify and describe patterns in real life, numerical, and geometric situations.

M-P-A-12

Students will recognize, extend, and explain rules orally for a number pattern.

M-P-A-15

Students will recognize, extend, and explain rules for a number pattern.

AH-P-M-1

Students will respond to music with minimal attention given to the elements of music (rhythm, melody, form, harmony, timbre, dynamics, tempo).

AH-P-M-2

Students will begin to demonstrate an awareness of the elements of music.

AH-P-M-3

Students will recognize the elements of music.

AH-P-M-4

Students will begin to recognize terminology, notation, and symbols within the elements of music.

AH-P-M-5

Students will identify and discuss the elements of music.

AH-P-M-6

Students will interpret and use terminology, notation, and symbols within the elements of music.

Ohio Academic Content Standards:

First-Grade

Y2003.CMA.S04.GPK-02.BA.L01.I01

Use Patterns, Relations and Functions /

01. Sort, classify and order objects by two or more attributes, such as color and shape, and explain how objects were sorted.

Y2003.CMA.S04.GPK-02.BB.L01.I02

Use Patterns, Relations and Functions /

02. Extend sequences of sounds, shapes or simple number patterns, and create and record similar patterns. For example:

- a. Analyze and describe patterns with multiple attributes using numbers and shapes; e.g., AA, B, aa, b, AA, B, aa, b,...
- b. Continue repeating and growing patterns with materials, pictures and geometric items; e.g., XO, XOO, XOOO, XOOOO.

Y2003.CMA.S04.GPK-02.BC.L01.I03

Use Patterns, Relations and Functions /

03. Describe orally the basic unit or general plan of a repeating or growing pattern.

Y2003.CAM.S02.GKG-04.BB.L01.I05

Creative Expression and Communication /

05. Read, write and perform using eighth notes, quarter notes and quarter rests.

Y2003.CAM.S03.GKG-04.BA.L01.I03

Analyzing and Responding /

03. Identify same/different phrases.

Y2003.CAM.S04.GKG-04.BA.L01.I01

Valuing Music/Aesthetic Reflection /

01. Participate in developmentally appropriate music activities.

Second-Grade

Y2003.CMA.S04.GPK-02.BC.L02.I02

Use Patterns, Relations and Functions /

02. Use patterns to make generalizations and predictions; e.g., determine a missing element in a pattern.

Y2003.CAM.S02.GKG-04.BB.L02.I05

Creative Expression and Communication /

05. Read, write and perform using eighth notes, quarter notes, half notes, and quarter rests in 2/4 and 4/4 meter.

Y2003.CAM.S03.GKG-04.BA.L02.I02

Analyzing and Responding /

02. Identify and respond to the patterns of same and different phrases in simple poems and songs.

Y2003.CAM.S04.GKG-04.BA.L02.I01

Valuing Music/Aesthetic Reflection /

01. Participate in developmentally appropriate music activities.

*All Assessments are to be at the expected state assessment standard; in West Virginia this is mastery level; in Ohio this is benchmark level; and, in Kentucky, this is academic expectations level.

Look at the examples below. In each example, circle the parts that are the same in the two lines of music. They must be on the same line or space and be the same kind of note.

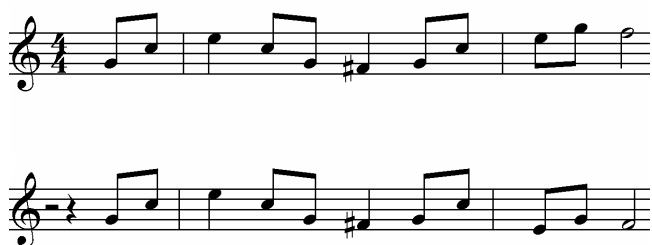
Example 1



Example 2



Example 3



Example 4

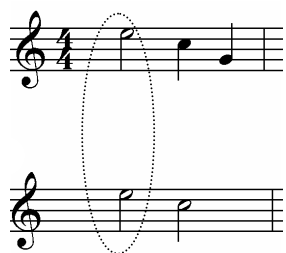


Example 5

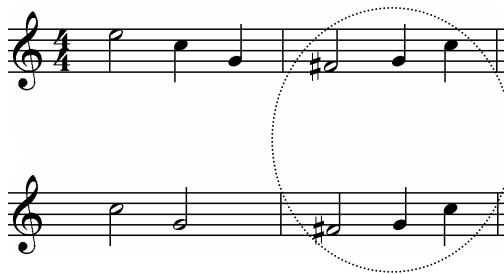


Look at the examples below. In each example, circle the parts that are the same in the two lines of music. They must be on the same line or space and be the same kind of note.

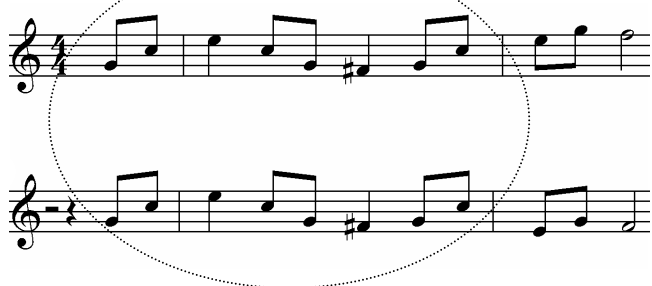
Example 1



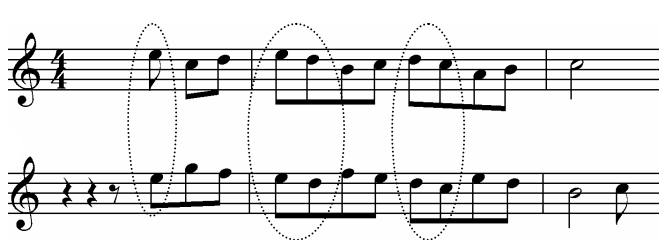
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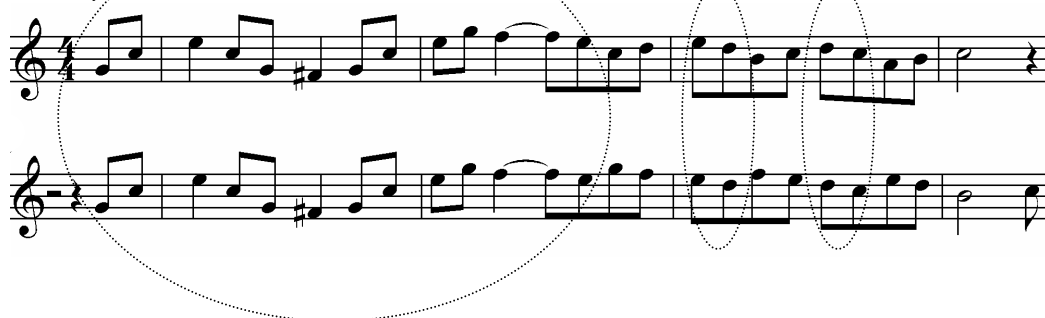
Example 3



Example 4



Example 5



Sample Notes/Rests on Following Pages



ta - a



ta



ta



ta



ti

ti



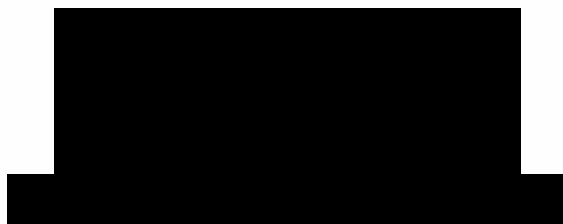
ti

ti

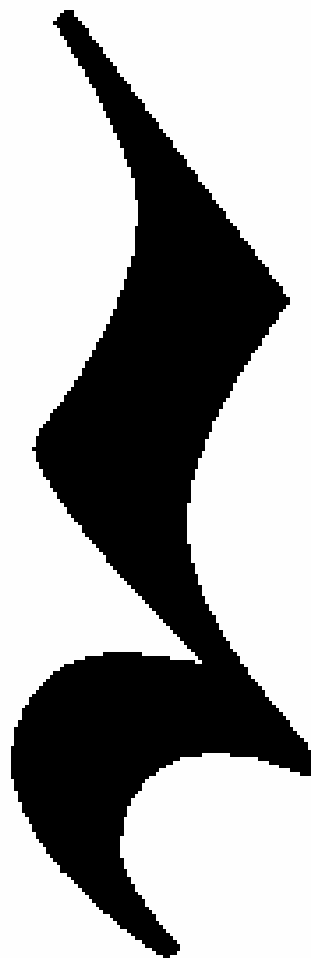


ti

ti



sh - h
(Two claps)



sh

(One clap)

Sample Rhythm Patterns on Following Pages



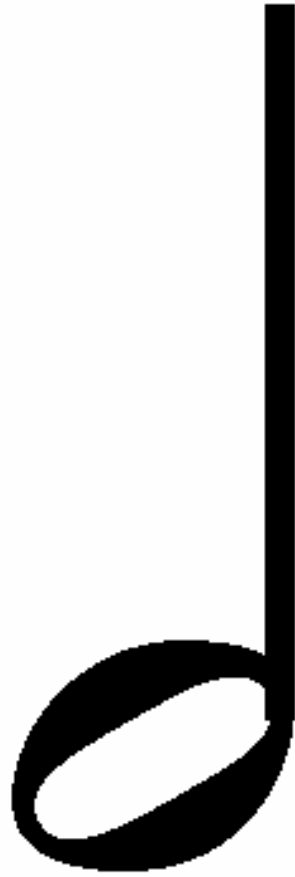
ta~a



ta



ta



ta~a



ta~a



ti



ti



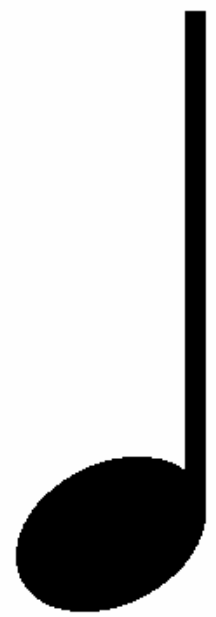
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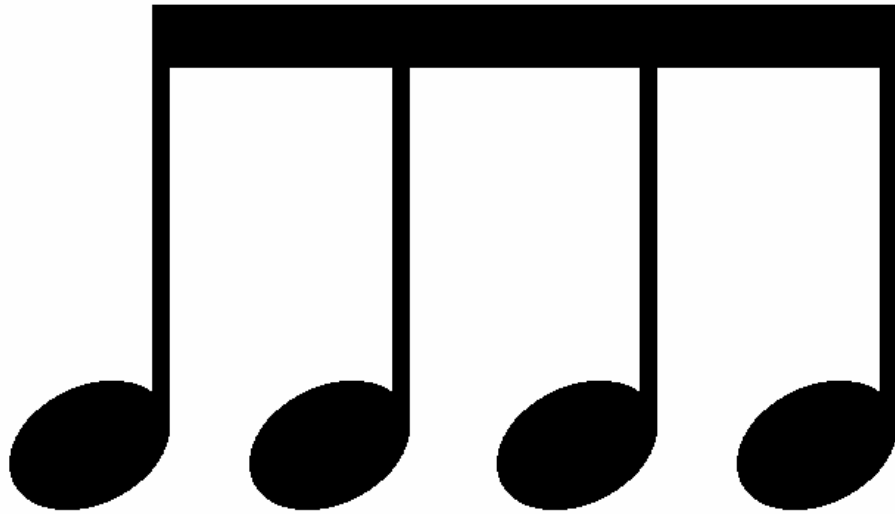
ti



ta~a



sh

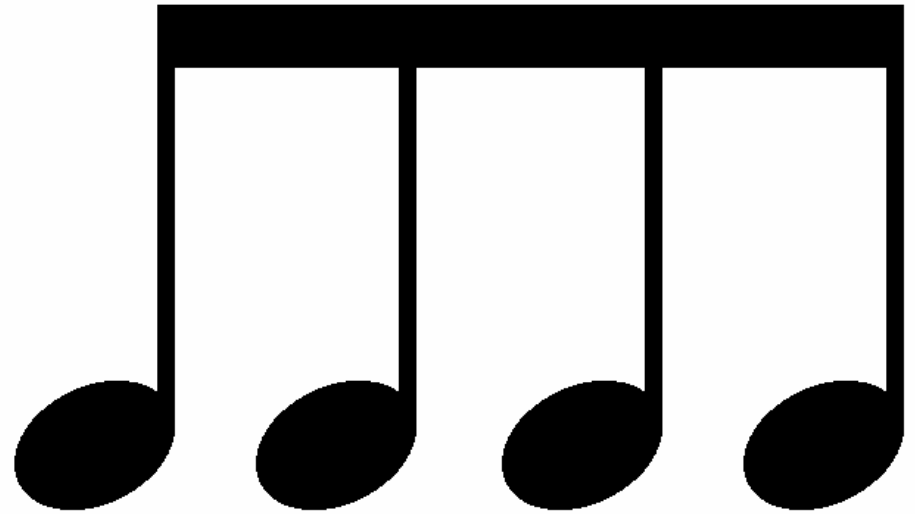


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ta~a



sh~h