



The United States Army Field Band

In My Dream

A Celebration of African-American Music

IN MY DREAM: ELEMENTARY SCHOOL GENERAL MUSIC LESSON PLAN **SIMPLE STRUCTURES**

OBJECTIVES: Students will listen attentively to musical selections.
Students will identify form by creating icons. (*see step 3*)
Students will identify form by improvising movements.
Students will work in small groups.

MATERIALS: • *In My Dream*: tracks 3 (“Maple Leaf Rag”), 5 (“You Send Me”), and 21 (“It’s Your Thing”)
• Posterboard with icon chart of “Maple Leaf Rag” (sketch accompanies this lesson)
• Paper and pencils

PROCEDURES:

1. Play portions or all of the selected tracks as students enter the classroom.
2. Explain that many different things have form and structure. Give examples (e.g., forms of bicycles, cars, etc.) Ask students for their own examples. Transfer this idea to forms in different kinds of music.
3. Play track 21 to demonstrate ABA form.
 - Play A section and have students create an icon (a simple shape or picture, such as a heart or a square) to represent it.
 - Play B section and have students draw a different icon.
 - Play the final A section. Ask students if it sounds like one of the previous sections, and to draw the icon for the section it sounds like.
4. Play the entire track and have students point at each icon for its respective section.
5. Have students improvise movements for each section (outline for step 3 may need to be repeated) and then have them perform their movements for the entire track.
6. Repeat the same process for track 5.
7. Show students the icon chart for track 3 (which has been reproduced on posterboard.) Play each section so that students can hear it, while pointing to the appropriate icons. Have students improvise movements for each section, then perform entire selection.
8. Divide students into groups and have them work together to choreograph movements for track 3. Have each group perform for the class.
9. If time allows, review each of the selections.
10. Conclude by asking students to try to hear the different sections of songs when they listen to music on the radio outside of music class.

EXPLORATION:

1. Work with a language arts teacher to coordinate the teaching of simple poetic forms while students are learning about musical form. Haiku and ABAB rhyme schemes are just a few forms which might reinforce these ideas.
2. Use a classical piece such as a Scarlatti sonatina, Beethoven’s Symphony No. 1, or a Bach minuet to demonstrate similarity of form across musical genres.

ASSESSMENT: Did the students listen attentively to musical selections?
 Did the students identify form by creating icons?
 Did the students identify form by improvising movements?
 Did the students work in small groups?

NATIONAL STANDARDS*:

- 5c. Students identify symbols and traditional terms referring to form.
- 6a. Students identify simple music forms when presented aurally.
- 6b. Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

MAPLE LEAF RAG ICON CHART

MAPLE LEAF RAG						
A	B	C	B	C	D	A
						

Counter references within track 3:

A section	:01 - :09
B section	:09 - :23
C section	:23 - :28
B section	:28 - :41
C section	:41 - :45
D section	:45 - :55
A section	:55 - 1:01

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