

MAIN MENU

FORM

WHAT IT IS

HOW IT SOUNDS

HOW IT FEELS

HOW IT LOOKS

WHAT IT ISN'T

PRE-QUIZ

POST-QUIZ

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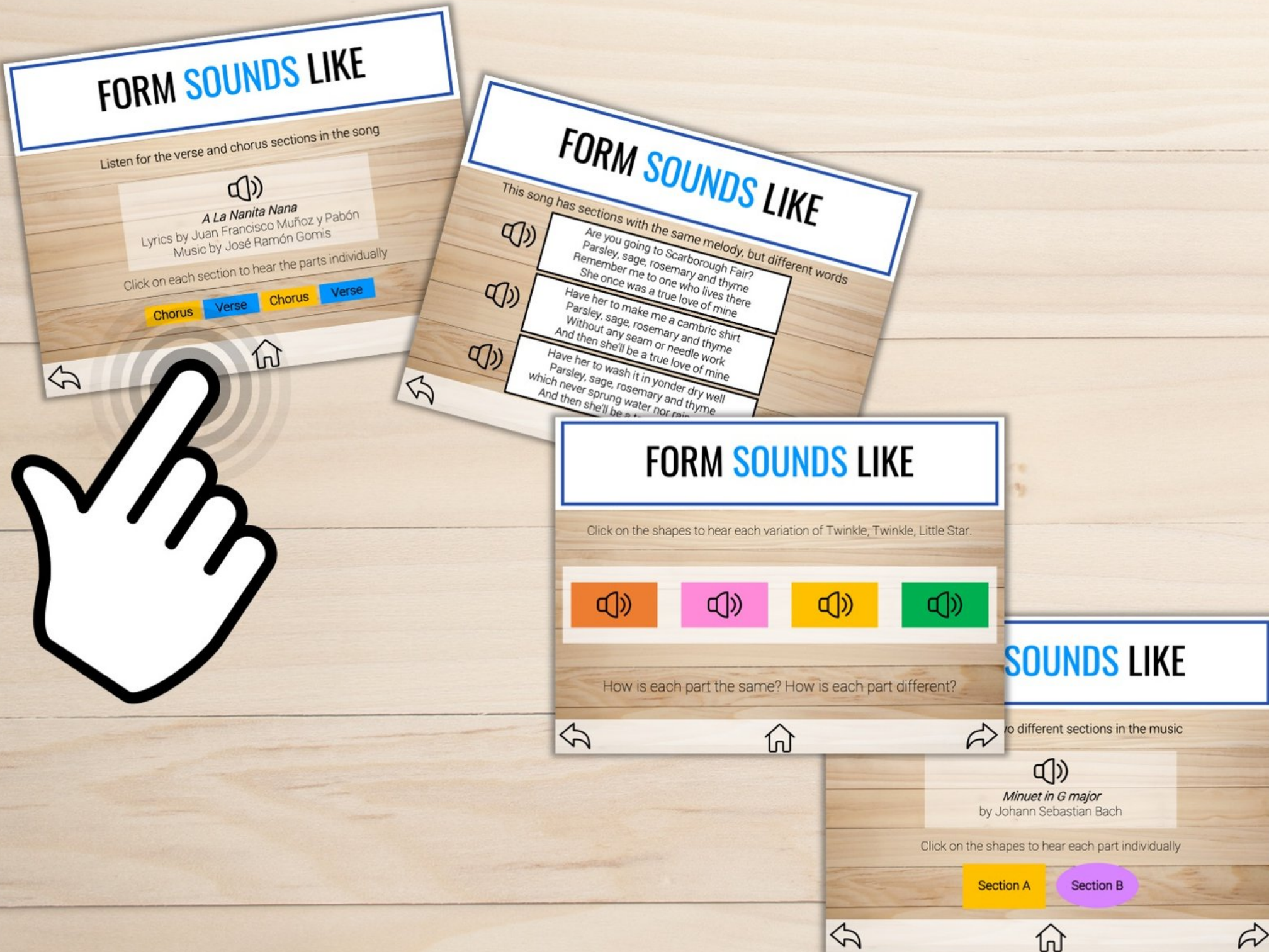


Google Slides & PowerPoint Versions

Effortlessly teach the element of form:

- ✓ Fun playalongs
- ✓ Interactive audio
- ✓ Real-life images
- ✓ Pre & post quiz
- ✓ Sample lesson plans

Students make meaningful connections with **interactive audio** that connects to their daily lives outside of music class



Ask students to **recreate**
each sound using their
bodies or voices.

Students **see** form via engaging videos

FORM **LOOKS** LIKE

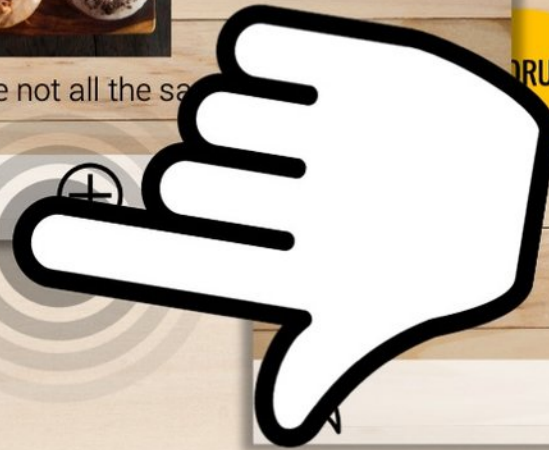
Theme and variations is a type of musical form. The main theme, such as a melody, is repeated, but is changed in other ways.



We call each of these a doughnut, but they're not all the same.

FORM **LOOKS** LIKE

CHORUS VERSE CHORUS BRIDGE CHORUS



Excellent, Excellent resource!!! This resource provided me with such a fun and engaging lesson on the forms of music. The students had a lot of fun listening and discussing the music examples and the break down of the lesson was excellent. This lesson provided perfect opportunities of formative assessments throughout the lesson.

– Blake W.



Discuss the examples of
form in each video.

Ask what they discovered.

Students play along with interactive audio

FORM FEELS LIKE

Tap along with each rhythm. Then, put them together and repeat.



RHYTHM A



RHYTHM B

FORM FEELS LIKE

Play along with rhythm instruments. Then, put them together and repeat.



RHYTHM A

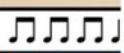


RHYTHM B

FORM FEELS LIKE



RHYTHM A



RHYTHM B

Sing along with one or more echo songs.



1:13

No More Pie

(echo song)



1:25

My Aunt Came Back

(echo song)



1:03

Charlie Over the Ocean

(echo song)



0:49

Wise Old Owl

(echo song)



2:06

Down by the Bay

(echo song)

What did you do?

FORM FEELS LIKE

Sing *Row Your Boat*. Then, split into two groups and try singing it in a round.



Row, row, row your boat
gently down the stream,
merrily, merrily, merrily, merrily,
life is but a dream.

8 beats of silence

Row, row, row your boat,
gently down the stream,
merrily, merrily, merrily, merrily,
life is but a dream.



Have students break into two groups, with one singing the call part and the other singing the echo part.

Quick & easy assessments with immediate feedback

QUESTION #1

FORM IS THE _____ OF A PIECE OF MUSIC.

A UNIQUE SOUNDS

B STEADY BEAT

C OVERALL PLAN



ANSWER #1

FORM IS THE _____ OF A PIECE OF MUSIC.

☒ UNIQUE SOUNDS

☒ STEADY BEAT

☒ OVERALL PLAN



This resource is amazing! The information is clear and the examples are great. Thank you so much!

— Christina C.



Play a quick game by having students separate into groups, answer each question, then see which group answered the most questions correctly.

Musical opposites with audio samples help students understand what is **NOT** form

FORM IS **NOT**
AN ORCHESTRA WARMING UP

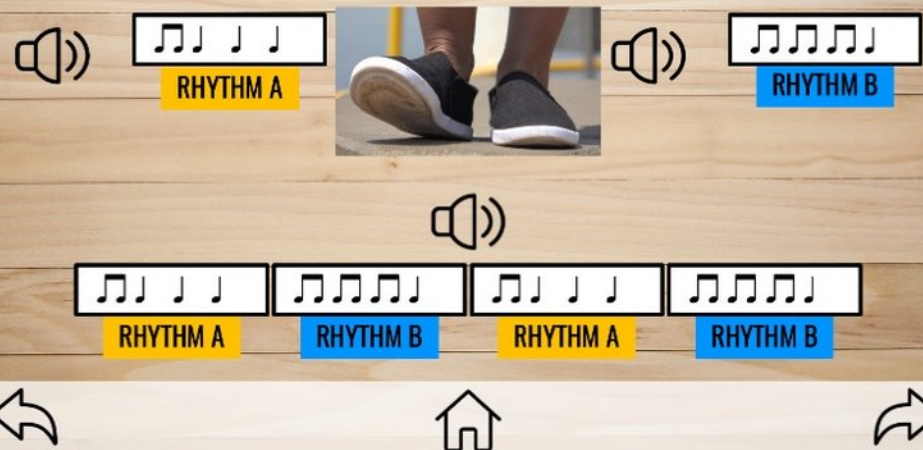


Ask students to share some
more examples of
sounds that have no form.

Bonus slides allow students to dig deeper for even more interesting facts

FORM FEELS LIKE

Tap along with each rhythm. Then, put them together and repeat.



STEPPING

BODY PERCUSSION AS SPORT

Stepping is also known as step-dancing. This is a sport in which people use their bodies as instruments to create rhythms. Step routines are usually performed by small groups, but can also include individual performances. Stepping became a tradition through historically African American sororities and fraternities. In the 1900's students would perform these routines to celebrate new members.

Stepping has been featured in TV and movies, such as Drumline, Stomp the Yard, and The Fresh Prince of Bel Air.



All of your Basics resources are so great! The best part of this one has to be the videos! Thank you for putting in all the work!

– Megan P.



Ask **early-finishers** to find all the bonus slides and share what they learned.

Challenge students with bonus questions

BONUS QUESTIONS

Click on the question you chose to check your answer

- A** What does the word *coda* mean?
- B** What is an improvisation contest?
- C** Is the formula for a hit song 100% accurate?
- D** What is stepping?



These questions come from the bonus slides



Ask students to work in pairs
to answer all the bonus
questions.

Sample lesson and ideas to help you review, sequence, and extend the presentation

BASICS OF FORM

SAMPLE LESSON IDEA

GRADE

3rd Grade General Music

OBJECTIVES

Students will identify and review AB Form.

Students will create and perform movements to show each section of a song.

SAMPLE LESSON FLOW DAY 1 (approximately 25 minutes)

- Lead students through the "What it Is" and "What It Sounds Like" part of *Basics of Form* presentation.
- Then, sing *Turn the Glasses Over* to your students while performing steady beat movements that show each section of the form (AB Form). For example, tapping your knees during section A and snapping fingers in section B. You could also ask your students to choose percussion movements before singing the song, and perform them.
- Play the cup game. To see how it's played, watch the following VIDEO:
 - If or best results, plan on teaching students this game over the next two class periods (at least). It's better to go too slowly, then to have frustrated students.
 - In the first class period, teach the students the movements used as spoken in the video. Only transition to the song once the student develops muscle memory with the cup game.
- Sequence the cup game as follows with the poem:
 - Clap, clap, tap on the cup
 - Clap, up, down
 - Clap, grab, bump, down
 - Pass, cross, down

If students begin struggling with any portion of the game, stop even return to the previous step.

The most important aspect to a challenging cup game such as foster a strong foundation. This will prevent students from becoming frustrating and disengaging from the class.

- You might also try having students work in small groups, as they give the opportunity to work one-on-one with struggling student.

— End of Day One —

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SAMPLE LESSON FLOW DAY 2 (approximately 25 minutes)

- Sing the song twice through as students perform the movements from the last class period. Exc clapping during section A and tapping during section B.
- Review each step of the cup game as you sing the song. At this point, don't expect your students to take over singing unless it's clear that they're confident and are working from muscle memory.
- Take a break from the cup game to lead students through the "How it Feels" section of the Basics of Form Presentation.
- Return to playing the cup game again. Encourage students to take over singing on their own.

Johanna Feierabend, the noted music education pedagogues, "strongly recommends that teachers always sing for, not with, students." In fact, he goes on to say that "the significance of not singing with the class cannot be overstated." (Feierabend et al., 2018)

- Set a cup game challenge for your students. For example, challenge them to play the cup game (while singing) continuously for two or more repetitions.
- Base your challenge on what you think your students will realistically achieve. Ultimately, the challenge should serve to build confidence.

Lead students through the "What It Looks Like" section of the Basics of Form presentation.

- Now is a good time to ask students to identify the form of *Turn the Glasses Over*.
 - This would be a good time for a quick assessment. To do this, have students close their eyes, then ask them to raise their hand (or show a thumbs up) when you call out the correct form. This way, students aren't tempted to simply follow the crowd. Plus, you'll be able to quickly mark down the students who need additional review of forms.
- Once the assessment is finished, immediately give students the correct answer (AB form). Then, lead them in a class discussion about why the song is in that form. Lead them in identifying each section and discuss how the melody and words are same/different.
- At the end of the class, ask students if they sang the song to you, showing the different sections of the form using body percussion of their choice.

— End of Day Two —

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WORKS CITED

• Feierabend, J., Strong, M., Boyle, K., Feierabend, L., Greene, B., Greenwood, C., Griesby, R., Himmelfarb, A., Jackson, L., Knapp, C., Powers, C., and Schall-Brazee, S. (2018). *Feierabend Fundamentals*.

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BASICS OF FORM

ADDITIONAL LESSON IDEAS

Basics of Form (approximately 50 minutes)

Students will review "What It Sounds Like" slides from the presentation.

Students will perform the relevant activities (moving, singing, & playing) from the list of your choice.

Students will review "What It Isn't" slides from the presentation. They discuss the difference between beat and rhythm.

Students will play and move to rhythms in the "How It Feels" slides from the presentation.

Students will take the quiz at the end of the presentation.

Reduction of Form (spread out over multiple class periods)

Students will follow the "What It Is" and "What It Sounds Like" slides from the presentation.

Students will perform the relevant activities (moving, singing, & playing) from the list of your choice.

Students will follow the "What It Isn't" and "How It Feels" slides from the presentation.

Students will follow the "How It Looks" slides from the presentation.

Students will take the quiz at the end of the presentation.

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This is exactly what I was looking for in my music technology class. I am starting a "music center" thing this week, and musical form is on the schedule for one of the centers. What an awesome job you did.

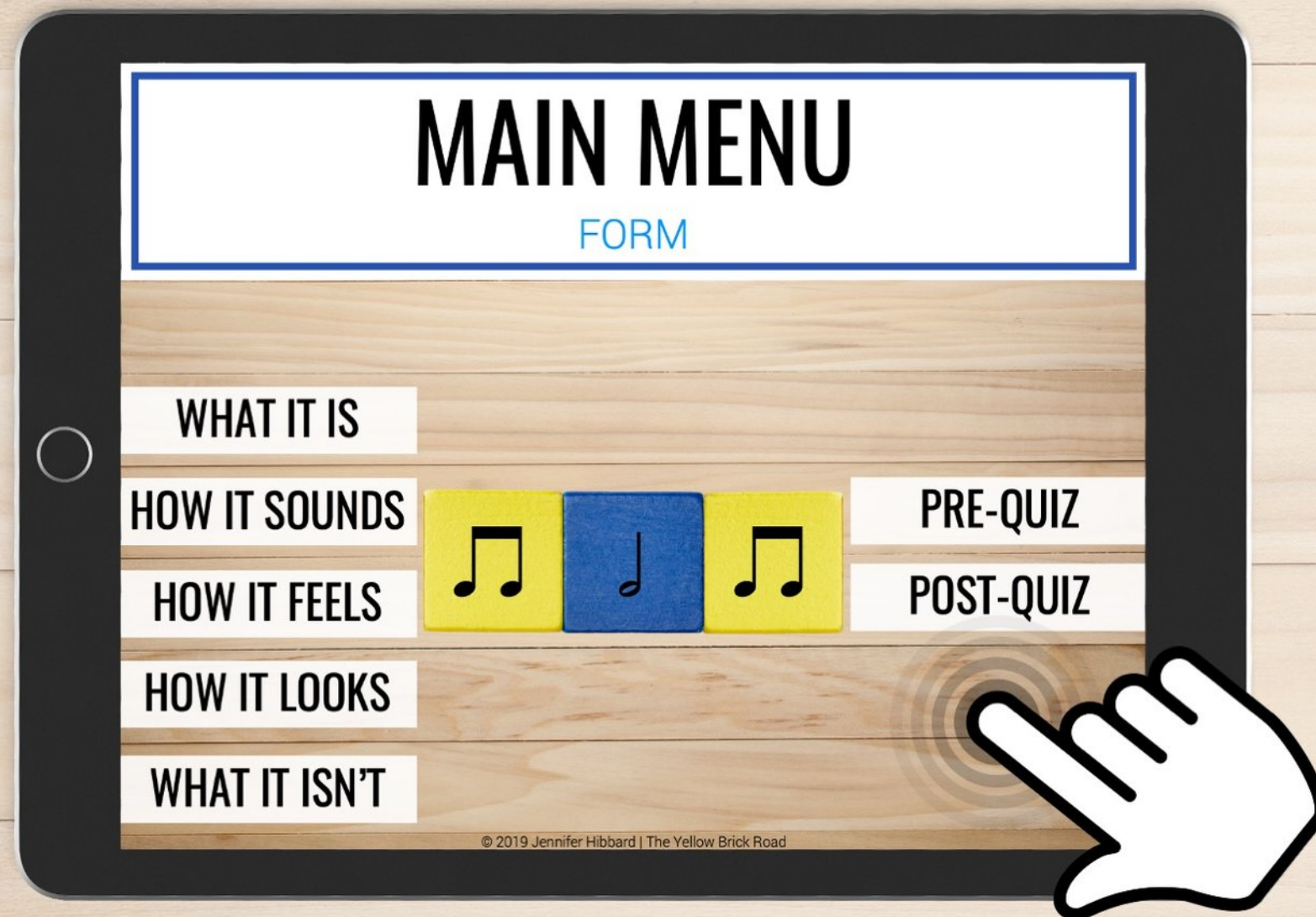
Thank you soooo much!

- Emily S.



Click on the blog post links in
the sample lesson for more
fun, **movement-filled** ideas!

It's so easy to navigate that students can use it during e-learning days!

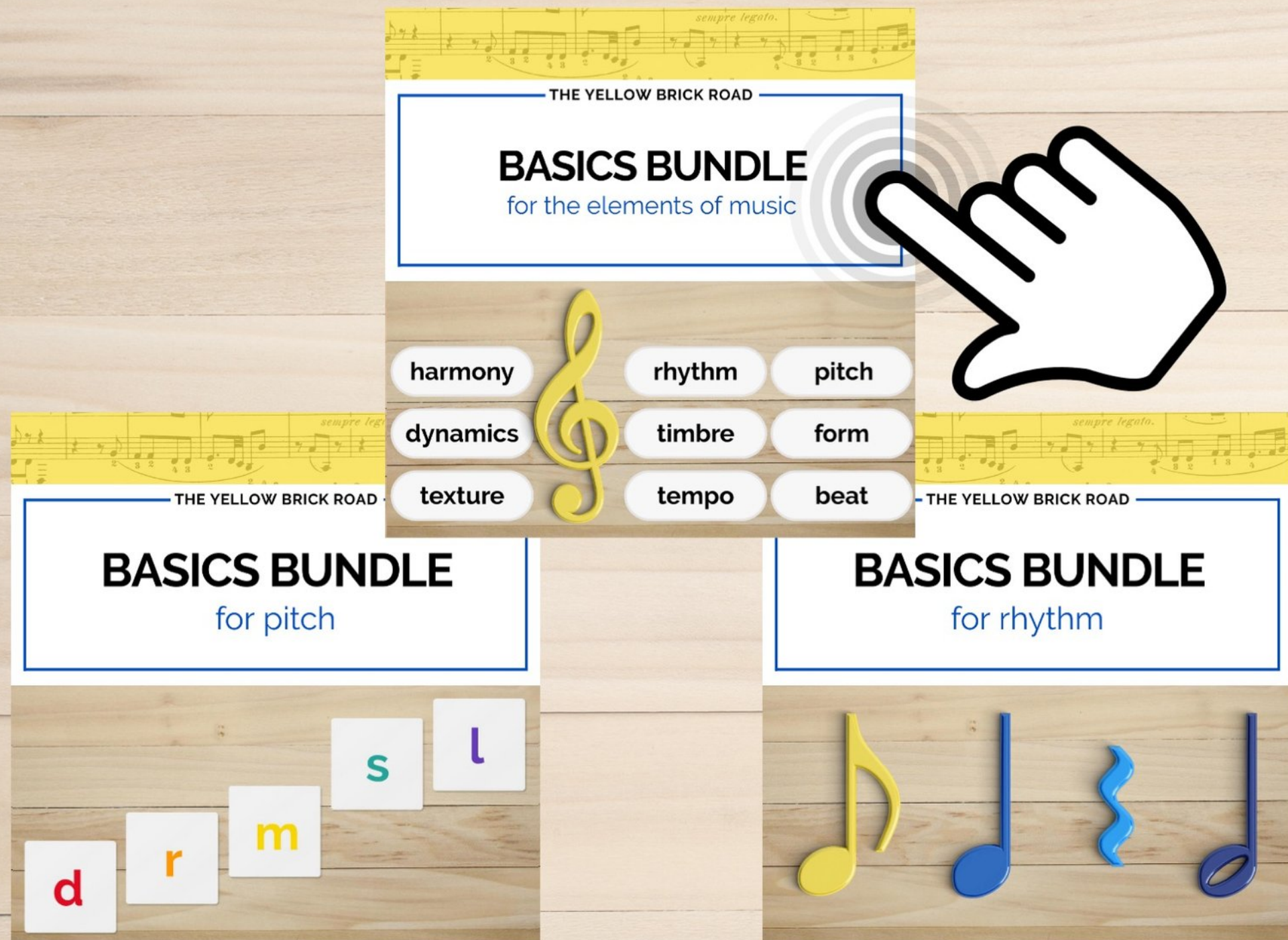


The entire basics series has been fabulous for distance learning!

– La Negra Con Puntillo



Use the presentation as a
no-prep activity for
e-learning days or for subs.



THIS RESOURCE IS THE ONLY REASON I HAVEN'T TORN ALL MY HAIR OUT YET. I am a teacher in a small private elementary school, and we have two classrooms for grades K-8. I am also the de facto music teacher on Thursdays, and I was FREAKING OUT about what and how I would teach such a wide variety of ages and skill levels. A GREAT place to start is the basics of music, and this resource has all the slideshows and links ready to go so there is minimal prep on the part of the teacher. Seriously, this is like my favorite thing in the whole universe, and I will never not recommend it to others.

– Kathleen N.



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grabbing the **BUNDLES**