

# 1st Grade - Unit 11 (Form)

Content Area: **Music**  
Course(s): **Music 1**  
Time Period: **Generic Time Period**  
Length: **3 Lessons**  
Status: **Published**

## Established Goals/Standards

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| MU.K-2.1.3A.2.Cn    | Connecting   |
| MU.K-2.1.3A.2.Cr    | Creating   |
| MU.K-2.1.3A.2.Pr    | Performing   |
| MU.K-2.1.3A.2.Re    | Responding   |
| MU.K-2.1.3A.2.Cr1   | Generating and conceptualizing ideas.  |
| MU.K-2.1.3A.2.Cr2   | Organizing and developing ideas.   |
| MU.K-2.1.3A.2.Pr4   | Selecting, analyzing, and interpreting work.   |
| MU.K-2.1.3A.2.Re7   | Perceiving and analyzing products.   |
| MU.K-2.1.3A.2.Cn11  | Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.                    |
| MU.K-2.1.3A.2.Cr1a  | Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.                |
| MU.K-2.1.3A.2.Cr2a  | Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.            |
| MU.K-2.1.3A.2.Cr2b  | Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.                     |
| MU.K-2.1.3A.2.Pr4a  | Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.                         |
| MU.K-2.1.3A.2.Re7a  | Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.                |
| MU.K-2.1.3A.2.Re7b  | Describe how specific music concepts are used to support a specific purpose in music.  |
| MU.K-2.1.3A.2.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |

## Essential Questions

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- How do musicians generate creative ideas?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- How does understanding the structure and context of music inform a response?

## Enduring Understanding

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- Develop a basic understanding of ABA form.

- Experience an introduction to the many uses of the repeat sign.
- Experience and gain an understanding of AB form.

## **Purpose**

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- The purpose of this lesson is to help students establish an understanding of AB form.
- The purpose of this lesson is to introduce the function and advantages of the repeat sign.
- The purpose of this lesson is to promote students' understanding of ABA form.

## **Key Student Objectives**

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- 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).
- Recall that ABA form begins with section A (verse), moves to section B (chorus), then returns to section A (verse).
- Recognize that a repeat sign at the end of a section of music tells us to repeat that section.
- Recognize that a repeat sign saves time and space by not having to write a section of music twice.
- Recognize that ABA or Ternary Form as another simple, yet common, musical form.