

Title of Unit: Ostinato Creations Lesson #4		Grade 2 Music
Critical Learning Sections of music which are different can be organized into an AB form.		Guiding Questions How are the song and the chant different? What different ways can the sections be organized? What is AB form?
Curriculum Expectations		
C1. Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music. C1.1 Sing unison songs in tune and/or play simple melodies and accompaniments for music from a wide variety of cultures, styles and historical periods. C1.2 apply the elements of music when singing, playing an instrument and moving. C1.3 create simple compositions for a specific purpose and a familiar audience		Learning Goals By the end of the lesson I can <ul style="list-style-type: none"> Identify how 2 sections of music are different and name them A and B organize and perform 2 sections of music into the form AB perform rhythmic ostinato with the song "Tue Tue"
Instructional Components		
Prior Knowledge and Skills experience with singing games -beat and rhythm -solid bordun	Terminology body percussion bordun ostinato AB form	Materials Song, "Tue Tue"- Teacher Resource 1 Tuned percussion instruments Geometric shapes

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<p>Minds On Approximately 10 minutes</p> <p>Sing “Tue Tue” with the bordun as in the accompaniment, Teacher Resource 1.</p> <p>Tell the students that this is the first part of the composition, and call it the A section.</p> <p>Sing the song again as the singing game, passing the stones (Lesson 2); identify that the stone is passed every half note/ta-ah.</p>	<p>Assessment for Learning (AfL)</p>
<p>Action! Approximately 20 minutes</p> <p>In their groups from Lesson 3, the students review and practice their ostinato patterns 4 times. <i>How many beats does your ostinato take when it is played 4 times?</i> (32 beats).</p> <p>Tell the students that their ostinato pattern is the second part of the song. <i>If we call the song the ‘A’ section, what would this new section be called?</i> (The B section) <i>Why?</i> (it is different from the song, is chanted not sung, has different rhythms...) <i>How many beats is this new B section?</i> (If the ostinato is performed 4 times, the section is 32 beats long)</p> <p>Each group is given multiples of 2 different shapes, e.g., 2 circles, 2 squares; 1 shape will represent the song, the other shape will represent the group’s ostinato. Each group arranges all 4 of the shapes into an order, e.g., circle, circle, square square—this is called the ‘form’ of a piece.</p> <p>Groups perform the song and the ostinato according to the form they have chosen. After each group’s performance, other students identify the order, e.g., square, circle, circle, square.</p> <p>Demonstrate that in music, different sections are labeled with different letters A, B, C etc. Demonstrate how a group’s arrangement that was ‘square, circle, circle, square’ would be called ‘A B B A’.</p> <p>Students perform the song with the bordun (A section) and one group’s ostinato pattern (B section); call this ‘AB’ form. Inform students that this is a very common way to find music organized.</p> <p>Reflect on the final performance: <i>Why do you think musicians label sections A and B? How would you organize the sections into a different form? Why? What was effective in our performance? What would you change for next time? How did our class create an interesting composition?</i></p>	<p>Assessment for Learning (AfL)</p> <p>Teacher observes how effectively students create and perform their binary composition. Have students reflect on how the AB compositions were created.</p>

Consolidation	Approximately 5 minutes	
<p>Create a new composition with the song and ostinato pattern: set xylophones in D pentatonic (D,E,F#, A,B) by removing all the G's and C's (and changing F's to F#'s). Students improvise with their ostinato pattern, ending on the note D; practice until students are ready to share.</p> <p>Perform in AB form: A-sing the song "Tue Tue" with the bordun; B-one student plays his/her improvised ostinato pattern.</p> <p><i>Why is this called AB form? What is the difference between the A and B sections?</i></p>		<p>Assessment for Learning (AFL)</p>

