

**Concept:**

The concept for this unit will be rondo form. In the USD 383 Manhattan/Ogden school district's scope and sequence, this form should be introduced around the 1<sup>st</sup> grade year. Before I can start this unit, the students should already know AB and ABA forms. They should be able to tell the differences between the sections, and be able to point them out. Following the school district's scope and sequence, I have prepared and will be teaching this unit to a first grade class.

**Pre-assessment:**

For the pre-assessment of this unit, I will be playing the students simple ABA music and songs and seeing if they are able to differentiate between the two sections. I will be using *Eine Kleine Nacht Musik*, by Mozart, "Yankee Doodle", and "Shoo fly". I chose these pieces because the two songs will be recognizable for the kids, and the Mozart piece has very distinct sections. I would play each of these, starting with "Yankee Doodle", then Mozart, and finally "Shoo Fly". During each piece, I would have them raise their hand either when something new was happening, or when the 'a' section comes back. I would do the "something new" for the first time that they hear the piece. We would go over what the A sounds like as a class, then I will replay it and have them raise their hands for the A section. They would hold their hands right in front of their chest, so that the other students would not just be following. If I go through this, and it becomes apparent that some students need more help, then I will go back and do a lesson on ABA form. I will play the Mozart, pausing it in between each section, and asking the students to point out differences in instruments, volume, and mood.

**Post-assessment:**

I will be following the same basic pattern for the post-assessment as I did for the pre-assessment, but with rondo form instead of ABA. I will use a couple for the pieces that we worked with, and then the theme to *Raiders of the Lost Ark*. (<https://www.youtube.com/watch?v=71IJaZeDfss>) I will do the same activity that I did for the pre-assessment, where they raise their hands for the different sections. We will then talk about what the A section sounds like, and go back and they will raise their hands for the A section. There will also be a worksheet that will use "Fossils". I will have a worksheet that has boxes, and sheets of paper with the instruments that we talked about during the "Fossils" lesson. I will play the recording of "Fossils" and have them glue or tape the instruments into the boxes following the form. The last question on the worksheet will be about the terminology for Rondo form. I will have them label the different boxes on the upper part of the worksheet, and then naming the form. As a final project for the unit, the students will be working in groups of three, and creating their own song in rondo form. They will be responsible for choosing instruments, and then creating their own rondo form. They can either make it a song, or purely instrumental, as long as they have three clear sections. The two options are for each student to play a

section, or all three students playing, with three different musical sections. As long as they create something in rondo form, then I know that they understand the form.