

Notes/Reflections:

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Form/Structure/Organization • Relationships •
Composition • Rondo Form



Explore and create music in the “rondo” form using informational texts!

Drawing evidence from informational text and using it to compose text for the rondo form in music, students have the opportunity to see their research come to life in composition. The process of creating and organizing the new text and rhythms for the rondo, combined with the presentation of the finished product, allows the student to demonstrate that music and literature go “hand in hand”.

Essential Questions: How does an understanding and organization of informational text assist the composer in a creating new composition?

Process

- Begin class with a movement/listening exercise using *Mozart’s Piano Sonata, in A major, K. 331:III. Finale – Rondo a la Turka*.
- Divide the class into four groups. Have them stand by group in a large circle:
 - The snakes (for the a section)
 - The cowboys (for the b section)
 - The horses (for the c section)
 - The bumble bees (for the d section)
- Have the students move into the circle when their section plays and demonstrate moving like the animal (with the teacher’s guidance).
- Explain that this piece is an example of rondo form in music. (Rondo form is “an extended musical form where the A section (Theme) recurs after each contrasting section”.)
- Write the form on the board: ababacdcababac, coda. Take a moment to listen to the first few sections to allow the students to process the form.
- Explain that this lesson will use informational texts to create compositions in rondo form about a famous children’s author: Dr. Seuss (Theodor Geisel).
- If you are comfortable singing for the class, teach the class the following song: (It may be used as a chant if singing is not an option.)
“Dr. Seuss is on the loose, whatever you do beware.
He’s watching your moves, you better not snooze,
So choose your books with care.”
- Lead the class in a brief discussion about “Dr. Seuss”, (Theodor Geisel). Allow the class to share previous knowledge about this prolific children’s author and his literature. (This could be previewed by a read-aloud of a Dr. Seuss book of the teacher’s choosing that would be an ability appropriate lexile level.)
- Have the students work in groups of four or five using available resources to research and gather information about Theodor Geisel and his work. Explain that they will have to narrow down their information to one area, such as a list of his literature, or a chronological description of his career.
- Have them record the key parts of their research.
- Have each group create an eight-beat word chain comprised of key points from the information that they gathered and recorded.
- Allow the groups to share their contrasting sections, each speaking their word chain twice.
- Remind the students of the term “rondo”, and perform the activity:
A = song
B/C/D/E = contrasting sections (word chains)

Extensions

Un-pitched rhythm instruments can be added to enhance the contrasting sections of the rondo. Movement can also be explored by each group to enhance their word chain. The final product can be video or audio recorded and shared with other classes as well. This could add the technology component in found in section 3 of the speech language component.

Assessment

The groups’ performances of their word chains can be assessed in areas of the teacher’s choosing, such as: groups’ work dynamic, groups’ spoken presentation. The groups’ notes and their evidence gathered can be assessed for ability to research and obtain information. The groups can also present reports on their information and explain how they narrowed it down for the word chain part of their rondo.

Materials

- Printed resources about Theodor Geisel
- Paper and pencil for students
- Rhythm instruments (for an extension)
- Recording of Mozart’s *Piano Sonata, in A major, K. 331: III. Finale - Rondo a la Turka*
- Stereo

Vocabulary

Rhythm

Combinations of long and short, or even or uneven sounds that establish a musical continuum and convey a sense of movement.

Phrase

A single line of music played or sung. A musical sentence.

Beat

A unit of measurement in rhythmic time

Rondo

a musical form in which the principal theme is repeated several times, with short sections based on different themes (called episodes) in between each restatement of the opening theme; sometimes one or more of the episodes is also repeated, a common pattern being ABACABA. The rondo was often used for the final movements of Classical sonata-form works.

Classroom Tips

This lesson will probably take several class periods. Keep the atmosphere light for the group movement at the beginning of the lesson.

Common Core Georgia Performance Standards

(*CCGPS implementation year 1: 2012-2013)

ENGLISH LANGUAGE ARTS

GRADE 3

ELACC3RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

ELACC3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

ELACC3SL2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELACC3SL5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

ELACC3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE 4

ELACC4RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC4W7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

ELACC4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

ELACC4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC4W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE 5

ELACC5RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELACC5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC5W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

ELACC5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELACC5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Georgia Performance Standards

MUSIC

GRADE 3

M3GM.1: Singing, alone and with others, a varied repertoire of music

M3GM.5: Composing and arranging music within specified guidelines

M3GM.6: Listening to, analyzing, and describing music

M3GM.7: Evaluating music and music performances

M3GM.8: Understanding relationships between music, the other arts, and disciplines outside the arts

M3GM.10: Moving, alone and with others, to a varied repertoire of music

GRADE 4

M4GM.1: Singing, alone and with others, a varied repertoire of music

M4GM.5: Composing and arranging music within specified guidelines

M4GM.6: Listening to, analyzing, and describing music

M4GM.7: Evaluating music and music performances

M4GM.8: Understanding relationships between music, the other arts, and disciplines outside the arts

M4GM.10: Moving, alone and with others, to a varied repertoire of music

GRADE 5

M5GM.1: Singing, alone and with others, a varied repertoire of music

M5GM.5: Composing and arranging music within specified guidelines

M5GM.6: Listening to, analyzing, and describing music

M5GM.7: Evaluating music and music performances

M5GM.8: Understanding relationships between music, the other arts, and disciplines outside the arts

M5GM.10: Moving, alone and with others, to a varied repertoire of music

National Standards

MUSIC

Standard 1: Singing, alone, and with others, a varied repertoire of music

Standard 3: Improvising melodies, variations, and accompaniments

Standard 4: Composing and arranging music within specified guidelines

Standard 6: Listening to, analyzing, and describing music

Standard 7: Evaluating music and musical performances

Standard 8: Understanding relationships between music, the arts, and disciplines outside of the arts