Lesson #2: Moving to the Steady Beat and Form of *The Happy Farmer*

National Core Music Standard – Artistic Process #1: Creating
National Core Music Standard – Artistic Process #2: Performing
National Core Music Standard – Artistic Process #3: Responding
National Core Music Standard – Artistic Process #4: Connecting

Ohio 2012 Standards: (Progress Points)
A. Demonstrate how musical elements communicate meaning and emotion by [playing, singing or] moving to music.
B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures.
C. Create music in simple forms to be performed with dance, drama, or in response to a work of visual art.
D. Individually and collaboratively select ideas and a media form of the day to create (express) pieces.
E. Use digital technology to listen to and study music recognizing instruments, [voices, ensembles] and musical forms.
F. Form and express opinions about music they hear in [formal and] informal [live and] recorded performances.

Critical Thinking Skills (measurable verbs, Bloom’s Taxonomy)
Recognize; express; demonstrate/practice/use; apply/dramatize

Curricular Connections (language arts – choose from to fit grade level)
Vocabulary for Word Wall: steady beat, tempo, (non-locomotor) movement, form (same, different, similar), structure; analyze; segment, pianist; composer; organic farming

Conceptual Learning (“I can…” or “I demonstrated/showed that music can…”)
Music can describe a person in a particular occupation. We can use movements that fit the steady beat of the music to show this, and can change movements to fit the form or segments of the music. *I can* create and perform actions to fit the music several ways (to the beat, to the form, and to show pitch.)

Student Learning Outcomes (SLOs) or Objectives:
Students will listen to music that expresses a particular occupation. (“The Happy Farmer”) Students will build upon their ability to analyze (figure out) the form of “The Happy Farmer” (Lesson #1), and now move to fit the steady beat and form. (See Assessment: Formative and Summative, and Student Self Evaluations.)
Materials:
- recording of “The Happy Farmer” by Robert Schumann
- unpitched percussion instruments: rhythm sticks (preferably pairs with one plain and one ridged), guiros, triangles or finger cymbals, cowbells
- (optional) Plastic shovels for each student (as a movement manipulative)
- Teacher’s Resource: Ostinati for “The Happy Farmer
- Exit Slips

Sequence:
1. After reviewing rules for non-locomotor movement in the classroom (not traveling through the room, in your own smaller space or ‘bubble,’ etc.), use student ideas or the ones given here to show the form of the music – through movements that show a Farmer digging and planting.

2. Use digging motions for Section A with a speech pattern such as “Dig, toss” (half notes, macro-beat), or “Dig-and toss-and” (quarter notes, micro-beat), kneeling down to show the low register (bass) having the melody. Use this movement to show the steady beat of the recording for the A Section (0:00–0:08, which repeats from 0:09–0:16). Pause the recording after the repeat of the A Section.

3. Use planting motions for Section B (0:17–0:21) with a speech pattern such as, “plant, pat” (half notes, macro-beat) or “plant-ing, pat–ting” (quarter notes, micro-beat), pretending to plant seeds or a seedling and then pat the soil around them/it. Section B is half the length of Section A and serves almost as a bridge or interlude.

4. For 0:22–0:30, use the “dig, toss” pattern from A, but to show this is A’ and it is similar but up in a higher register when the right hand joins in the melody too, stand upright while doing the “dig, toss” pattern.

5. Sections B (0:31–0:35) and A’ (0:36–0:45) repeat; repeat the motions for #3 & #4.

6. Perform the entire sequence again. See if students can respond to the different sections without your help. Display the form of the music as students recall the order in which they did the movements and what happened next in each section of the music (see Lesson #1): A–A–B–A’–B–A’ or  ||: A :||  ||: B–A’ :||

7. (Grades 1–4) Display the Teacher’s Resource: Ostinati for “The Happy Farmer” Transfer each of the ostinati patterns/movements to unpitched percussion, one at a time, using either the macro-beat (half notes) or the micro-beat (quarter notes). Use guiros or rhythm sticks for Section A and A’; use triangle, finger cymbals, or cowbells for Section B. Coordinate the Instrument Players and Movers; switch groups.

8. Have a group rehearsal: Practice performing the selected speech and movement ostinati, then with the music as choreography with speech that can be first said out loud, then whispered, then thought while listening. “What could we improve upon?” Share responses.
9. Perform the choreography to show the steady beat and form of the music. Use plastic shovels as a movement prop if desired. If possible, video-record* and evaluate as a group. Decide upon criteria to evaluate and write them on the board. Consider performing the musical story/movement for the classroom teacher, or other classes.

10. Share that this famous piece of piano music was composed by Robert Schumann and is from a collection of pieces called Album for the Young. (Share photo and biographical information from Classics for Kids website.) Tell the class that Robert's wife, Clara, was also a pianist (someone who plays the piano) and composer (someone who writes music).

11. Select words from the list given at the beginning of this lesson; go over the meaning of these vocabulary words and how they are used when describing music; use academic language related to music; describe language function (add to Word Wall).

**Closure/Questions:**
1. “What is the name of this piece?” (“The Happy Farmer”)
2. “Who composed this piece?” (Robert Schumann)
3. “Why do you think so many people like this piece of music? What do you like about it?” (share answers)
4. “What parts of music did our movements show or emphasize?” (the steady beat and the form) “What is the form of music? Can you explain what it refers to?” (the sections or segments of the music and whether they are the same, different, or similar to one another)
5. Refer to the vocabulary listed for this lesson and see if students know what the words or terms mean (such as tempo, form, etc.). “What words have been added to our Word Wall today? What does each word mean, and how do we use it to describe music?” Share answers, and elaborate on the language function and academic language of each word in relation to music and other connections.
6. Refer to the Conceptual Learning, Objectives, and Standards listed at the beginning of the lesson plan and guide the class in understanding and application.

**Assessment/Evaluation:**
**Summative**
*Video-record the students after they have practiced their performance. Then have the class watch their recorded performance and fill out Exit Slips (self- and class-evaluation form) on how they (or how they felt the class) performed – to what extent they correctly show the steady beat and the form of the music (changing movements at the right time, etc.). Engage 3rd–5th grade classes with more discussion about the video of their performance.

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Extensions, Connections, and Follow-up Lessons:

• Listen to another famous piano piece by Robert Schumann, such as “The Wild Horseman.” Have students respond with galloping movement to fit the 6/8 time signature of the music. Contrast this meter with that of “The Happy Farmer,” which is in 4/4.

• Share a children’s storybook about a (happy) farmer.

• Learn more about Schumann’s life by sharing Schumann’s biography from the Classics for Kids website.

• Connect this piece of music and lesson with Classics for Kids lesson plans for “Spring” from The Four Seasons, by Antonio Vivaldi.