Lesson #1: Figuring out the Form of The Happy Farmer

National Core Music Standard – Artistic Process #3:
Responding

National Core Music Standard – Artistic Process #4:
Connecting

Ohio 2012 Standards:
(Progress Points)
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; analyze/discuss/express; demonstrate/practice/use; apply

Curricular Connections (language arts – choose from to fit grade level)
Vocabulary for Word Wall: form (same, different, similar), structure; analyze; segment; label
Science: farming; organic farming

Conceptual Learning (“I can…” or “I demonstrated/showed that music can…”)
Music can describe a person in a particular occupation. We can analyze and label the form or segments of the music. I can label the form of the music using letters and shapes.

Student Learning Outcomes (SLOs) or Objectives:
Students will listen to music that expresses a particular occupation. (“The Happy Farmer”)  
Students will analyze (figure out) the form of the music. (See Assessment: Formative and Summative, and Student Self Evaluations.)

Materials:
• recording of “The Happy Farmer” by Robert Schumann
• Teacher’s Resource: Form of “The Happy Farmer”
• Teacher Resource for Diagramming Form, “The Happy Farmer” [hyperlink ]
Directions: Cut on dashed lines and assemble “kits” in zip-lock baggies for each student, or enough for pairs of students to use (prepared ahead of time)
**Sequence:**

1. “I have a famous piano piece to play for you. Some of you might recognize it when you hear it. It is called ‘The Happy Farmer.’” Ask if any students in class are farmers or if they know any farmers. Review that farmers can be male or female, or a family, or sometimes an extended family can all be farmers.

   **Science connection:** There are many kinds of farmers and many kinds of farming. All of us can be “like a farmer” by planting something, taking care of it, and watching it grow (or by taking care of animals, etc.). There are many kinds of farming (growing food/plants/flowers, raising animals, etc.) There are also organic farmers. “What does organic mean, related to farming or food? What is organic farming?”

2. “What movements might a farmer make?” Have everyone show something a farmer would do – what movements might show what a farmer does. “Look around and see everyone’s ideas….. Now try out someone else’s farmer movement.” Emphasize a steady beat by playing on a hand drum at the approximate tempo of the recording. “How could you show that movement, but make it fit this steady beat – this tempo?”

3. Tell the students they get to do some music detective work to figure out what the form, or the plan, pattern, or structure of the music is by listening carefully and figuring out which sections or segments of the music are the same, similar, or different from each other. Distribute packets of the Teacher’s Resource for Diagramming Form, The Happy Farmer in clear baggies for each student, or to pairs of students sitting next to one another, facing the same direction. Have students open the baggies and examine the squares they will use to figure out the form of the music. “What do you see?” (have students describe the shapes, letters, and possible meanings; then share their meanings to represent segments of the music that are the same, similar, or different)

4. **Listen to the recording** from 0:00–0:08. Pause the recording. “This is our first section or segment of the music; it’s the first one, so we use the first letter of the alphabet. Put the Red ‘A’ on the LH side in front of you to show this is Section A.” Now listen to the recording from 0:09–0:16. “Is this section the same or different from the first section?” (the same) “What should we use to diagram that, to put after the Red ‘A’?” (another Red ‘A’)

5. Listen to the next section of the recording (0:17–0:21). “Is this section the same as A, or something completely different?” (completely different) “What do we call the next section, then?” (Section B) Pause the recording. “Is it the same length as Section A, or longer, or shorter?” (listen again to determine answer; it is shorter than A – only 8 beats instead of 16; it is almost like a ‘bridge’ or ‘interlude’ between big sections)

6. Listen to the recording from 0:22–0:30. “Is this section the same as A, the same as B, or similar to either A or B?” (it is similar to A, but sounds up in a higher register, at least at first) “Since it is similar to A, but not exactly the same, let’s call it ‘A-prime’ or ‘A-one’ and use the color pink.”

7. Continue through each remaining section of the recording, having the whole class, everyone individually, or partners figure out the form of the remaining sections (the last two sections repeat: another B (0:31–0:35), then another A’ (0:36–0:45). Listen from the beginning for everyone to check their answers and make any last minute changes.
8. Have all groups share their answers at the same time (if preferred, students can write answers on individual white boards or plain white paper). Calculate how many groups or individuals had each answer. Listen to the recording again to check the discrepancies and to arrive at the answer: A–A–B–A’–B–A’
Show another way to label this form:

||: A :|| ||: B–A’ :||

9. Share that this famous piece of piano music was composed by Robert Schumann and is from a collection of pieces he wrote for his daughter called Album for the Young. Tell the class that Robert’s wife, Clara, was an outstanding pianist also.

Closure/Questions:
1. “What is the name of this piece?” (“The Happy Farmer”) “Why do you think this farmer was happy?” (perhaps his/her crops or animals grew large and healthy; the weather was just right for what he/she was growing or raising, etc.)
2. “Who composed this piece?” (Robert Schumann) Show photo of Schumann from the Classics for Kids website.
3. “Why do you think so many people like this piece of music? What do you like about it?” (share opinions)
4. “What part of music did our activity today show?” (the form, or structure/plan/pattern of the music) “What is meant by ‘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) “What is one way that we can label the form of music?” (with letters, or letters with shapes and colors)
5. Refer to the vocabulary listed for this lesson and see if students know what the words or terms mean. “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:
Formative Assessment
[Name of Student] understands the relationship between the letter names and the sections of the piece being the same, different, or similar by correctly labeling the segments as each one is introduced throughout the lesson.

…consistently (a top rating of 4)
…sometimes (3)
…rarely (2)
…not yet, but tried (1)
Summative Assessment

[Name of Student] can describe what the form of (this) music is, and how we can listen and analyze the different sections or segments of a piece of music and label the segments with a letter that means whether they are the same, different, or similar:

…all of the time (a top rating of 4)
…most of the time (3)
…some of the time (2)
…not yet, but tried (1)

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Teacher Resource, Form of “The Happy Farmer”

A–A–B–A’–B–A’

This can also be thought of as ||: A :|| ||: B–A’ :||

(This is the way the piece was composed and notated, as two sections that each repeat.)