

**Music In Our Schools Month®**  
**General Music: 1<sup>st</sup> Grade**  
**2018–2019**

**“All Around the Green Apple Tree”**

**Children’s Game Song**

**LOC Link:** <https://www.loc.gov/item/lomaxbib000271/>

**Recording:** **Burkeville, Texas (May 16, 1939)**

*Lesson by Sara Allen, Avery Elementary School, Dedham, Massachusetts, member-at-large representative, Council for General Music Education, National Association for Music Education (NAfME)*

**Overview**

Throughout these lesson-plan launching points, students will explore musical form, harmonic function, and basic improvisation, as well as demonstrate performance skills with a folk song.

**Prerequisite Skills**

For students to be successful in with this piece, they will need knowledge of and experiences with the following:

- Maintain a steady beat.
- Sing using proper vocal technique.
- Echo teacher-led rhythms.

**Instructional Goals/Objectives**

**Launching Point 1**

- I can sing a Texas game song and play the game.

**Launching Point 2**

- I can identify the ABB pattern while playing a different improvised bourdon pattern.

**Launching Point 3**

- I can perform for an audience.

**National Core Arts Standards (2014)**

The Creating Artistic Processes addressed in this unit are:

**Analyze:** Analyze the structure and context of varied musical works and their implications for performance.

**Enduring Understanding**

- Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.

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**Essential Question**

- How does understanding the structure and context of musical works inform performances?

**Specific Performance Standards**

- ***MU:Pr4.2.1a** With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.*

**Rehearse, Evaluate and Refine:** Evaluate and refine personal and ensemble performances individually or in collaboration with others.

**Enduring Understanding**

- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question**

- How do musicians improve the quality of their performances?

***MU:Pr5.1.1a** With limited guidance, apply personal, teacher, and peer feedback to refine performances.*

**Library of Congress Resource Link**

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**Launching Point 1**

**Objective**

- I can sing a Texas game song and play the game.

**Essential Question**

- How do people from different areas of the United States use music to play?

**Specific Performance Standard**

- ***MU: Cr1.1.1a** With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.*

**Procedure**

- Teacher will sing song while students are tapping the beat of the music.
- T: Ask students what the song is about.
- T: Repeat song, this time ask students to walk in a circle to the beat of the music.
- T: Ask students where there is a place we can change the song. (The name section)
- T: Repeat song with name changed, and play the game.
- S: After playing the game in one direction, students will be able to sing the song on their own.
  
- Game Directions:
  - Students make a circle and march around hand in hand as they sing. As each child is addressed by name, he or she turns out and rejoins hands facing out from the center of the circle. The game continues until all players are facing out.

**Assessment**

- Teacher will observe students' beat and timing of name changes according to the scaffolding suggestions above.

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**Launching Point 2**

**Objective**

- I can recognize the ABB pattern while playing a different improvised bourdon pattern.

**Essential Questions**

- How does understanding the structure and context of musical works inform performance?

**Specific Performance Standard**

***MU:Pr4.2.1a** With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.*

**Procedure**

- S: Sing the song
- T: Prompt students to decode the form/pattern of the song.
  - ABB form
- S: Complete handout Assessment of ABB pattern.

**Assessment:**

- Students will be able to discuss and complete the Launching Point 2 Worksheet, in which they will draw pictures to describe the three sections of the song (e.g., apple, butterfly, butterfly for ABB).

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**Launching Point 3**

**Objective**

- I can perform for an audience.

**Essential Question**

- How do musicians improve the quality of their performances?

**Specific Performance Standards**

- ***MU:Pr5.1.1b** With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.*
- ***MU:Pr5.1.1a** With limited guidance, apply personal, teacher, and peer feedback to refine performances.*

**Procedure**

- Students will present a final version of the folk song for others.

**Assessment**

- Teacher will observe students during their presentation for participation and comprehension.