


Sample Lesson: Grade 3, Respond Domain	
Song Title	Tuileries
Standard(s)	<b>3.GM.R1.B</b> Using movement, demonstrate and describe how specific music concepts are used to support a specific purpose in music (in this case, different sections)
Unpack the standard to set learning strategies	
What will the students <b>know</b> ?	Steady beat ABA form
What will the students <b>understand</b> ?	Students will understand that music is divided into sections; we refer to this as form.
What will the students be able to <b>do</b> ?	Students will be able to identify which section of the music is playing and demonstrate that through the actions of the game.
Consider what the learning will look like	
<b>Presenting Content</b> How will students engage with the content?	Gnome Game
<b>Activities, Space, and Materials</b> What level of choice will students have?	Open space and a recording of Tuileries
<b>Academic Feedback</b> What feedback will students get from the teacher about their learning? How will students give feedback to each other? How will students give feedback to the instructor?	In this game, the process of the game itself gives the students feedback regarding where they are at in the form.
Connections	
Literacy	
Reflections and Assessment	

**3.GM.R1.B** Using movement, demonstrate and describe how specific music concepts are used to support a specific purpose in music (in this case, different sections) 

The Tuileries activity is an example of how to use a movement game as a type of kinesthetic listening map to get children to listen to and experience a piece of Classical music.

The music for this game is “Tuileries”, from Mussorgsky's *Pictures at an Exhibition*.

1. In this game, the students pretend that they are garden gnomes sneaking through the garden.
  - a. They do this by stepping (no faster than the pulse) during the A section of the music. One or more students are selected to be a gardener and their job is to catch (verbally) any gnomes moving. The first time the game is played, the teacher should be the gardener.
  - b. During the B section, students are able to move their bodies freely, but not their feet.
2. Variation -
  - a. Gnomes try to sneak in to the garden (go from one side of the room to the other)
3. Because the musical example is only a minute long, multiple repetitions are possible without taking an excessive amount of class time.
4. As a class, discuss the different sections of the music to discover that it can be labeled as ABA.

Resource Created by Jason Glashauser