

More Patterns & Music

Pre-K + Math and Music

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CORE SUBJECT AREA

Math

ART FORM + ELEMENTS

Music

Rhythm

MSCCR STANDARDS

PK.OA.4 With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials (e.g. duplicate and extend simple patterns using concrete objects).

MSCCR CREATIVE ARTS STANDARDS

MU: Cr2.1.PK Organize and develop artistic ideas and work. a. With substantial guidance, explore, favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).

MU: Pr5.1.PK Develop and refine artistic techniques and work for presentation

DURATION

3 class periods (30 minutes each)

RECOMMENDED RESOURCES

Gather a variety of manipulatives and musical instruments that are developmentally appropriate for pre-kindergarten such as hand bells or a tambourine.

LESSON SEQUENCE

1. Warm up! Start with a pile of blocks that contains two colors. Have the students sort the blocks by color into two separate piles. Next, have the students lay out the blocks in a long line alternating color. Explain that they have just created an AB pattern.
2. Introduce students to AB patterns. Gather the students around you in the front of the class. Have them take a seat on the floor. Ask two students (one boy and one girl) to come to the front and have the girl hold a large sheet of paper with the letter "A", and the boy as "B" and arrange them in an AB pattern. Explain that it is called AB pattern because the letters A and B represent when the first pattern changes to a second new pattern. (A is one thing, B is something else.)
3. Have students create AB patterns. Bring up several more students (even number of boys as girls) and instruct the students to arrange themselves in AB patterns. Write the pattern that is created on the board and explain that pattern is something that repeats. Label this as an AB pattern.

OBJECTIVES

Students will:

Understand the meaning of the words pattern and repetition.

Recognize AB patterns in nature and manmade objects or material.

Construct an AB pattern using small manipulatives.

Practice an AB pattern using simple items found in the classroom.

Participate in a group activity that reinforces the AB pattern

MATERIALS NEEDED

Hand bells, maracas, or tambourines

Block manipulatives (at least two different colors)

Large chart paper

Markers

VOCABULARY

Pattern- a set of characteristics that are displayed repeatedly. Repetition- the act or an instance of repeating.

4. Create AB patterns through clapping. Make one clap for "A" and two claps for "B". Ask the students to say "A", "B" aloud and in time with the claps as you point to the students that are arranged up in front of the room.

[NOTE: You can try more complicated patterns if you think that they understand the concept. Older students should easily be able to try ABA and ABBA, etc.]

Reinforce the AB pattern by showing them examples of AB patterns in textile samples. Find patterns in students' clothes, like alternating stripes, or polka dots.

Step 1. Students practice arranging manipulatives in an AB pattern. Students are given a set of manipulatives, such as Unix cubes, in two different colors. Have students practice arranging them in AB pattern. (If time allows, they may try other patterns as teacher instructs.)

Step 2. Students analyze AB patterns. Gather the students together. On the board, create simple AB patterns using shapes. Ask students to write the pattern down on large newsprint paper. Ask the students to duplicate this pattern with their blocks.

Step 3. Students explore classroom for AB patterns. Students may go around the room and search for patterns in anything they see. (You may have previously set out some of the patterns.) Students may share what they found in the room regarding pattern.

Step 4. Create AB music patterns by clapping. Clap once for A and twice for B for both simple AB and more complex patterns still on the board or found in the classroom.

Step 5. Check for understanding by asking students to make instrumental music using patterns. Using two different instruments (rhythm sticks, bells, cymbals, triangles, etc.), assign one instrument to the letter A and another to the letter B. Put AB patterns on the board. Ask the classroom musicians to play the patterns. Depending on the number of students and/or instruments, each student may have only one instrument to play.

EXTENDED LEARNING ACTIVITIES

1. Take a pattern walk around the school, playground, nature trail, etc. looking for AB patterns. Have each student draw one picture recreating what he or she saw. Put the pictures together to create a classroom book. It could be called "Patterns on our Playground" or something similar.
2. Have the students to create their own pattern song using their musical instruments in small groups

SOURCES

https://artsedge.kennedy-center.org/educators/lessons/grade-k2/Creating_AB_Patterns#Instruction

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