Title/Description of Lesson

Creating AB Patterns
Music (Integrated with math)

Grade Level:

1st Grade

Lesson Links

Objectives/Outcomes
Materials and Resources
Vocabulary
Procedures
Criteria for Assessing Student Learning
California Standards in Visual & Performing Arts
California Standards for Integrated Subject
Other Resources

Objectives/Outcomes  (Return to Links)

1. Students will understand the meaning of the words patterns and repetition
2. Recognize simple patterns
3. Practice simple patterns in using simple musical instruments
4. Students will create a mural using a pattern

Materials and Resources  (Return to Links)

- Piece of paper labeled A and B
- Examples of simple patterns
- Simple musical instruments
- Large piece of paper for mural
- Crayola color sticks

**Vocabulary**  (Return to Links)

**Procedures**  (Return to Links)

1. Introduce students to AB patterns. Gather the students around you. Ask a girl and a boy to come up to the front of the class and have one hold a large sheet of paper with the letter “A” and another 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, and B is something else.)

2. Have students create AB patterns. Bring up several more students 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.

3. Create AB patterns through clapping. Make on 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. For older students continue with ABA and ABBA patterns.

4. Show student examples of patterns. Ask students to think where they have seen patterns. Write or draw them on the board.

5. Check for understanding by asking students to make instrumental music using patterns. Using two different instruments assign one instrument to the letter A and another to the letter B. Put AB patterns on the board. Ask the students to play the patterns.

6. Have a pattern parade in the classroom. Put the class into an AB pattern by alternating girl-boy-girl-boy. Give each girl one type of instrument and each boy another type of instrument. As they march, establish a left right (AB) pattern and play the instruments on the same pattern. For example, girls strike on rhythm sticks on the left foot and boys shake the tambourine on the right.

7. Make a wall mural of the pattern parade. Using a large roll of paper, have each student draw himself or herself in the order he or she marched in the parade. Have students color drawings with crayola color sticks. Have the student label if he or she was an A or B, what instrument he or she played, and the pattern he or she was.

**Criteria for Assessing Student Learning**  (Return to Links)
California Standards in Visual & Performing Arts  

Music - 1st Grade

1.1 Read, write, and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat).

California Standards for Integrated Subject  

Math – 1st Grade

2.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).

Other Resources