Yellow Submarine

**Briefly describe why this piece is meaningful to you:** My grandmother is a huge Beatles fan. She always wears Beatles shirts and apparel and has a commemorative tattoo of a yellow submarine on her ankle. This is one of her favorite Beatles songs and I remember her showing it to me as a child and I loved singing along with her. It was one of my favorite songs growing up.

**Grade Level:** 3rd – 4th Grade

**Musical Objective:** Students will learn how to clap and sing swung eighth notes in a jazz style. Students will also learn the concept of form and discover the form of “Yellow Submarine” asynchronously.

**Assessment for Objective:** Assess rhythm clapping of chorus in both straight and swung eighth notes. Students will have to organize stickers asynchronously to determine the form of the song. Assess rhythm and style as students sing the chorus of the song.

**Materials:** Lyrics, Visuals, Basic Music Notation

**Introduction:** How many of you have ever heard of The Beatles? What’s your favorite song, Beatles song or otherwise? My favorite Beatles song is “Yellow Submarine.” My grandma was a huge Beatles fan and we used to sing this song together when I was a little kid. She even had a tattoo of a yellow submarine! I love this song and I’m so excited to teach it to you all today! Let’s give this song a listen before we begin our lesson.

**Asynchronous Element of the Lesson:** Students will asynchronously complete a worksheet and discover the form of “Yellow Submarine.” The asynchronous video will begin after we finish listening to the song together, after the introduction. Due to the time restraint, it will not include the latter half of the lesson, which discusses how to analyze and determine form.

**Scaffolded Activities in the Lesson:**

RHYTHM

* Quickly review quarter notes and eighth notes. Explain that we’ll clap the music twice every time. Students will clap music I have on a PowerPoint of the chorus rhythm as I use my pointer to guide them. Clap it once with no pointer afterwards.
  + Music will be in four lines and lines 2-4 will be exactly the same.
* After clapping, students will clap and sing Kodaly rhythm syllables simultaneously.
* Does that sound familiar to anyone? Can anyone figure out what this rhythm is for?
  + That’s right! It’s the rhythm of “We all live in a Yellow Submarine.”

STYLE (Adding on to rhythm)

* But wait… if we sing it like we clapped it, it sounds super weird. \*Sing it in a straight rhythm\* Can we try singing it together just like we clapped it? The WEIRD way. \*Class sings straight rhythm chorus\* Hmm… I think we can agree it’s missing something… I think it could use a little bit of STYLE! What do you think? This song is a little jazzy and uses a different STYLE than we’re used to.
  + This song uses SWING STYLE, which means that any time we see two eighth notes together, the first one is long and the second one is short! If we tried clapping our rhythm in a SWING STYLE it would sound like this. \*Demonstrate\* Can we try clapping the music in a SWING STYLE?
* Clap music in a swing style and then add Kodaly syllables to make sure that they’re able to swing with their voice as well.

MELODY (Scaffolding rhythm and style together)

* Now that we know the differences between swing and straight styles, let’s try singing the melody together again, but this time in a swing style! \*Whole class sings\*
  + Great, now let’s try it the more classical way, in a straight style. \*Whole class sings\*
* Raise your hand if your birthday is in January, February, March, April, May, or June! If you just raised your hand you’re in GROUP 1. Now raise your hand if your birthday is in July, August, September, October, November or December. If you just raised your hand you’re in GROUP 2. If you can’t remember when your birthday is, go ahead and join GROUP 1.
* Let’s try singing it straight, the way it’s written here on the board. If you’re in GROUP 1 I want you to clap the rhythm, and if you’re in GROUP 2 I want you to sing! My birthday is in July, so I’ll be singing this first time. \*Sing and clap\*
  + Let’s switch! GROUP 2 will be clapping this time and GROUP 1 will be singing, still in a straight style. \*Sing and clap\*
* Amazing job everyone! Let’s try it in a swing style now, like it is in the song, with a long first eighth note and a short second one. GROUP 1 will start clapping and GROUP 2 will start singing. \*Sing and clap\* Great job! Let’s switch again, so that GROUP 2 gets to clap and GROUP 1 gets to sing, still in a swing style. \*Sing and clap\*
* You all sounded so great! Now you know the difference between straight and swing style. You can swing any song you already know and do the opposite with any swing song you know! And we can all sing the chorus, or the main part, of “Yellow Submarine!” Let’s try singing along in a swing style to the song and moving like the waves when we don’t sing! Watch me for some fun arm motions during the chorus!

GAME/PERFORMANCE (Rhythm, style, melody, and form)

* Dance and sing along to “Yellow Submarine.” During the A section have students moves their arms slowly and freely like the waves. During the B section or the chorus sing and have arms go left on “We,” right on “live,” and march on “Yellow Submarine.” During the C section have students have a free dance party. This should help visual learners subconsciously differentiate between the A, B, and C sections.

FORM

* Wow, we had so much fun dancing and singing along to one of my favorite childhood songs, “Yellow Submarine!” But before we finish our lesson today, let’s talk a little bit about not just the chorus, but the whole song. How many different movements did we do? That’s right, we did 3 different movements! We moved like the waves, sang, waved our hands, and marched, and then had a dance party later on in the song. Those different sections make up what we call the FORM of a song.
* We use our alphabet to figure out the form of our song. Since we figured out that there were only 3 different parts that repeat in this song, what letters do you think we would use? That’s right, A, B, and C! The first part that we hear will always be A, and each different part will always be a different letter.
* Go through the first minute or so of the song with students and show them that the verse is A and the chorus is B. Have the students move along to the music to help with figuring out the different parts. Move on to closing activity.

**Closing or Transfer Activity:** Explain and pass out form worksheet. Have students walk out of class moving and singing along to “Yellow Submarine.” Collect assessment at the start of the next class period and play the song for the students again, revealing the form.