

Crab Rave- Form Lesson Plan

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This lesson is a fun movement activity that goes along to the song [“Crab Rave” by Noisestorm \(real name Eoin O'Broin\)](#). I also came to find that it was used in a video game called “My Singing Monsters” which I had not heard of previously but it looks pretty cool at first glance. I have the written out movements below and have provided movement videos (pardon the lag) using paper plates and light up foam sticks with two difficulty levels. Feel free to use these as a teacher reference or use them with your kiddos in class if needed. Throw on your disco ball/black lights/ceiling projector lights and have fun! Basically a body percussion activity but tapping plates/light up foam sticks/pool noodles... or whatever else you have, keeping it just as body percussion works great too! Remember that if anything here doesn't work feel free to change it and make it fit your/your students' needs. I found it works well primarily with 3rd grade but it can certainly fit other grade levels depending on what you'd like to make of it.

Standards:

MU.3.O.1.1- Identify, using correct music vocabulary, the elements in a musical work.
MU.3.O.1.2- Identify and describe the musical form of a familiar song.
MU.3.S.2.1- Identify patterns in songs to aid the development of sequencing and memorization skills.

Process:

- Review what Form is with the traditional definition that you use with your students. I use “Form is the structure of the song.” (see the form description below)
- Introduce the piece by having students listen to the song and show the form. I don't show them the video until the end either while we perform the movement or after as a bonus if there is time. I usually have students show the sign language letters for A and B while hearing those sections in the music and give them other moves/gestures to use when hearing the Introduction, Interlude, and Coda.
- Discuss what kind of form this piece would be considered and give the students a visual. I write the form on the board and I mention that there are two main sections with an added Introduction, Interlude, and Coda so we would consider this to be Binary Form (two main sections).
- Break the moves down by section and discuss with the students. After discussing, have the students practice the moves before moving on to the next section. I find it helps to let the students know that there are two main types of moves for each section beforehand.
- pass out your chosen movement prop, turn on some fun lights if you have them and enjoy!

Form:

Easy: Intro A B Interlude A B Coda

Difficult: Intro A B Interlude A1 B Coda

Intro- Starts quite suddenly so be ready! Rhythm Ta Ta Ti-Ti Ta. Tap this rhythm above your head, on your shoulders, in front, and on your lap. Repeat 4x. Then move the rhythm to your lap and add a clap on the second eighth note (Pat, Pat, Pat-Clap, Pat). Repeat 7x. Rest for 4 beats.

A Section (first time)- "Four corners", tap two times in each of the four corners. Repeat 4x. Then step and clap for 16 beats.

B Section (same both times)- Wave both plates over your head from one side to the other over 8 beats and back to the over to the other side for 8 beats. Then "Sizzle" (rub the backs of the plates together) across in front of you from one side to the other for 8 beats, then across back to the other side for another 8 beats.

Interlude- Same as the second move from the Intro. The Pat, Pat, Pat-Clap, Pat for the same number of beats with 1 measure of rest at the end.

A/A1 Section- Feel free to make this a true repeated A Section and repeat the moves from the first A section OR kick it up a notch by making it an A1 Section and use the following moves instead. Clap above your head then alternate tapping the opposite knee for 16 beats. Then tap plates together from low to high for 4 beats, down for 4, repeat 2x. Then tap plates across in front for 4 beats to one side, 4 beats to the other side, repeat 2x.

B Section- (see previous B section)

Coda- one "firework clap"... More like a stinger from March form.

*Side note: I love to do a unit of lessons incorporating John Phillip Sousa and Scott Joplin with my 3rd graders where we learn about the composers and the genres of Marches and Ragtime and how these genres are related. I use this Coda/Stinger at the end of the piece to remind them of these lessons and jog their memory a bit.

Reference Videos:

Plates Easy:

<https://ocps.instructuremedia.com/embed/1c596f71-4a4c-45dc-b40f-bc37b7211198>

Plates Difficult:

<https://ocps.instructuremedia.com/embed/0f1ac00b-fa9d-4e3a-a986-67478288b348>

Light Up Sticks Easy:

<https://ocps.instructuremedia.com/embed/c1c74b24-5167-470f-aa0f-8459fbc4dc32>

Light Up Sticks Difficult:

<https://ocps.instructuremedia.com/embed/ac4f49d1-b761-4b11-9f71-015c46c37289>