



3-5 LESSON 1

California County Superintendents Educational Services Association (CCSESA) Arts Initiative • www.ccsesaarts.org



RESOURCES

- Learning Outcomes for the Unit (“Lesson Resources” slides)
- Pre-assessment
 - “Bubble Gum, Bubble Gum” (“Lesson Resources” slides)
 - “Anna Banana: 101 Jump Rope Rhymes” by Joanna Cole (book) goo.gl/mA4Wd5
- The Elements of Music
 - Definitions of Beat and Tempo (“Lesson Resources” slides)
- Musical Exploration
 - Use musical examples provided below or select other appropriate examples:
 - Washington Post March (video) goo.gl/DHNSTx
 - Baby Elephant Walk (video) goo.gl/swX9Yu

STANDARDS

3.2 Historical and Cultural Context

Sing simple songs and play singing games from various cultures.

4.2 Aesthetic Valuing

Create developmentally appropriate movements to express pitch, **tempo**, form, and dynamics in music.

OUTCOMES

Students will...

- Demonstrate awareness of basic elements of music (**BEAT** and **TEMPO**) through developmentally appropriate movements.
- Identify changes in basic elements of music, **BEAT** and **TEMPO**, through movement.

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PRE-ASSESSMENT

5 mins

1. Invite the students to learn the words to a short jump rope rhyme - see examples below or use another short jump rope rhyme the students already know
 - a. "Bubble Gum, Bubble Gum"
 - b. "Two in the Middle"
2. Musical questions to ask the students
 - a. What does the word **BEAT** mean in music?
 - b. What does the word **TEMPO** mean?

THE ELEMENTS OF MUSIC

5 mins

1. Beat and Tempo
 - a. Repeat the jump rope rhyme from the start of the lesson and ask the students to clap or tap along with the rhyme.
 - b. Tell students what they were doing was tapping the **BEAT** of the rhyme **BEAT** = the steady pulse of music
 - c. Ask students to repeat the jump rope rhyme while clapping or tapping the **BEAT** once again
 - d. Ask students to watch and listen as you perform the jump rope rhyme again, but this time something will be different. You will perform the rhyme at a steady **TEMPO** but choose a slow or fast **TEMPO**
 - e. Ask students what was different. Share the vocabulary term and definition for **TEMPO** – the speed of the beat (The speed of the music: fast, medium, slow)
 - f. Invite students to perform the rhyme again at a faster **TEMPO** and a slower **TEMPO**

MUSICAL EXPLORATION

10 mins

1. Connecting Music & Movement
 - a. Music Examples (it is best to avoid telling students the titles of the songs at this time):
 - Washington Post March (faster **TEMPO**)
 - Baby Elephant Walk (slower **TEMPO**)
 - b. Ask students to respond to the **TEMPO** of the music through movement (Washington Post March). Play approx. 1-2 minutes of the song to give enough time for students to explore their movement.
 - c. Students should:
 - select a size of movement that they feel represents the music (large, medium, small)
 - select a level for the movement that represents the music (high, medium, low)

- d. If possible, encourage students to move through the space and:
 - change direction of movement (forward or backward, upward or downward)
 - select a pathway (straight, curve, zig-zag, angular)
- e. Next, ask students to respond to the **TEMPO** of the next song (Baby Elephant Walk) through movement. Once again, play approx. 1-2 minutes of the song to give enough time for students to explore their movement.
- f. Students should:
 - select a size of movement that they feel represents the music (large, medium, small)
 - select a level for the movement that represents the music (high, medium, low)
- g. If possible, encourage students to move through the space and:
 - change direction of movement (forward or backward, upward or downward)
 - select a pathway (straight, curve, zig-zag, angular)
- h. Ask the students to share what they notice about the differences between the **TEMPO** of these two songs.
 - Were the songs the same **TEMPO**?
 - What was different about the **TEMPO** of these two songs?
 - How did you change your movements based on the **TEMPO** that you were hearing?
- i. Ask students to respond to the **BEAT** and **TEMPO** of the music with movement once more. Allow the students to select which of the two songs they would like to hear again (Washington Post March or Baby Elephant Walk)

REFLECTION

5 mins

2. Students choose:
 - a. Written or oral response to prompt (pair-share, exit ticket, utilize online response tools such as google forms or online discussion board, etc.)
 - What is the **BEAT** of the music?
 - What is **TEMPO**?
 - How did your movements change with the music?