



6-8 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
 - “Czechoslovakia” (“Lesson Resources” slides)
- The Elements of Music
 - Definitions of Beat, Rhythm, and Tempo (“Lesson Resources” slides)
- Musical Exploration
 - Use musical examples provided below or select other appropriate examples for the students
 - Washington Post March (video) goo.gl/DHNSTx
 - Baby Elephant Walk (video) goo.gl/swX9Yu

STANDARDS

1.5 Artistic Perception

Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.

2.1 Creative Expression

Sing with accuracy in a developmentally appropriate range.

3.4 Historical and Cultural Context

Listen to, describe and perform music of various styles from a variety of cultures.

4.3 Aesthetic Valuing

OUTCOMES

Students will...

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

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PRE-ASSESSMENT

5 mins

1. Invite the students to learn the words to “Czechoslovakia”
 - a. Say the first two lines of the rhyme and ask the students to repeat after you:
“Czechoslovakia, Boom Sha Boom”
“Yugoslavia, Boom Sha Boom”
 - b. Let the students know the next 8 lines of the rhyme are a call and response. Ask them to listen to you say each line and teach them how to respond:
“Let’s get the rhythm of the hands; (*clap 3 x’s*)”
“we got the rhythm of the hands (*clap 3 x’s*)”
“Let’s get the rhythm of the feet; (*stomp 3 x’s*)”
“we got the rhythm of the feet (*stomp 3 x’s*)”
“Let’s get the rhythm of the eyes; (*swipe hands over head and say “Woo!”*)”
“we got the rhythm of the eyes. (*swipe hands over head and say “Woo!”*)”
“Let’s get the rhythm of the hips; (*swing hips side to side and say “ding-dong”*)”
“we got the rhythm of the hips, (*swing hips side to side and say “ding-dong”*)”
 - c. Put the first 10 lines of the rhyme together with the movements
 - d. Add the final line of the rhyme:
“Let’s get the rhythm of the free form dance (dance/move freely)”
 - e. Repeat the entire rhyme until students are comfortable with it.
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, Rhythm, and Tempo
 - a. Repeat “Czechoslovakia” from the start of the lesson and ask the students to march in place along with the rhyme.
 - b. Tell students what they were doing was marching to the **BEAT** of the rhyme
2. **BEAT** = the steady pulse of music
 - a. Ask students to repeat “Czechoslovakia” while marching in place to the **BEAT** once again
 - b. Invite students to perform the rhyme again but this time ask them to clap each syllable of the words of the rhyme
 - c. Tell students what they were doing was clapping the **RHYTHM** of the rhyme
3. **RHYTHM** = the pattern of short and long sounds and silences that fit within a steady beat. It is how we multiply or divide the beat to create interesting patterns.
 - a. Invite students to perform the rhyme again but let students know that once they reach the end, you will return to the beginning and repeat the entire rhyme at a faster speed
 - b. Repeat at least 3 times, getting faster each time until it is no longer possible for the students to stay together
 - c. Share the vocabulary term and definition for **TEMPO** – the speed of the beat (The speed of the music: fast, medium, slow)

MUSICAL EXPLORATION

15 mins

1. Connecting music & movement
 - a. Music Examples (it is best to avoid telling students the titles of the songs at this time):
 - i. “Washington Post March” (faster **TEMPO**)
 - ii. “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:
 - i. select a size of movement that they feel represents the music (large, medium, small)
 - ii. select a level for the movement that represents the music (high, medium, low)
 - d. If possible, encourage students to move through the space and:
 - i. change direction of movement (forward or backward, upward or downward)
 - ii. 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:
 - i. select a size of movement that they feel represents the music (large, medium, small)
 - ii. select a level for the movement that represents the music (high, medium, low)
 - g. If possible, encourage students to move through the space and:
 - i. change direction of movement (forward or backward, upward or downward)
 - ii. 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.
 - i. Were the songs the same **TEMPO**?
 - ii. What was different about the **TEMPO** of these two songs?
 - i. How did you change your movements based on the **TEMPO** that you were hearing?

REFLECTION

5 mins

1. Students choose:
 - a. Written or oral response to prompt (pair-share, utilize online response tools, i.e. google forms or online discussion board, etc.)
 - i. What is the **BEAT** of the music?
 - ii. What is **RHYTHM**?
 - iii. What is **TEMPO**?
 - iv. How did your movements change with the music?
 - b. Ask students which of the songs from the lesson they prefer (“Washington Post March” or “Baby Elephant Walk”) and why. Responses should include reference to the elements of music (**BEAT**, **RHYTHM**, and **TEMPO**)