



9-12 LESSON 1

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



RESOURCES

- Learning Outcomes for the Unit (presentation slides)
- Pre-assessment
 - “Czechoslovakia” (presentation slides)
- The Elements of Music
 - Definitions of Beat, Rhythm, and Tempo (presentation slides)
- Musical Exploration
 - Respectful Listening guidelines (presentation slides)
 - Use musical examples provided below or select other appropriate examples for the students
 - “A Flor e o Samba” (video) bit.ly/2C96uYd
 - “Afoxé Oyá Alaxé” (video) bit.ly/2OVYSPx

STANDARDS

1.5 Artistic Perception (advanced)

Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.

OUTCOMES

Students will...

- Demonstrate the elements of music (**BEAT, RHYTHM, and TEMPO**) through movements.
- Analyze and describe changes in the elements of music (**BEAT, RHYTHM, and TEMPO**).
- Compare the use of the elements of music (**BEAT, RHYTHM, and TEMPO**) in three contrasting pieces of music.

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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?

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. Reminder / Discussion of respectful listening
2. Beat, Tempo, and Brazilian Music
 - a. Music Examples:
 - i. “A Flor e o Samba” (steady **TEMPO**)
 - ii. “Afoxé Oyá Alaxé” (changing **TEMPO**)
 - b. Ask students to respond to the **BEAT** of the music (“A Flor e o Samba”) through movement. Play approx. 1-2 minutes of the song to give enough time for students to explore their movement.
 - c. Students should:
 - i. march in place, tap feet on the floor, clap hands, etc.
 - d. Next, ask students to respond to the **BEAT** of the next song (“Afoxé Oyá Alaxé”) through movement. Play the entire 2.5 minutes of the song to give enough time for students to explore their movement and to hear the two tempo changes.
 - e. Students should:
 - i. march in place, tap feet on the floor, clap hands, etc.
 - f. 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?

REFLECTION

5 mins

Students choose:

1. Written or oral response to prompt (pair-share, utilize online response tools, i.e. google forms or online discussion board, etc.)
 - a. What is the **BEAT** of the music?
 - b. What is **RHYTHM**?
 - c. What is **TEMPO**?
2. Ask students which of the songs from the lesson they prefer (“Czechoslovakia,” “A Flor e o Samba” or “Afoxé Oyá Alaxé”) and why. Responses should include reference to the elements of music (**BEAT**, **RHYTHM**, and **TEMPO**)