



K-2 LESSON 4

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



RESOURCES

- Musical Exploration
 - Body Percussion video: goo.gl/n2Xr1g
 - The Elements of Music
 - Definitions of Beat, Tempo, Pitch, Duration, Dynamics, Timbre (“Lesson Resources” slides)
 - List of possible Musical instruments
 - Classroom instruments could include: sandpaper blocks, tambourine, sleigh bells, rhythm sticks, maracas, rainstick, triangle, castanets
 - Brazilian Instruments could include: berimbau
 - Students could make their own instruments such as maracas
 - Ollie from ‘Beat Goes On’ teaching Body percussion (video) goo.gl/n2Xr1g
- Exploring Empathy and Elements of Music
 - Good News, Bad News by Jeff Mack (book) goo.gl/hTGW9e
 - List of possible body percussion and musical instruments (see above)
 - Choir Creates Rain Storm (video) goo.gl/qQriRQ
 - [Soundscape Resources for Teachers](#) (Google Doc)
 - Paper/Whiteboard and Pencils/Markers to draw symbols for Soundscape
 - Tool to record the Soundscape

STANDARDS

2.4 Creative Expression

Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.

3.1 Historical and Cultural Context

Identify the uses of specific music in daily or special events.

3.2 Historical and Cultural Context

Sing simple songs and play singing games from various cultures.

3.3 Historical and Cultural Context

Describe music from various cultures.

4.2 Aesthetic Valuing

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

OUTCOMES

Students will . . .

- Make observations of the sounds in a given environment (**ACTIVE LISTENING**).
- Identify **TIMBRE** in environmental sounds, body percussion, and musical instruments.
- Demonstrate awareness of basic elements of music (**TIMBRE**) through experimenting with body percussion and musical instruments.
- Apply understanding of **BEAT**, **DURATION**, **TEMPO**, **PITCH** and **DYNAMICS** by creating a "Soundscape".

LESSON BEGINS ON NEXT PAGE



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PRE-ASSESSMENT

5 mins

1. Empathy questions
 - a. What do you remember about the book “Good News Bad News”?
 - Who are the main characters?
 - Which character always shares the Good News?
 - Which character always shares the Bad News?
 - What happens with Rabbit and Mouse at the end of the book?
 - What is the word we learned to describe when we understand and care about the feelings of someone else? (Empathy)
2. Cultural questions
 - a. What is the name of the country we are learning about?
 - b. What can you remember about Brazil?
 - Share your answer with your elbow partner, and then join another pair to share your answers.
3. Musical Listening questions
 - a. What sounds do you hear at school? At home? At the grocery store? (add any other locations you know the students visit regularly)
 - Share your answer with a partner

MUSICAL EXPLORATION

5 mins

1. Exploring body percussion, musical instruments and **TIMBRE**
 - a. Watch and follow along with the Body Percussion video
 - b. Quickly review each movement (stomp, clap, thigh slap) that was used in the video and ask the students to do each one once more (stomp, clap, thigh slap)
 - c. Demonstrate each of the classroom instruments that will be used in the next portion of the lesson for the students and then have a few individuals try the instrument in front of the class
 - Repeat this procedure for each of the percussion instruments
2. Share this definition: **TIMBRE** is the quality or tone color of a sound; it’s what makes one instrument or sound different from another

EXPLORING EMPATHY and THE ELEMENTS OF MUSIC

15 mins

1. Creating a soundscape:
 - a. Review/reread the book “Good News Bad News”
 - b. Ask the students to identify the sounds from nature found in the book
 - Wind
 - Rain begins
 - Lightning
 - Sun coming out and the rain slowing down
 - Rain stops

- c. Play Choir Creates Rain Storm video
- d. Explore how to imitate weather sounds in each stage of the story as a whole class or in small groups
 - Suggest students consider body percussion (rub palms together, clap, snap, tap knees, click tongue, etc.)
 - Suggest students consider percussion (rain stick, maracas, shakers, sandpaper blocks, cymbal, claves, drums, etc.)
 - Suggest students consider **DURATION, TEMPO, PITCH, DYNAMICS, and TIMBRE** when choosing the sounds to use
- e. Determine which student will be responsible for creating each sound
- f. Read the story again and have students perform the sounds their nature sounds for each page or set of pages
- g. Make a simple audio or video recording of the students performing their “Soundscape”
- h. Share the recording with the students and ask them to offer suggestions for improvement
- i. Students suggest what they would like to revise as teacher lists their responses

REFLECTION

3 mins

1. Students choose:
 - a. Ask students why they chose the instrument they did to create their particular sound for the soundscape.
 - b. Ask students if they think a rain storm would sound different in another country/part of the world? Why or why not?