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.
6-8 LESSON 1

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)
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?

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)