RESOURCES

• Learning Outcomes for the Unit (“Lesson Resources” slides)
• Pre-assessment
  o “Bubble Gum, Bubble Gum” (“Lesson Resources” slides)
• The Elements of Music
  o Definitions of Beat and Tempo (“Lesson Resources” slides)
• Musical Exploration
  o 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 BEAT and TEMPO through developmentally appropriate movements.

LESSON BEGINS ON NEXT PAGE
K-2 LESSON 1

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. Music Examples (it is best to avoid telling students the titles of the songs at this time):
   a. Washington Post March (faster TEMPO)
   b. Baby Elephant Walk (slower TEMPO)
2. 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.
3. Students should:
   a. select a size of movement that they feel represents the music (large, medium, small)
   b. select a level for the movement that represents the music (high, medium, low)
4. If possible, encourage students to move through the space and:
   a. change direction of movement (forward or backward, upward or downward)
   b. select a pathway (straight, curve, zig-zag, angular)
5. 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.
6. Students should:
   a. select a size of movement that they feel represents the music (large, medium, small)
   b. select a level for the movement that represents the music (high, medium, low)
7. If possible, encourage students to move through the space and:
   a. change direction of movement (forward or backward, upward or downward)
   b. select a pathway (straight, curve, zig-zag, angular)
8. Ask the students to share what they notice about the differences between the TEMPO of these two songs.
   a. Were the songs the same TEMPO?
   b. What was different about the TEMPO of these two songs?
   c. How did you change your movements based on the TEMPO that you were hearing?
9. 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

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