

First Grade Beat Lesson

Prior Activities and Knowledge- Ss have been practicing high, middle, low and associating the pitches and positionings with the musical terms mi, re, and do. Ss are comfortable with keeping a steady beat, either through spider hands or by using a different part of the body (marching, clapping, etc.) Ss have played musical games, including: Doggie, Doggie and Wolf (We Are Dancing in The Forrest), Let Us Chase the Squirrel and Closet Key. Ss have reviewed the difference between beat vs. rhythm, both aurally and visually.

I. Essential Questions

- 1.) How can we recognize, show, and create a musical beat?
- 2.) How can we create high, middle, low pitch patterns with our bodies?
- 3.) How can we associate rhythmic icons with the rhythm syllables ta and ta-ti?

II. Standards Used

- 1.) (MU:Cr1.1.Ka) With guidance, explore and experience music concepts (such as beat and melodic contour
- 2.) (MU:Pr4.2.Ka) With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.
- 3.) (MU:Re7.2.Ka) With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.
- 4.) (MU:Cn10.0.Ka) Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

III. Learning Outcomes

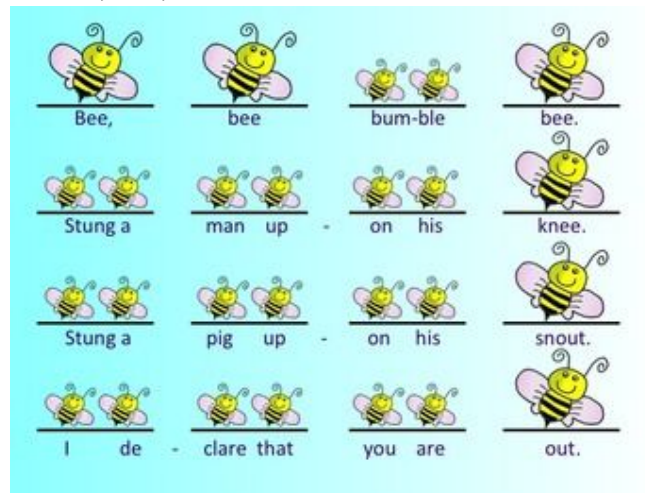
- 1.) Ss will review the written assessment of the musical concepts beat vs. rhythm.
- 2.) Ss will associate and maintain a musical beat for all songs throughout the lesson.
- 3.) Ss will sing the song, 'Valentine,' and will play the associated game.
- 4.) Ss will chant 'Bee, Bee, Bumblebee' and will maintain a steady beat.
- 5.) Ss will associate high, middle, low to mi, re, do solfege patterns (just terms, not hand signs).
- 6.) Ss will associate body positions to mi, re, do solfege patterns (just terms, not hand signs).
- 7.) Ss will speak and clap the rhythmic syllables ta and ta-ti, associating these terms to rhythmic icons.
- 8.) Ss will sing the song, 'Old Mr. Rabbit,' and will play the associated game.

IV. Materials

- 1.) A large, open space for the students to sit/stand/move in
- 2.) Whiteboard or Chalkboard
- 3.) Markers or Chalk
- 4.) Smartboard with rhythmic icons
 - a. Apple Tree
 - b. Seesaw
 - c. Queen Caroline
- 5.) Graded Written Assessments (Beat vs. Rhythm)
 - a. Display on Smartboard
- 6.) One Chair and/or block
- 7.) Four small unsealed envelopes with three empty and the fourth with one paper heart inside (for 'Valentine' game).
- 8.) Song: 'Valentine'
 - a. Ss sit in circle and T gives envelopes to four Ss while they sing song.
 - b. Ss are not allowed to open the envelopes until Ss who handed them out says they can after singing through song.
 - c. Ss must keep a steady beat (spider hands) while singing song and playing game.
 - d. Ss with heart becomes new Ss to distribute envelopes.



- 9.) Chant: 'Bee, Bee, Bumblebee'



10.) Song: 'Old Mr. Rabbit'

a. Game



1.) Rating Scale (for Ss singing alone & with others):

- a. 2 – Ss sang the correct pitches, rhythms, and words by themselves and with others for the entire song(s).
- b. 1 – Ss sang mostly the correct pitches, rhythms, and words by themselves and with others for the majority of the song(s).
- c. 0 – Ss did not sing the correct pitches, rhythms, or words by themselves nor with others for the entire song(s).

2.) Rating Scale (for game activities)

- a. 2 – Ss follows the game directions correctly, plays for the entire duration, and stay on task throughout.
- b. 1 – Ss mostly follows the game directions correctly, plays for the majority of the duration, and usually stays on task throughout.
- c. 0 – Ss does not follow the game directions correctly, does not play for the entire duration, and does not stay on task throughout.

3.) Rating Scale (for keeping a steady beat)

- a. 2 – Ss can keep a steady beat within the context of the song and/or chant for the entire activity, both following T and class as well as independently.
- b. 1 – Ss mostly can keep a steady beat within the context of the song and/or chant for the majority of activity, usually following T and class as well as independently.
- c. 0 – Ss cannot keep a steady beat within the context of the song and/or chant for any of the activity, neither following T and class nor independently.

4.) Rating Scale (for speaking and clapping rhythmic syllables ta and ta-ti)

- a. 2 – Ss can speak and clap the correct rhythmic syllables for the entire associated rhythmic icon and/or chant.
- b. 1 – Ss mostly can speak and clap the correct rhythmic syllables for the majority of the associated rhythmic icon and/or chant.
- c. 0 – Ss cannot speak or clap the correct rhythmic syllables for none of the associated rhythmic icons and/or chants.

VI. Preparation

- 1.) Prior to Ss entering the class, T will make sure:
 - a. there is a large space that everyone can sit and stand in comfortably,
 - b. the necessary technology is set up and functioning
 - c. all materials are ready and accessible.
- 2.) T will have a blank copy of written assessment displayed on projector to review with Ss.
- 3.) T will have graded written assessments to hand back to Ss to review.
- 4.) T will place one chair and/or block near the chalkboard.

VII. Procedures

- 1.) When Ss arrive, T will bring them in walking in a circle as T sings song, 'Valentine.' T will invite Ss to sing along and will eventually have Ss sit on floor.
- 2.) T will explain that they will get their written assessments handed back and will review some of the questions that were more challenging. T will call on Ss individually to get their papers and sit back down on floor.
- 3.) Once each Ss has their assessment, T will explain #4 and #5, but will also ask if there are any questions/clarifications about specific questions. T will explain that if there is a 5 on top of your paper, that you have everything correct.
- 4.) After T collects written assessments, T will invite Ss to go and sit in front of the chalkboard as they walk over and sing 'Hot Cross Buns.' T will draw the mi, re, do contour/staircase and write the words mi, re, do. T will review association of high, middle, low with mi, re, do and will sing patterns with Ss.
- 5.) T will use body positions to associate high, middle, low and will demonstrate for Ss:
 - a. Do = sitting on ground
 - b. Re = sitting on chair
 - c. Mi = standing behind chair
- 6.) T will transition to singing the song, 'Valentine' and will invite Ss to follow T, form a circle, and sit on the floor. T will explain the directions for the game as they quickly grab the four envelopes (game directions indicated in materials section). T and Ss will play this game for a few rounds, giving multiple Ss opportunities to either have an envelope and/or distribute the envelopes.
- 7.) T will ask Ss to stand up and walk over to the Smartboard while chanting, 'Bee, Bee, Bumblebee' (to review beat). T will display rhythmic icons on Smartboard and will introduce the rhythmic syllables ta and ta-ti (quarter note and two eighth notes), associating them with the big vs. small icons. T will demonstrate clapping ta and ta-ti and will ask Ss to say and clap. T will ask Ss to speak the chant, then together, T and Ss will transform words into ta and ta-ti rhythmic syllables.
 - a. T will switch icons and chants used to familiarize Ss with rhythmic concepts.
- 8.) T will transition to singing, 'Old Mr. Rabbit' and will invite Ss to follow T to center of room and join in singing. T and Ss will sing through song a few times as Ss keep a steady beat by marching in place. T will explain directions of game (directions indicated in materials section).
- 9.) T and Ss will play game until the end of class. T will line up Ss for dismissal.

VIII. Possible Extensions

- 1.) T could ask a few Ss to come up in front of chalkboard and form a high, middle, low (mi, re, do) pattern.
- 2.) T could have Ss play a few quick rounds of game associated with song, 'Bee, Bee, Bumblebee' using bee finger puppet.
- 3.) T could ask individual Ss to go up to Smartboard and either point or say and clap specific rhythm associated with chant and icons.

IX. Assessment

- 1.) T will aurally and visually assess Ss reviewing the written assessment of the musical concepts beat vs. rhythm.
- 2.) T will visually assess Ss associating and maintaining a musical beat for all songs throughout the lesson.
- 3.) T will aurally assess Ss singing the song, 'Valentine' and will visually assess Ss playing the associated game as well as use the rating scale in the materials section.
- 4.) T will aurally assess Ss chanting 'Bee, Bee, Bumblebee' and will visually assess them maintaining a steady beat by using the rating scales in the materials section.
- 5.) T will aurally and visually assess Ss associations of high, middle, low to mi, re, do solfege patterns (just terms, not hand signs).
- 6.) T will visually assess Ss associations of body positions to mi, re, do solfege patterns (just terms, not hand signs).
- 7.) T will aurally and visually assess Ss speaking and clapping the rhythmic syllables ta and ta-ti, associating these terms to rhythmic icons as well as use the rating scale in the materials section.
- 8.) T will aurally assess Ss singing the song, 'Old Mr. Rabbit and will visually assess Ss playing the associated game as well as use the rating scale in the materials section.

X. Honor Code

I affirm that I have upheld the highest principles of honesty and integrity in my academic work and have not witnessed a violation of the Honor Code. –
Brooke Maskin