

Step~BY~Step

Classroom Music

1

Teacher Manual



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Integrated Music Units for teachers, parents and children
by VINCE RINALDO PhD, CATHY GROSSO and MARGARET THORNE

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Overall Expectation

- communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language)
- identify examples of beat in daily life and in music (e.g., heartbeat, steady pulse of a bass drum in a march)
- identify rhythms in language (e.g., patterns of long and short sounds in nursery rhymes)
- express their responses to various kinds of music (e.g., fast, slow, loud, soft) by means of appropriate movements (e.g., marching, dancing)
- sing expressively, showing awareness of the meaning of the text

Knowledge

- identify correctly specific sounds heard in their classroom environment (e.g., sound of a door closing, chalk squeaking)
- identify examples of beat in daily life and in music (e.g., heartbeat, steady pulse of a bass drum in a march)
- distinguish between beat and rhythm in a simple song
- identify higher- and lower-pitched sounds in their environment and in music
- identify examples of dynamics (the varying degree of volume of sound) in their environment and in music
- identify different tempi (faster and slower speeds) in their environment and in music
- reproduce specific pitches in group call-and-response activities

Creative Work

- express their responses to various kinds of music (e.g., fast, slow, loud, soft) by means of appropriate movements (e.g., marching, dancing)
- create rhythmic patterns, using a variety of sounds (e.g., sounds made with the voice or instruments or by clapping)
- produce a specific effect (e.g., the sound of wind, sounds of farm animals), using various sound sources (e.g., the voice, the body, musical instruments, "found" materials such as sticks or combs)
- sing music from a variety of cultures and historical periods
- create simple accompaniments and sound effects to songs, poems, and chants, using the voice, instruments, or "found" materials
- accompany songs, using appropriate rhythm instruments (e.g., tambourines), body percussion (e.g., lapping), or "found" instruments
- create and perform musical compositions, applying their knowledge of the elements of music and patterns of sound

Critical Thinking

- recognize that mood can be created through music | identify ways in which music is a part of their daily life (e.g., music is used in the media, in family celebrations)
- communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., computer, paints, crayons)
- describe their responses to music that they sing and hear, using appropriate vocabulary or musical terminology (e.g., "I like this music because it is fast and it makes me want to dance")
- identify the sounds of instruments and relate them to geometric shapes
- identify and name instruments according to sound
- respond to sounds by associating each with a particular geometric shape

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TOPIC: Beat and Rhythm II

CURRICULUM EXPECTATIONS:

Students will:

- distinguish between beat and rhythm in a simple song
- identify examples of beat in music

MATERIALS: "This Old Man" Lyric Sheet (p.15)
CD track 10, (Instructional) Rhythm and Beat
CD track 11, "This Old Man" (beat)
CD track 12, "This Old Man" (rhythm)
CD track 13, "This Old Man" (performance)

SUGGESTED LESSON SEQUENCE:

1. Play track 10, (Instructional) Rhythm and Beat. This is an explanation of beat, rhythm, and the difference between the two.
2. Play track 11, "This Old Man" (beat), and have the students clap the steady beat that is indicated by the bass drum.
3. Play track 12, "This Old Man" (rhythm), and have the students tap the rhythm that is indicated by the rhythm sticks.
4. Divide the class into two groups. (Group 1 will clap the beat, and Group 2 will tap the rhythm on their knees.)
5. Play track 11, and have Group 1 practice clapping the beat.
6. Play track 12, and have Group 2 practice tapping the rhythm.
7. Play track 13, "This Old Man" (performance), and have Groups 1 and 2 clap and tap the beat and rhythm together.



8. Re-play track 13, and alternate parts having Group 1 tap the rhythm, and Group 2 clap the beat.
9. Distribute a copy of "This Old Man" Lyric Sheet (p.15), to each student, or copy the lyrics onto chart paper.
10. Read over the Lyrics with the students.
11. Re-play the track and have the students sing along.
12. Once the students are comfortable singing the lyrics, have one group clap the beat as they sing and have the other group tap the rhythm as they sing. Include real, or "found" instruments wherever possible.

EVALUATION STRATEGIES:

- Assess the student's ability to clap out the beat in time.
- Assess the student's ability to tap out the rhythm in time.
- See Checklist Evaluation 2 (p.32), Distinguishes Between Beat and Rhythm in a Simple Song.

EXTENSION ACTIVITIES:

- Complete the song by creating and singing more verses to the song. See below for some examples:

This old man, he played two. He played knick-knack on his shoe...

This old man, he played three. He played knick-knack on his knee...

This old man, he played four. He played knick-knack on the door...

This Old Man,
He played one,
He played knick-knack
On his thumb, with a
Knick-knack paddy-wack,
Give the dog a bone.
This Old Man came rolling home.

