

## Lesson Plan

**Date:** 10<sup>th</sup> August **Term:** 3 **Week:** 6

**Year Level:** Yr 1 & 2

**Time/length:** 40 m

**Key Learning Area:** Music and movement

**Topic/focus:** Differentiation of the rhythm and the beat

### **Pre-planning considerations**

#### **Topic analysis**

I am an experienced musician that has also had a lot of experience with dance and movement. Apart from this I have studied and performed body percussion so I feel well equipped to confidently teach these children both singing and the difference between the rhythm and the beat.

The key elements of this lesson are movement voice, rhythm and beat.

This lesson is a follow-up lesson from building on what was learned previously - Becoming familiar with and learning to sing the song *kookaburra* and the chant *Can you dig it*.

Pedagogical structure - Review songs build knowledge through teacher example and then practice as a group.

#### **Learner considerations**

My learners are a group of children ranging from 6 to 8 years of age. Their needs are diverse in that they have different abilities due to their contrasting developmental levels/ age groups. There is also one special needs child in the class who is able to follow the activities but not achieve the same level of integration of the learning as the others or rather it will take a more extended period of time. I will give this child extra one on one attention where I can. Ideally she might be accompanied by a teacher's aid. For the older children I will set more challenge by getting them to do an extension task where needed of stepping the rhythm and clapping the beat simultaneously to a more difficult song.

I know these children love games so I will reward them with one where they will be integrating some of the musical concepts learned. The game is called *Chicken on the fence* post and comes from the *Kodally* music teaching methodology that I've studied and implemented previously. It also will allow them to further practice integrating knowledge of feeling where the beat lies in a piece of music.

#### **Learner prior knowledge**

Children will already be able to sing the songs we will be using in order to differentiate the difference between the rhythm and the beat.

#### **Literacy considerations**

List new vocabulary at the side of the board. Write the words to the songs on the board knowing that the first grade students may be challenged by some of the reading literacy required the written words on the board will be more of a back up to learning the words to the song aurally and be a good back up for the children in the group with higher levels of reading literacy.

#### **Organisation and management**

##### **Grouping**

Start off with the whole class, then half the class creating groups with mixed ability. Then further divide to groups of three to four with mixed abilities and sexes in each group.

Having taught this class before, I know that these particular students work well in these formations and will be further developing their cooperative learning skills.

##### **Physical environment**

This lesson works best when the students have space to move and group together. A room without desks or chairs and just a white board and pen is perfect!

##### **Seating**

In the presentation part of the lesson students will be seated on the floor facing the teacher. Later in the lesson the students and teacher will make a circle on the floor. The students will also stand for some of the lesson when doing the movement based activities like stepping the beat and the game where they must move in two concentric circles.

For some of the activities I will be splitting the groups so that there is an even number of older and younger children so that the older children in the group can lead and help the younger ones.

##### **Timing**

Each part of the lesson should take between 5 and 10 minutes. Anymore and they may begin to lose concentration at this age.

##### **Behaviour**

I will moderate behaviour by reminding the students of the 5 L's - A great strategy for young children and they seem love it - legs folded, hands in your laps, ears listening, eyes looking and lips closed when listening. Also simple clapping patterns that students have to clap back should suffice to get their attention.

##### **Safety and risk assessment**

Students may be running at one part of the game. I will need to make sure they're all wearing suitable footwear or get them to take their shoes off. I will make sure there is no dangerous furniture around with sharp edges. I will alert students to be self aware of their movements.

### **Resources and equipment**

#### **Physical resources**

Large room with furniture removed. Pen and white board

#### **Human resources**

Teaching assistant for special needs child if available, Music teacher (me)

## Outcomes

### **Context of lesson**

Children learn the difference between the rhythm and the beat. This is part of a series of lessons. Children have already become familiar with the songs in previous lessons and also learned the concept of singing a cannon and singing a basic scale using solfa hand signs as per the kodally music teaching methodology.

### **Syllabus outcomes/ Essential Learnings**

Curriculum covered in this lesson referenced from the NSW board of studies stage one Music curriculum . “

“ Learn to learn about musical concepts: through recognizing simple musical features of the music they perform.”

1. Outcomes and Indicators

*learn about musical concepts:*

- through recognizing simple musical features of the music they perform
- by organizing sound through listening, imitation and experimentation
- by responding to music through performing and organizing sound activities and identifying simple features of this music

**MUES1.1**

**“Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts**

performs simple songs maintaining a sense of beat and rhythm “

### **Lesson outcomes**

- To understand the concept of the beat in music.
- To sing a song while stepping the beat
- To sing a song while clapping the rhythm
- To understand the concept of the rhythm music.
- To understand the difference between the rhythm and the beat

### **Assessment of lesson outcomes**

I will use informal assessment by oral questioning on the concepts of the rhythm and beat as I explain to check understanding.

I will monitor group activity toward the end of the lesson getting the students to demonstrate the concepts they have learned by clapping, stepping and singing in small groups for the rest of the class.

I will record this information by creating notes of my observations on the students achievements ( including those individual students that need further help and similarly those students that need extension)

I will also record this information by making a short video using an ipad so that both myself and the children can remark their own progress – and make their own self assessment

## Procedure

and are ready to move on.  
 Ensure that you include how you assess lesson outcomes.  
 Include in the procedure the steps you will take to make the **transition** from one activity to another.

<b><u>Time</u></b>	<b><u>Steps</u></b>	<b><u>Key questions, including checking for understanding</u></b> <b><u>Resources</u></b> <b><u>Management reminders</u></b> <b><u>Provision for extension/special support</u></b>
	<p><b>Getting focussed/Anticipatory Set</b>                      Question children as to what they have learned from me so far.                      Write it on the board as they come up with the answers.                      Children there by see what they have learned and then comment on what is coming up in the lesson - A kind of menu of the next 40 minutes to come.</p>	<p><b>Example questions</b>                      What have you learned so far?                      What songs have learned?                      Do you remember the hand signs for Solfa?                      Shall we sing it?</p>

	<p><b>Beginning</b></p> <p>Sing solfa scale with actions as a class warmer and transition into the learning.</p> <p>Ask students questions to qualify their knowledge on previous concepts such as cannon and harmony.</p> <ul style="list-style-type: none"> <li>• Review song Kookabarra</li> <li>• Sing it in cannon</li> </ul>	
	<p><b>Middle</b></p> <p>Explain the concept of the beat by talking about the beat inside our own bodies – our heart beat and that we listen to our mothers heart beat when we are growing before we are born</p> <p>Then teacher displays- steps the beat and sings Kookabarra</p> <p>Ask the students to sing as a whole group while stepping the beat.</p> <p>Move the students into mixed ability groups - Ask them to practice in their groups</p> <p>Ask them to sing and step the beat in smaller groups for the rest of the class</p> <p>Transition into rhythm by clapping a rhythmic set and getting them to copy.</p> <p>Explain the concept of rhythm by displaying the words of the chant “ Can you dig it” and putting a coloured circle above each rhythmic change corresponding to the words</p> <p>Teacher displays – Clap the rhythm and chant</p> <p>students chant and clap the rhythm as a whole group</p> <p>Students practice in their groups</p> <p>Students chant and clap in smaller groups</p> <p>Extension students chant clap and sing at the same time as a whole group and then ask smaller groups to perform for the class.</p> <p>Further extension in groups choose another song that they all know and like and demonstrate the beat or rhythm of the song while singing it to the class.</p>	<p>Who can tell me what a cannon is ?</p> <p>Who can tell me what a harmony is ?</p> <p>What are the 5 L's everyone?</p> <p>Can we sing together</p> <p><b>What resources will you need at what point in the lesson?</b></p> <p>A white board and pen</p>
	<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Revisit concepts by a quiz of questions</li> <li>• Ask the students “ what have you learned today ?”</li> <li>• Reiterate the concepts they have learned.</li> <li>• As a reward students play Chicken on the fence post ( A kodally game that practices using the beat singing and concentric circles</li> <li>• Make personal notes on class outcomes, students in need of extension/ help and what to cover in the following lesson.</li> </ul>	

### Blackboard / whiteboard development

I will display/ write up the basic procedure of the lesson like a menu so that the students know what they are doing on the side of the board  
I will use the other side of the board to list old (reviewed target vocabulary and new target vocabulary

Display the words to the chant on the board and put coloured points above each syllable to show how the rhythm changes

### Self Evaluation

How did your lesson go?

Overall felt as if the children were engaged throughout the whole 40 minutes

However the lesson did diverge a little from the original plan.

using a song they had learned from me previously “ Kookabarra sits on the old gum tree” I showed them the beat (4/4 ) with my feet and then clapped the rhythm, then I split them into two groups. Half of the students clapped the beat and then half clapped the rhythm. They swapped and changed over again and performed for each other after that. I was impressed with how quickly they grasped the concept.

I could see that some of the students were holding their bodies too stiffly, that they were over thinking trying to understand the beat - So i talked about how to hold the body - Loosely. We also talked about the idea that the beat is innate. That we all have a beat inside of us - our heart beat and that we grow in our mothers body listening also to the beat of her heart. This seemed to give them confidence and they seemed to enjoy it.

After practicing a few times we talked about Indian Carnatic music (native to South India where I'm currently teaching) in this way i was recognizing and acknowledging the diversity of culture - Western and Indian culture; their similarities and difference. So we practiced clapping the beat of the

same song using Aadi Thala which is a simple 16 beat clapping progression in the local style In this way we acknowledged how the beat would be interpreted here in India by a local classical musician were able to compare and contrast it to a Western approach.

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In order to check that they had clearly understood the target outcomes I got them to clap the rhythm of the song Chicken on the Fence post that goes with the game.

One of the kids struggled a little with the concepts and keeping in time but he didn't give up and didn't seem to be too self-conscious about it I will give him some extra help next lesson.

Lastly we sang a different song I had taught them while stomping the beat and clapping the rhythm. I realized that it was a lesson well taught. That they had totally grasped this new concept and were able to apply it to something new by stomping the beat and clapping the rhythm to a completely different song.