

NEIU Music Department Lesson Plan Template

Name Jane Marshall Element: Rhythm. Grade Level: 1

Lesson Plan Elementary

Central Focus:
Rhythm

Rationale: Students will learn that rhythms have short and long sounds, rhythms have one and two sounds on the beat, and one sound on a beat will be referred to as “*ta*” and two will be “*ti-ti*.” Students will learn the chant “Bee, Bee, Bumblebee” which is based on the pedagogy of Kodály.

Hook: Meet my friend, “Beat Bee!” Beat Bee is going to help us learn about rhythm today! Allow the class to pass around a stuffed bee toy.

Learning Objective(s):

1. Students will practice keeping a steady beat.
2. Students will use “*ta*” and “*ti-ti*” to read and perform rhythms.

Summative Assessment

1. **Written:** None
2. **Manipulative Assessment:**
Students will learn a chant and read an icon chart in order to discover that a beat can have one long sound or two short sounds.
3. **Classroom Discussion:** What do you know about rhythm and the beat? How many sounds can a beat have? What are those sounds called? How do you find the steady beat?

Standards

National/Core Standard(s) (2016): MU:Pr4.2.1a

With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

NEIU Music Department Lesson Plan Template

<p>State Standard(s): MU:Pr4.1.1. c. When analyzing selected music, read and perform simple rhythmic and melodic patterns using iconic or standard notation</p>		
<p>Materials/Equipment</p>		
<p>“Bee, Bee, Bumblebee” rhythm and beat symbol chart, drums, rhythm sticks</p>		
<p>Time:</p> <p>Activity 1</p>	<p>Procedure:</p> <ol style="list-style-type: none"> 1. Echo clap rhythmic patterns of four beats using <i>ta</i> and <i>ti-ti</i>, including <i>ta ta ti-ti ta</i> and <i>ti-ti ti-ti ti-ti ta</i> 2. Perform the “Bee, Bee Bumblebee” chant and play this game. (Point to a standing student for each beat, and on the word “out” that students will sit. Repeat until all the students are sitting. 3. Ask students to say the chant and tap the beat. 4. Ask students to say the chant and clap the words. 5. Ask a student to play the beat using a drum and have another student use rhythm sticks to tap the rhythm of the lyrics. 6. Play the following game: The teacher will pat or tap the beat or clap the words, and the students must identify if it is words or steady beat. Then, teacher will play beat or words on the drum, and students will identify words or steady beat. 7. By referencing the icon chart (pictured below) and listening to the rhythm, students will realize that some sounds for the words are long and some are short. 	<p>Informal Assessments/Checks for understanding</p> <ol style="list-style-type: none"> 1. Are students able to correctly echo the rhythmic pattern? 2. Are students able to say the chant with accurate rhythm and tap the beat or clap the words? 3. Are students able to keep the steady beat and stay together with the drum and rhythm sticks playing? 4. Can students tell the difference between tapping the beat or clapping the words? 5. Do students understand that a beat can be one long sound or two short sounds?

NEIU Music Department Lesson Plan Template

	<ol style="list-style-type: none">8. Students will use the icon chart to read the chant. First read words, then say “long” and “short-short.” One “long” sound makes one beat and a “short-short” is two sounds in one beat.9. Students pat the beat while the teacher taps the rhythm on the rhythm icon chart. Do it again with students clapping the rhythm and teaching tapping beat icons. Or, students can take the teacher’s place and tap the rhythm icons.10. Students will realize that there can be either one or two sounds on a beat. They will both hear this as the teacher is tapping the icons and see it represented in the rhythm icons.	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Differentiation/Accommodation:

If students are not able to sit and stand to play the game, ask them to help keep the steady beat on a drum. Teach the chant slowly. Make the icon chart large so it is easily readable by all students. If students are not able to find the beat or rhythm, put students into small groups with leaders who are able to find the beat and rhythm.

Closure: Have students perform the chant together all the way through with rhythm sticks and drum.

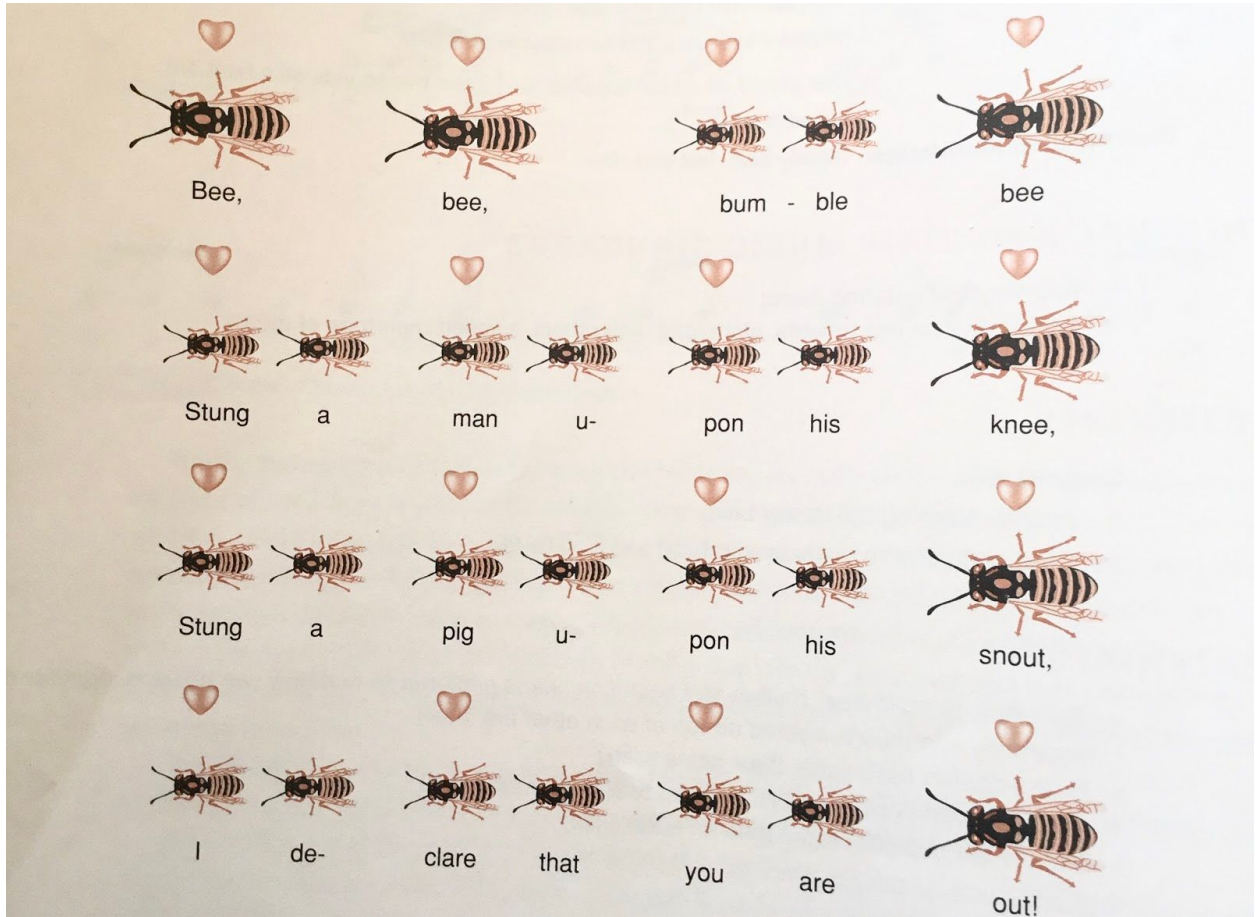
NEIU Music Department Lesson Plan Template

--

Citation

Chant: Bee, Bee, Bumblebee

NEIU Music Department Lesson Plan Template



NEIU Music Department Lesson Plan Template

ta ta ti-ti ta			┌	
ti-ti ti-ti ti-ti ta	┌	┌	┌	
ta ta ta ta				
ti-ti ti-ti ti-ti ti-ti	┌	┌	┌	┌
ta ti-ti ta ta		┌		
ti-ti ta ti-ti ta	┌		┌	