



Oklahoma Arts Council
Performing Arts Corps- Music
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"Learning about music is an essential part of becoming a well-rounded individual - improving brain function, quality of life and helping to insure the future of the arts in America. Besides that...it's fun! Blah Blah Blah. La La La... the story of music."

~Chris Wiser

"Music can name the un-nameable and communicate the unknowable."

~Leonard Bernstein

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Music Introduction

- The PAC musician will choose from the following elements of music to define and demonstrate. Students will identify and/or incorporate chosen elements of music by participating in activities that will provide practice and exhibit understanding. **This curriculum is designed to assist in the fulfillment of the Oklahoma State Department of Education’s PASS requirements for General Music.**

Elements of Music

- **Beat-** The steady pulse of music
 - Down Beat- the strongest part of the pulse
 - Off Beat- the space between the pulse
 - Up Beat- exactly halfway between pulses
- **Tempo-** the speed of a piece of music.
 - fast and slow
 - suddenly faster and slower
 - gradually faster and slower
- **Rhythm-** the patterns of sounds and silences in music. Is usually governed by the beat which is the steady pulse of music.
 - beat
 - difference between rhythm and beat
 - long and short sounds
 - longer and shorter sounds
 - rhythm patterns
- **Pitch-** the lowness or highness of a musical tone.
 - match pitch
 - same and different
 - high and low
 - higher and lower
- **Melody-** a tune or musical theme. The result of a combination of pitches and rhythms.
 - upward and downward
 - repeated pitches
 - small {steps} and large {leaps}
 - intervals
 - melodic patterns
- **Form-** the structure of a song or piece of music.
 - repetition/contrast
 - solo/chorus
 - verse/refrain
 - AB, ABA
- **Dynamics-** the loudness or softness of music.
 - loud and soft
 - suddenly loud and soft
 - gradually louder and softer

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- **Tone Color/Timbre-** the way something sounds. It is the characteristic that makes things sound different or the same.
 - sounds from nature
 - machines or the environment
 - sounds of different instruments and/or voices

Outcomes

Through guided creative music activities, students will learn a variety of musical elements; participate in music making activities; and exercise listening skills, verbal/oral expression, expressive movement and critical thinking skills.

- ✓ Students will increase awareness of the elements of music.
- ✓ Students will be able to demonstrate and define beat, tempo, and rhythm.
- ✓ Students will be able to relate musical concepts to language, math concepts and human anatomy.
- ✓ Students will be able to present demonstrations of musical elements to an audience.

Performance

- SFA will identify and have students/audience keep the beat in several songs with various body percussion and/or movements.
- SFA will identify and have students/audience represent varying tempos in several songs with various body percussion and/or movements
- SFA will identify and have students/audience perform rhythm patterns in several songs with various body percussion/movement

Teaching Materials

- Sample music lesson plans (Appendix A)
- Sugar Free All Stars PAC workshop songs (Appendix B)
- Other sample music activities (Appendix B)
- Links to additional music resources (Appendix D)

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Appendix A

“Find the Heart of the Beat.”

Grade: K-5

Length of Lesson: 50 Minutes

Author: Chris Wiser

Theme: Students will be able to identify beat and demonstrate understanding through speaking, singing, body movements and/or playing instruments.

Major Arts Concept(s):

Beat- Identifying and maintaining a variety of beats to music

National Standards: Music-

K-4th - 6:5

PASS Skills: Music-

4th: 1:3, 2:4, 3:1, 3:3, 4:2

5th: 1:2, 3:7, 4:2

Multiple Intelligences:

Musical-Rhythmic, Bodily-Kinesthetic, Spatial, Logical-Mathematical, Interpersonal

Lesson Objective(s):

- To familiarize students with the concept of Beat
- Students will demonstrate the ability to maintain a variety of beats to music

Supplies -

- None

Details of Instructional Activity:

Warming up:

1. Talk about a heartbeat. Have students find their pulse on their wrist or neck, or by feeling their chest. Does your heart have a steady pulse? Talk about a clock and how the ticking of a clock is also a steady pulse. Have students think of other things that might have a steady pulse (turn signal on a car, car alarm, etc). Talk about how music also has a steady pulse and define as **Beat**

Exploring the Concept:

2. Begin a steady pulse on the drums. Have students perform different body percussion to the beat (pat legs, tap head, clap hands, etc). Select students to come to front of class and lead the activity by choosing body percussion/movements to do to the beat.

Developing Skills:

1. Teach the song “I Like to Keep the Beat” through echo singing with the words displayed. Play the song while the students keep the beat in various ways each verse. On the bridge have them change between ways they keep the beat. Select students to lead the song by choosing ways to keep the beat.

Demonstration/Sharing:

1. Play games that allow students to identify fast and slow tempos, suddenly faster and slower tempos, and gradually faster and slower tempos and define and demonstrate understanding through speaking, singing, body movements and/or playing instruments.

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Appendix A

“What’s Your TEMPO-ture?”

Grade: K-5

Length of Lesson: 50 Minutes

Author: Chris Wiser

Theme: Students will explore the concept of Tempo in music.

Major Arts Concept(s):

Tempo- Identifying and maintaining tempo at various speeds. Adjusting with to the tempo with accuracy

National Standards: Music-

K-4th- 6:3, 6:5, 9:4

5th-8th- 6:3

PASS Skills: Music-

4th: 1:3, 1:4g, 2:4, 3:1, 3:3, 3:4, 4:2

5th: 1:2, 1:4g, 3:1, 4:2

Multiple Intelligences:

Musical-Rhythmic, Bodily-Kinesthetic, Spatial, Logical-Mathematical, Interpersonal

Lesson Objective(s):

- To familiarize students with the concept of Tempo
- Students will understand the concept of Tempo
- Students will learn how to maintain a steady tempo and adjust to changes in tempo accurately

Supplies -

- Various household or classroom items that can be used as makeshift percussion instruments

Details of Instructional Activity:

Warming up:

3. Discuss fast and slow. Have students talk about things that are fast and slow (cars, trains, pets). Discuss how your heart beats faster when you are running or nervous and slower when you are relaxed or asleep. Review that beat is the steady pulse of music. Talk about how the beat in music can be fast or slow and define as **Tempo**.

Exploring the Concept:

4. Have students walk around the room or in place while you play a song of your choice. Tell them to walk according to the speed you play, slowly if the song is slow and quickly if the song is fast. Play suddenly faster and slower, then gradually faster and slower. Select students to lead the game by playing a drum/percussion instrument at different speeds

Developing Skills:

2. Have students clap or tap a steady beat while you keep a medium tempo beat on a drum or other percussion instrument. Tell them this is our heartbeat while sitting in our chair. Play a fast beat and tell them this is our heartbeat while we are running, then play a slow beat and tell them this is our heartbeat while we are asleep. Select students to play the drum/percussion instrument.

Demonstration/Sharing:

1. Play games that allow students to identify fast and slow tempos, suddenly faster and slower tempos, and gradually faster and slower tempos and define and demonstrate understanding through speaking, singing, body movements and/or playing instruments.

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Appendix A

“The Rhythm is Gonna Get Ya!”

Grade: K-5

Length of Lesson: 50 Minutes

Author: Chris Wiser

Theme: Students will explore the concept of Rhythm and rhythmic patterns in music.

Major Arts Concept(s):

Rhythm- Identifying and executing rhythmic patterns by clapping, drumming, speaking etc. Keeping rhythms in proper Sequence

National Standards: Music-

K-4th- 3:1, 6:1, 6:2, 6:5, 9:4
5th-8th- 3:2, 6:2

PASS Skills: Music-

4th: 1:4b, 2:4, 3:1, 3:3 3:4, 4:2
5th: 1:4b, 3:1, 3:4 3:7, 4:2

Multiple Intelligences:

Musical-Rhythmic, Bodily-Kinesthetic, Spatial, Linguistic, Logical-Mathematical, Interpersonal

Lesson Objective(s):

- To familiarize students with the concept of Rhythm
- Students will demonstrate the ability to articulate a variety of rhythmic patterns
- Students will learn how to repeat rhythmic patterns at different tempos with accuracy
- Students will learn to develop their own individual rhythmic patterns.

Supplies -

- Various household or classroom items that can be used as makeshift percussion instruments

Details of Instructional Activity:

Warming up:

1. Discuss difference between beat and rhythm. Beat is the steady pulse of music (heartbeat, clock ticking, etc) rhythm is similar to the pattern of someone speaking words. Talk about the words of a song as usually being different than the beat and define these patterns of words as **Rhythm**

Exploring the Concept:

1. Discuss the long and short sounds in the rhythm patterns the students are saying/clapping

Developing Skills:

1. Have students keep a steady beat on their knees. While students are keeping a steady beat, say your name and clap the rhythm (“my name is Mr. Brown”), is the pattern the same or different than the beat? Further demonstrate by saying and clapping the rhythm to the name of your favorite band, T.V. show, etc. Select students from the class to say and clap the rhythm to their name, favorite band, T.V. show, etc.

Demonstration/Sharing:

1. Have students do question/answer while clapping the rhythm (Student 1-”What is your name”, Student 2-”My name is Jonathan”).

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Appendix B

SUGAR FREE ALLSTARS PAC WORKSHOP SONGS

I Like to Keep the Beat

Chris Wiser copyright Wiser Music

I like to keep the beat
That steady pulse is neat
It makes the song complete
That steady pulse is beat

Bridge-4 to 8 measures

-Have students keep the beat in different ways/change ways over the course of the bridge

Repeat

The Speed of Music is the Tempo

Chris Wiser copyright Wiser Music

Here is something that you should know
The speed of music is the tempo
You can take it fast or take it slow
The speed of music is the tempo

Bridge-4 to 8 measures

-play faster or slower than the verse, then gradually faster and slower than the verse while having students move accordingly

Repeat

Rhythm (Patterns of Sounds, Yo)

Chris Wiser copyright Wiser Music

Rhythm, rhythm, rhythm
That's the way the words go
Rhythm, rhythm, rhythm
Patterns of sounds, yo

Bridge-4 to 8 measures

-clap rhythm patterns with and without words and have students echo

Repeat

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Appendix C

Other Music Activities

PITCH

- 1) **Content-**
Pitch is the lowness or highness of a musical tone
- 2) **Example Activity-**
 - Discuss high and low sounds. Have students give examples of things that make high sounds (birds, flute) and things that make low sounds (bullfrog, tuba). Talk about music having high and low sounds/notes and define as **Pitch**
 - Using your voice and/or an instrument, demonstrate and identify high and low notes. Have students identify.
 - Have the students stand up. Tell them when they hear a high note to reach their hands up to the sky, when they hear a low note, crouch close to the ground. Using your voice and/or an instrument, sing and play a high note while saying “high note, high note” while reaching up to the sky with them (if you can), then sing and play a low note while saying “low note, low note” while crouching close to the ground with them (if you can). Sing/play the high/low notes again without doing the body movements with them, then without the body movements or saying “high note” or “low note”
 - Select students to lead the game by singing/playing high and low notes while the rest of the class does the corresponding body movements.
- 3) **Outcome-**
Students will be able to identify pitches as same or different, high or low, and higher or lower and define and demonstrate understanding through speaking, singing, body movements and/or playing instruments

MELODY

- 1) **Content-**
Melody is a tune or musical theme. It’s the result of a combination of pitches and rhythms.
- 2) **Example Activity-**
 - Talk about how a chain has many links. Is it a chain when you just have one link? No, it’s just a link. When does it become a chain? When you connect several links together. Review pitch as being the highness or lowness of a musical tone or note. Now draw a comparison between chain links and pitches. When you start combining pitches just like the links in a chain you end up with a tune or musical theme that you can sing. Define as **Melody**.
 - Sing and/or play two pitches in succession and have students identify them as same or different. Repeat several times varying the pitches used. Now sing/play two pitches and have students identify if the second pitch is same, higher, or lower. Repeat several times. Select students to sing/play pitches while the class identifies same, higher, lower.
 - Have students hold up their hand level with their head, palm down. Sing/play a melodic pattern of three or four pitches and have students follow the direction of the melody with their hand (hand goes higher as melody ascends, hand goes lower as melody descends). Select students to sing/play and repeat the activity.
- 3) **Product-**
Students will be able to identify repeated pitches, upwards and downwards movement, small and large intervals (steps and leaps), and melodic patterns in melody and define and demonstrate understanding through speaking, singing, body movements and/or playing instruments

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Appendix C

FORM

1) *Content-*

Form is the structure of a song or piece of music

2) *Example Activity-*

- Talk about how everything has a structure. A structure is how something is put together. A house has a roof, foundation, doors and windows and when you put them together it makes a house. A story has a beginning, middle, and ending. Talk about how songs and musical pieces have a structure and define as **Form**
- Lead the students in singing “Twinkle, Twinkle Little Star”. Have the words displayed on a chalkboard or sheets of poster board in three lines as follows:
 - Twinkle, twinkle little star how I wonder what you are
 - Up above the world so high, like a diamond in the sky
 - Twinkle, twinkle little star how I wonder what you are.

(For younger students have pictures to go along with each line)

Have the students label the first line as part A. Is the second line the same or different than part A? Have students determine that the second line is different than part A and should be labeled part B. Ask if the third line is the same as any of the other lines and have students determine that it is the same as part A. Identify ABA form

- Have students come up with hand motions for the A section, then the B section. Have students sing and perform corresponding hand motions on each section while you play “Twinkle, Twinkle Little Star”.

3) *Product-*

Students will be able to identify repetition and contrast in music, solo/chorus, verse/refrain, AB, and ABA song forms and define and demonstrate understanding through speaking, singing, body movements and/or playing instruments

DYNAMICS

1) *Content-*

Dynamics are the loudness or softness of music

2) *Example Activity-*

- Discuss loud and soft sounds. Have students give examples of things that are soft (kittens, whispering) and loud (explosion, lion roaring). Provide pictures of different things that are loud and soft and have students make their sounds. Talk about music as having loud and soft sounds and define as **Dynamics**.
- Have students make a list of things they can do that are soft (snap fingers, rub hands, quietly tap body parts) and loud (clapping, stomping feet, loud voices). Have students perform the things on their list as you conduct them to be soft and loud. Select students to conduct the group as well.
- Have students march around the room or in place while you sing/play a song of your choice. Tell them when you play softly they must tip-toe quietly and when you play loudly they must march strongly. Play suddenly softer and louder, then gradually softer and louder. Select students to lead the game by playing a drum/percussion instrument softly and loudly.

3) *Product-*

Students will be able to identify loud and soft, suddenly louder and softer, and gradually louder and softer and define and demonstrate understanding through speaking, singing, body movements and/or playing instruments

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Appendix C

TONE COLOR

1) *Content-*

Tone color (also known as Timbre) is the way something sounds. It is the characteristic that makes things sound different or the same

2) *Example Activity-*

- Discuss how things in the environment make different sounds. Can you tell the difference between a dog and a car by the way they sound? Make the sound of a car, now the sound of a dog. Are there different sounds in music? Does a piano sound different from a drum? Talk about how different objects/instruments make different sounds and define as **Tone Color** or **Timbre**
- Have students close their eyes and/or put their heads down. Tell them you are going to make two sounds and they are going to tell you if the object producing the sounds are the same or different. Use objects in the room, body percussion and/or instruments to play two sounds and have students identify. Repeat several times, alternating between same sounds and different sounds. Select students to lead the activity by making the sounds.
- Create a tone color orchestra with the class. Divide the students into four groups. Assign each group a body percussion sound (clapping, patting knees, stomping feet, snapping fingers, etc). Have the class keep a steady beat using the body percussion assigned to their group. Acting as conductor, point to each group and have them play by themselves. Now do combinations of groups. Select students to act as conductor. Repeat activity using different body percussion, objects from the room, and/or instruments to produce sounds. If feasible have the groups move on to performing rhythm patterns.

3) *Product-*

Students will be able to identify tone colors as same or different, describe their differences/similarities, and recognize different instruments by tone color and define and demonstrate understanding through speaking, singing, body movements and/or playing instruments

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Appendix D

Teaching Resources

Websites:

<http://www.lessonplanspage.com/Music.htm>

<http://teachers.net/lessonplans/subjects/music/>

http://www.teach-nology.com/teachers/lesson_plans/music/

<http://www.primaryresources.co.uk/music/music.htm#plans>

<http://www.eduref.org/cgi-bin/lessons.cgi/Arts/Music>