

Level: First

Lesson: RHYTHMS AND TEMPO Effort awareness

Equipment : Tambourine or drum.

Objectives:

1. Demonstrate with traveling movement, and movements in own space even and uneven rhythms.
2. Demonstrate changes in speed through traveling movements and movements in own space.
3. Create movement, based on the speed and tempo of the drum or tambourine.
4. Discuss the meaning of tempo or speed at which music moves.
5. Create a series of movements that show changes in speed and rhythm.
6. Within the movement in class, incorporate the seven basic locomotor moves.

Part 1: Warm up (10 Minutes)

Play Locomotor tag.

Part 2: Rhythms and Tempo

To begin, have children find a own space.

1. What does slow mean to you? (not active, not lively, no spirit) What things can you think of that move in a slow way? (turtles, snails, worms, caterpillar a , ) In your home, show me some slow movements with different body parts: using your hands, your feet; changing from one level to another; changing body bases. (For slow movements shake or scrape the tambourine slowly.) Can you tell me what things move fast? (jets, racing cars,.. ) In your home, show me some quick movements using different body parts. Swing arms quickly, slowly; open and close your hands quickly, slowly; stamp your feet quickly; slowly; steady!
2. Listen to the drum. (Play a fast, even beat [1-2-3-4]; a slow even beat; then a steady beat.) Can you hear the difference? Now listen to the beat, then "echo clap" with your hands. (You play the rhythm' dancers copy it by clapping.) Echo clap using different body parts (feet, knees, elbows, head, hips, arms, etc.) Repeat several times.
3. Listen to the slow even rhythm of my drum. Show me how you can walk to this rhythm (16 counts). Walk to my fast even rhythm; steady, even rhythm. Now listen to the quick, light beats of the tambourine. Run in general space, keeping in time to this even rhythm. (Repeat using jumping and hopping movements.)
4. Listen to the uneven rhythm of my drum. Show me how you can skip to the beat (eight slow counts); now skip to the quick, uneven rhythm (eight counts); then skip to the steady rhythm. (repeat using galloping, side-stepping.)
5. Listen carefully to the drum beats-show me how you would move. Change from even to uneven rhythms, using steady beats. (Can children react correctly to the changes in rhythms?)

Part 3: Creative Rhythm and Tempos

Slow/Fast Dance: Create a dance that has a slow beginning, a steady middle part, and a fast ending, using different locomotor movements. You will have to demonstrate the drum tempos for each of the parts, pointing out the changes for each of the 8 beats. Practice each part, one at a time. Be sure each student knows the locomotor move they will use for each part of the dance and then put all three parts of the dance together. (Example: Run forward for eight beats; skip in a circle for eight steady beats; slowly walk backwards for eight beats.) You may wish to change the slow and fast parts of your dance. Practice; then we will watch your dance.

This would be a great ending activity, if you have time after your dance.

The Toy Shop: Have you ever wondered what toys do when they come alive? Today we are going to visit a toy shop where the toys are alive! Everyone, up on your feet! Open the door.

- C See the rag dolls dance. Their arms hang, legs bend and wobble, and heads bob (slow uneven beats on drum).
- C The Soldiers march right, left, right, left, swinging arms high at their sides (steady even beats).
- C Ballerina Dolls or Karate Kids side-step over the floor, twirling, swishing, kicking (quick uneven beats).
- C Jack-in-the-Box laughs and sways, then jumps up high, squats down low, jumps up high (strong even beats).
- C Over in the corner, we see Little Train chugging across the floor. Be the train as it moves along, slowly at first, then gathers speed (uneven slow-quick beats).
- C In another corner, red and blue Balls are doing a "bouncing dance." Bounce low, bounce high, roll and bounce (slow-quick even beats).
- C Spinning Tops are the last toys we see. Sit on the floor and spin yourself around and around (quick even beats).
- C Close the door quietly; it's time to go. Tip-toe slowly back to the listening circle. Shhh. . . (light even beats).