**Standard Information:** Justine Simons. 2nd Grade. MSU-Billings. Instrument Unit.

**Descriptive Title:** You Used What For a Musical Instrument?!

**Lesson Description:** Students will be using everyday classroom objects to make beats and music.

**Objectives:** The students will (TSW):

1. Work cooperatively as evidenced by creating beats using unconventional objects from the physical education setting.
2. Experiment with tempo as evidenced by using the unconventional objects provided.

**Concept(s) and/or Key Words and Definition(s):**

* Beat- ongoing pulse
* Tempo- speed of musical composition
* Syncopation-placing of accent on weak beat

**Students’ Background Knowledge:** Students will have already gone over the basic principles of beat and tempo. Students will have listened to various pieces of music with different instruments.

**Materials and Teaching Aids:**

* Jump Ropes
* Various Playground Balls
* Hockey Sticks
* Any other materials that can be used for a beat
* Computer
* YouTube, *Stomp* video
* Open Space (Gym)

**Classroom Management Suggestions:** Group students into groups of 4 or 5 depending on the class size. Each group should have all of the same objects (for example, one group will have all balls, one may use jump ropes, etc.). The teachers should show the video prior to going to the P.E. room.

**Assessment:** Students will be assessed on how well they cooperate with other group members. They will be assessed informally on whether or not they can create various beats. Tempo will also be assessed informally on whether or not they speed up or slow down while participating in the activity. The following will go in the grade book:

+ Student participated fully in activity

* Student did not participate in activity

**Standards:**

Billings Curricula Guide- Grade 2-

Music:

7. Tempo-the Speed of music.

8. Expressive musical performance.

10. Attentive listening skills.

11. Classroom Instruments.

Health Enhancement:

1. Personal Care/ Fitness

Montana State Standards-

Music:

1. Students create, perform/exhibit, and respond in the Arts.

2. Students apply and describe the concepts, structures, and processes in the Arts.

5. Students understand the role of the Arts in society, diverse cultures, and historical periods.

6. Students make connections among the Arts, other subject areas, life, and work.

Health Enhancement:

2. Students demonstrate competency in a variety of movement forms.

3. Students apply movement concepts and principles while learning and

developing motor skills.

6. Students demonstrate interpersonal communication skills to enhance

health.

National Standards-

Music:

2. Performing on instruments, alone and with others, a varied repertoire of music.   
3. Improvising melodies, variations, and accompaniments.   
4. Composing and arranging music within specified guidelines.

8. Understanding relationships between music, the other arts, and disciplines outside the arts.

Health Enhancement:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

3. Participates regularly in physical activity.

5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Links outside this lesson:** Students will find that they can create rhythms and beats everywhere using unconventional instruments.

**Accommodation for Diversity:**

For Maria, the directions will be written and spoken clearly and in a concise manner.

For Shanai, the teacher will tell her the day before what the class will be doing for the lesson that will be taught the next day. Shanai will have the opportunity to practice at home before coming to school and performing the tasks.

For Darrell, the teacher may go over beat and tempo again with the class so he remembers what the class is covering.

Alex will not be given any objects that will require him to use his feet or legs. Students may also sit on the floor or in chairs to be at the same level as Alex.

**Teaching Model:** Multiple Intelligence

Objectives-

TSW work cooperatively as evidenced by creating beats using unconventional objects from the physical education setting.

TSW experiment with tempo as evidenced by using the unconventional objects provided.

Anticipated Learner Outcomes-

Environmental Consideration: Students will watch the video in the regular classroom. Students will then move to the gymnasium to complete the activities.

Learning Activities-

Musical: Students will use unconventional P.E. objects to create beats and change the rhythm

Visual/Spatial: Students will watch a video on YouTube

Bodily/Kinesthetic: Using the unconventional P.E. objects, students will find ways to make the objects have sounds by moving their body in various ways.

Lesson/Unit Sequence-

Students will begin watching the video on *Stomp* in the classroom. Once the video is done, students will move to the gymnasium and all students will be given the same object to use rhythmically at the beginning. The teacher will first demonstrate what they want the students to do, then the students will follow suit, then the students will do it on their own. Once different beats and rhythms have been established, students will be broken into various groups of four or five and the groups will each be given a different object to use to create the beats. Students will be given ample time to create their own beat routine as they saw in the YouTube video clip, then show the rest of the class what they have come up with. At the end of the lesson, students will be reminded of what they talked about and did for the lesson. They will then be told that they will be going to a Powwow and experiencing Native American instruments first hand.

Assessment Procedures-

Students will be assessed on how well they cooperate with other group members. They will be assessed informally on whether or not they can create various beats. Tempo will also be assessed informally on whether or not they speed up or slow down while participating in the activity. The following will go in the grade book:

+ Student participated fully in activity

* Student did not participate in activity

Materials/Resources Needed-

* Jump Ropes
* Various Playground Balls
* Hockey Sticks
* Any other materials that can be used for a beat
* Computer
* YouTube, *Stomp* video
* Open Space (Gym)

**Attachments:** N/A