

teaching song, movement  
drum track


Keep the Beat  
Canada 2010  
Lesley J Clare

Keep the beat on your feet, B E A T

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Keep the rhythm with the words, R H Y T H M,

R H Y T H M, R H Y T H M



Teddy Bear  
beat 2 claps

Keep the beat  
on your feet,  
B E A T!



walk



Teddy Bear  
rhythm 3 claps

Keep the rhythm  
with the words,  
R H Y T H M!



clap the words

# Music & Movement/Dance with "Keep the Beat"

1 Review/relearn the mnemonic for beat.

**You have 1** (point to nose, let children fill in word) **to smell. 2** (eyes) **to see. 10** (toes) **to wiggle. Inside your head to think is a** (brain). **And in here** (lay hand over heart) **is a heart to beat.**

**"Songs don't have noses or toes, but they do have a heart, and it beats very much like your heart beats, a nice steady beat or pulse.**



Being able to keep and feel the beat is a basic in social dancing. The easiest way to "learn" the feel of a beat is to attempt to keep it while in the company of other people who are keeping it. The pulse that goes through a group is contagious.

2 "When I say 'Go' stand up and be ready to echo what I say and what I do. Any questions? GO!"

3 **1st Time** Walk in place on the beat while saying each line --- leaving space for students to echo words and movement.

**2nd Time** Repeat using a loud (forte) voice.

**3rd Time** Repeat using a soft (piano) voice.

From the 3rd time on, vary the beat action but always use the feet in some way, e.g. tap one toe, hop, heel-toe, etc.

**4th Time** Repeat using a faster tempo.

**5th Time** Repeat using a slower tempo.

**Beat Section**

**A** **1 2 3 4**

**B** **Keep the beat on your feet**

**C** **B E A T**

4 **1st Time** Clap the words as you say each line -- leaving space for students to echo words and clapping.

**2nd Time** Repeat using a loud (forte) voice.

**3rd Time** Repeat using a soft (piano) voice.

**4th Time** Repeat using a faster tempo.

**5th Time** Repeat using a slower tempo.

**Rhythm Section**

**D** **Keep the rhythm with the words**

**E** **R H Y T H M**

**F** **R H Y T H M**

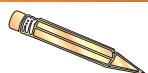
**G** **R H Y T H M**

5 Use the "Keep the Beat" movement track. Students walk freely to the beat while saying the "beat" section. Students stand in place and clap while saying the "rhythm" section.



If your class needs some help maintaining a modicum of order, try this activity using "Follow the Leader" instead of free movement. Three or four separate lines following different leaders is fun. During the "Rhythm" section, the leader goes to the end of the line and a new leader takes over.

## New Repertoire



**Gung Hay Fat Choy  
Keep the Beat**

## Enjoy the Repertoire

**Student Choice of Song or Dance**

SO SO



Keep the beat on your feet



B E A T



Keep the rhythm with the words



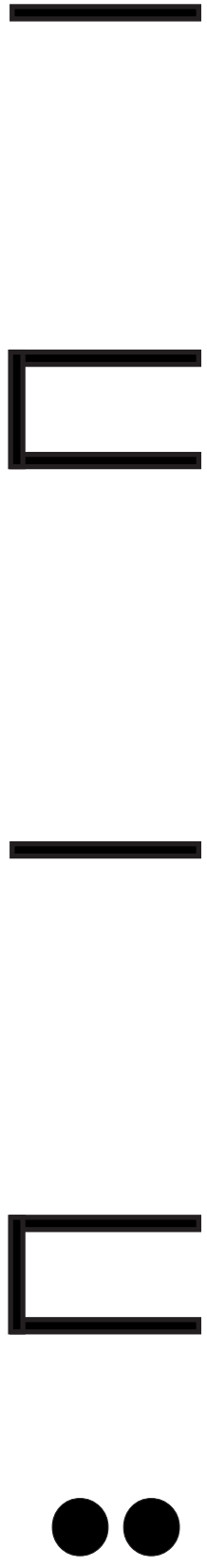
R H Y T H M



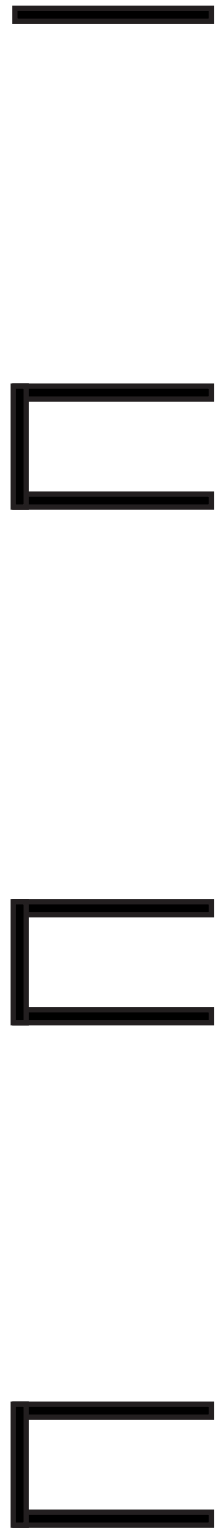
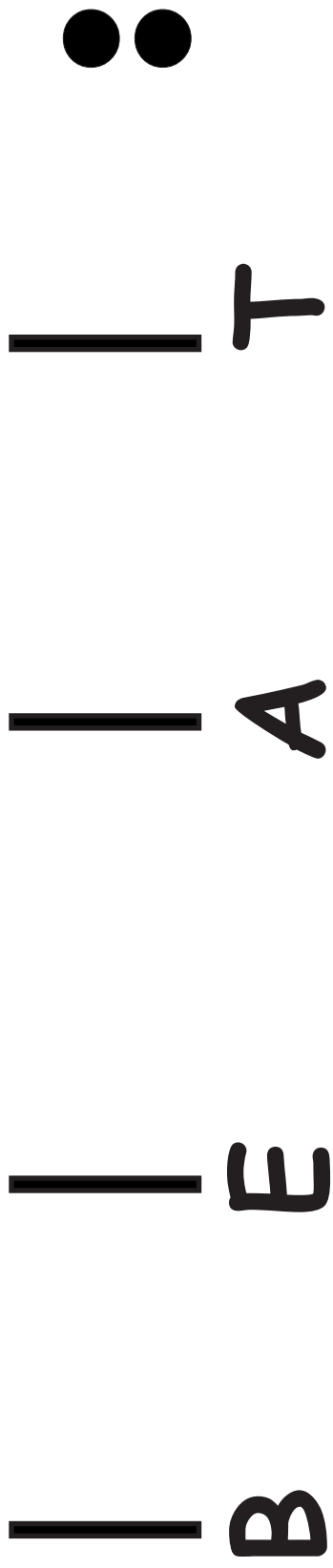
R H Y T H M



R H Y T H M

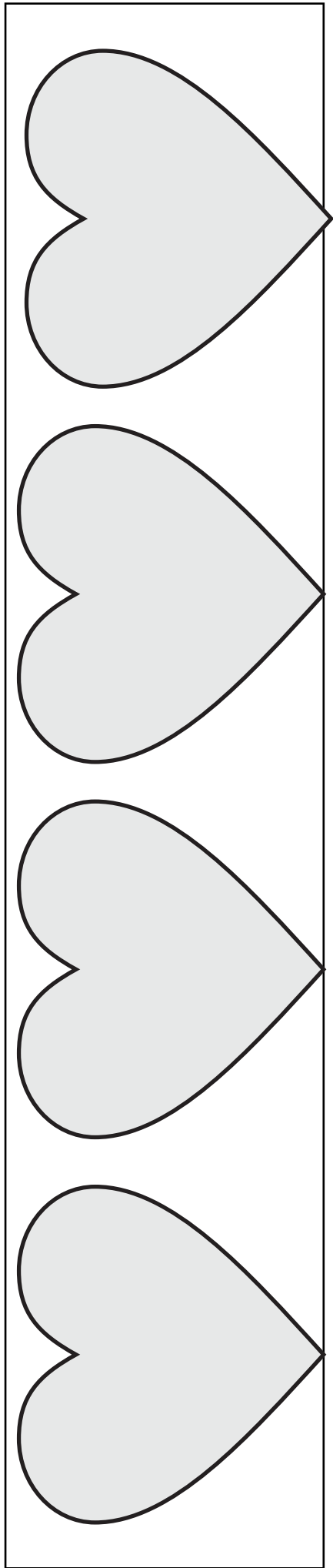
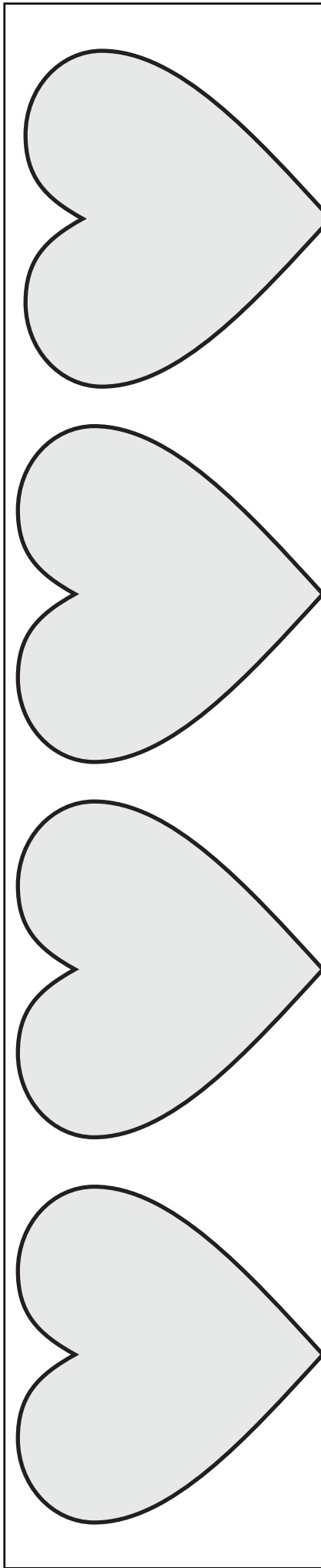
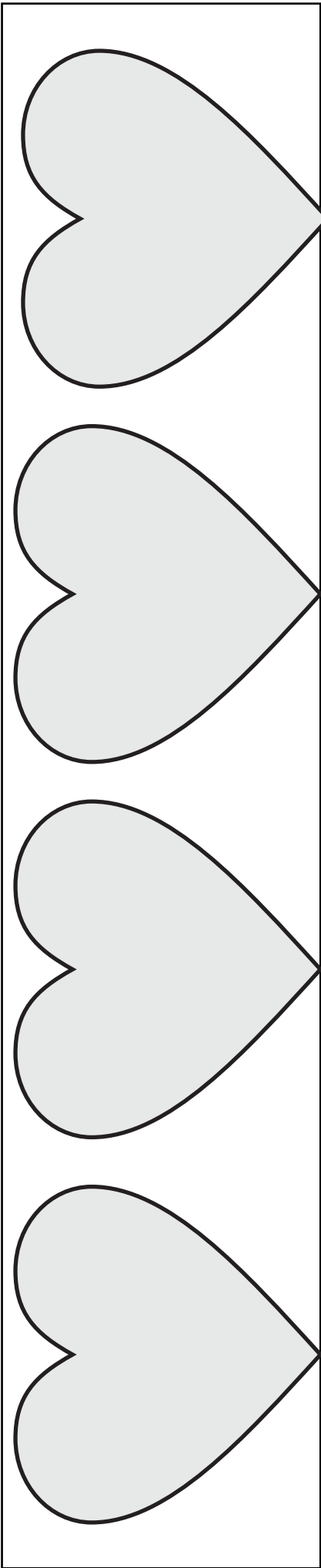


Keep the beat on your feet



Keep the rhythm with the words





# Music & Movement/Dance with "Keep the Beat"

Memory is triggered in many ways --the most common being seeing, touching, smelling or hearing something. An action/movement may also trigger memory. Actions in songs help in remembering words. The simple chant below ---done with words and movements, repeated many times has the potential to become a mnemonic for discerning beat from rhythm. Note: This page repeats what was first done in Lesson 16a.

**1** Review/relearn the mnemonic for beat.

**You have 1** (point to nose, let children fill in word) **to smell. 2** (eyes) **to see. 10** (toes) **to wiggle. Inside your head to think is a** (brain). **And in here** (lay hand over heart) **is a heart to beat.**

**"Songs don't have noses or toes, but they do have a heart, and it beats very much like your heart beats, a nice steady beat or pulse.**

most songs have one



steady

keeps going through whole song

Being able to keep and feel the beat is a basic in social dancing. The easiest way to "learn" the feel of a beat is to attempt to keep it while in the company of other people who are keeping it. The pulse that goes through a group is contagious.

**2** "When I say 'Go' stand up and be ready to echo what I say and what I do. Any questions? GO!"

**3** **1st Time** Walk in place on the beat while saying each line --- leaving space for students to echo words and movement.

**2nd Time** Repeat using a loud (forte) voice.

**3rd Time** Repeat using a soft (piano) voice.

From the 3rd time on, vary the beat action but always use the feet in some way, e.g. tap one toe, hop, heel-toe, etc.

**4th Time** Repeat using a faster tempo.

**5th Time** Repeat using a slower tempo.

## Beat Section



**4** **1st Time** Clap the words as you say each line -- leaving space for students to echo words and clapping.

**2nd Time** Repeat using a loud (forte) voice.

**3rd Time** Repeat using a soft (piano) voice.

**4th Time** Repeat using a faster tempo.

**5th Time** Repeat using a slower tempo.

## Rhythm Section



**5** Use the "Keep the Beat" movement track. Students walk freely to the beat while saying the "beat" section. Students stand in place and clap while saying the "rhythm" section.



If your class needs some help maintaining a modicum of order, try this activity using "Follow the Leader" instead of free movement. Three or four separate lines following different leaders is fun. During the "Rhythm" section, the leader goes to the end of the line and a new leader takes over.

# Relearn the Mnemonic "Keep the Beat"

1 Review/relearn the mnemonic for beat.

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**"Songs don't have noses or toes, but they do have a heart, and it beats very much like your heart beats, a nice steady beat or pulse.**



Being able to keep and feel the beat is a basic in social dancing. The easiest way to "learn" the feel of a beat is to attempt to keep it while in the company of other people who are keeping it. The pulse that goes through a group is contagious.

2 "When I say 'Go' stand up and be ready to echo what I say and what I do. Any questions? GO!"

- 3 **1st Time** Walk in place on the beat while saying each line --- leaving space for students to echo words and movement.
- 2nd Time** Repeat using a **loud (forte) voice.**
- 3rd Time** Repeat using a **soft (piano) voice.**  
From the 3rd time on, vary the beat action but always use the feet in some way, e.g. tap one toe, hop, heel-toe, etc.
- 4th Time** Repeat using a **faster tempo.**
- 5th Time** Repeat using a **slower tempo.**

**Beat Section**

**A**

**B** Keep the beat on your feet

**C**

- 4 **1st Time** Clap the words as you say each line -- leaving space for students to echo words and clapping.
- 2nd Time** Repeat using a **loud (forte) voice.**
- 3rd Time** Repeat using a **soft (piano) voice.**
- 4th Time** Repeat using a **faster tempo.**
- 5th Time** Repeat using a **slower tempo.**

**Rhythm Section**

**D** Keep the rhythm with the words

**E** R H Y T H M

**F** R H Y T H M

**G** R H Y T H M

5 Use the "Keep the Beat" movement track. Students walk freely to the beat while saying the "beat" section. Students stand in place and clap while saying the "rhythm" section.



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