

Beat

Beat

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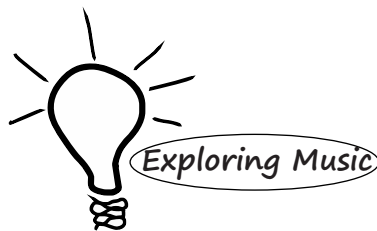
Misc. Activities

- Page 30 Echo Rhythms While Walking the Beat
Walking Beats With ABC Drills

Beat is the steady pulse of a song ---think of a heart beat (in utero, a fetus lives alongside its mother's heartbeat), or the movement of window wipers, or the tick of a clock (when clocks had ticks) or feet marching. Babies and toddlers who experience being rocked are learning beat. As young children, they will be developmentally ready to quickly learn naming "beat" as an experience. As with all developmental tasks, readiness will vary from child to child according to both their physical growth(genetics and nurture) and their upbringing(socialization and nurture). Giving students exposure to "beat" experiences that include body movement will usually, eventually lead to success in being able to "keep the beat".

Beat

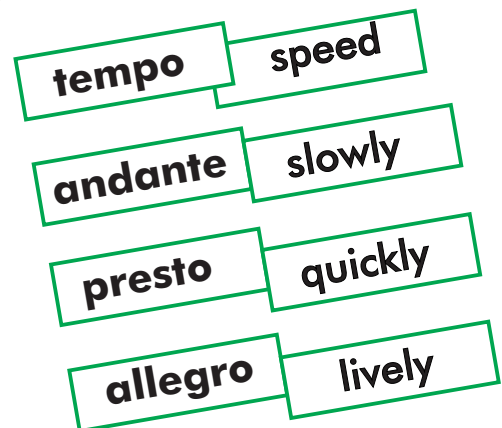
*Music and Dance
are
intricately
intertwined.*



Beat and Tempo

In a car, speed is measured by km per hour.

In music, speed is measured by beats per minute.
120 is a usual walking pace, and a comfortable tempo to sing.



Language learning is easier when we are young. Using the Italian musical terms will enrich student vocabulary. Begin by using one word for "fast," one for "slow," and one for in the middle.

Beat is a steady pulse
---like water dripping, or a clock ticking.

Rhythm has a constantly changing profile
---like a child just learning to skip.

Bananas come in bunches. Beats come in groups called either bars or measures. The first beat in every bar is a little stronger. If you are using hearts to represent beats, show the stronger beat by using a different colour.

Beats come in groups.
the first beat in every group is
“a little longer and stronger.”
A group of beats in written music is called a measure or bar.

Music and Movement

*finding and keeping the beat

Music class isn't always about new songs --sometimes its about enjoying and building on familiar and favourite songs. CanDo Curriculum intentionally includes songs from earlier years, as well as a full repertoire of new songs in lesson plans. These songs are identified with the grade in which they are taught. Ideas for teaching these songs may be found in CanDo 1 and 2.

Using well known songs lets student focus be on music elements rather than coping with a new song and new ideas at the same time. *Head and Shoulders* has a strong beat and built-in actions.

most songs have one



steady

keeps going
through whole song

Head and Shoulders
Mama Don't 'Low
The Bear Went Over the Mountain
The Grand Old Duke of York

CanDo 1

Every lesson in CanDo 1 has opportunities to “find and keep” the beat --too many to reprint here. Explore the movement, instrument playing and rhythm learning activities for ideas. I have found the most effective “beat” learning activities involve walking, stomping or otherwise moving to the beat of any song.

Expectation

It is expected that most students will be able to find and keep the beat (with movement or while playing instruments) to songs they sing. Students in Grade 3 who have difficulty keeping the beat will need individual attention.

Relearn the Mnemonic "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

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.



CanDo 2

Assessment Tip: Keep a class list handy. The hope is that students will be able to keep a beat while clapping or walking to a song (Gr. 1 learning), however ... track on the class list when students are able to

1. keep a beat while walking to a song with others
2. keep a beat while playing an instrument with others
3. keep a beat while playing an instrument alone.

Learning Music Concepts Re-Learning "Beat" with Movement

1 "Our actions were keeping a beat, we were moving in a steady pattern. Musical instruments can keep a beat. Listen to the hand drum keep a beat. (Play a steady beat on a hand drum. If no drum is available, improvise ---use a closed marker to strike a book, or better, something hollow like an empty water bottle.)

"Good listening. This time, listen until I say the word "Go!" Then clap your hands with the beat on the drum/bottle. When the drum beat stops, then you stop also. Ready, listen ..." (Play 4 steady beats, then ...) "Go!" (Let students enjoy clapping for a bit, then stop.)

"Excellent. Stand up. Listen for the drum beat. When I say, "Go!" move your feet with the drum beat. Watch so you know when to stop." (Play 4 steady drum beats, then ...) "Go!" (Move your feet to walk in place with students. Just after the last time you play the drum, say "Stop!" and stop.)

"What word did I use at the end as a signal?" (stop)



Music is beat/rhythm and pitch. Being able to "keep the beat" is a developmental activity and a music basic. Some children will be able to hear and keep the beat, maintaining this while playing instruments or singing. However, there will be children in your class who have difficulty hearing and keeping a beat. As you do these beginning lessons, keep an eye out for students who are struggling with clapping or walking on a beat. Make a note on your class list. If these students are still struggling with this skill in January, then that is the time to offer extra help.

2 "The drum has a beat. Where do people have a beat?" (heart, pulse)
 "Yes. Songs have a heart also, songs have a beat. I'm going to play a song. Listen for the song's heart-beat. When I say "Go!" Touch your knees to the song's heart-beat. Remember to listen for the stopping signal. When the music is silent or you hear the word "Stop!" --freeze in your place! Ready, listen ... (The mp3 "Beat Songs" has 30second segments of several songs with a 10second silence between songs. Try this activity with the first song, then "pause" the recording.)

Key Words/Signals

Stop

Go

3 "Excellent. Let's try it again, but this time, instead of patting your knees to the beat, try walking to the beat. You may move carefully around the classroom. Remember to wait for the word "Go!" before you start walking. Ready, listen ... (Practise with the rest of the "Beat Song" track. When students have "frozen" in place for the last time, play a steady beat on the hand drum using the start/stop signals for walking back to the gathering area.)

Listen

Freeze

Key C, first note: G(so), **Head and Shoulders**
 a cappella count-in: 1,2,3,4,Head...

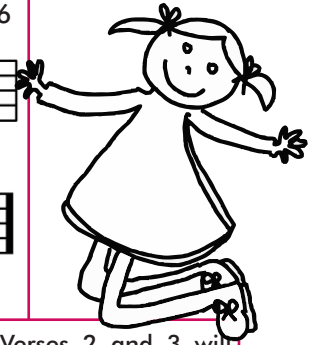
arr: LJ Clare
 1996



Head and shoul-ders, knees and toes, knees and toes, knees and toes,

Head and shoul-ders, knees and toes, eyes, ears, mouth and nose.

2. **Head and shoulders, elbows, hips, elbows, hips, elbows, hips, Head and shoulders, elbows, hips, eyes, ears, skin and lips.**
3. **Head and shoulders, tums and bums, tums and bums, tums and bums, Head and shoulders, tums and bums, bellybutton, fingers and thumbs.**



Verses 2 and 3 will probably be "new" to your students. Be prepared for giggles on the "tums and bums!"

Thanks go to Val Reiser who introduced me to the delightful "tums and bums" variant which she learned as a child. If you're feeling creative, you may want to try making up a verse using "shin/chin/skin" or "wrist/fist".

Music and Movement

*finding and keeping the beat

- 1 **"Time to try following the conductor while on our feet. Stand up. Ready. Head and shoulders ..."** I simply launch into singing and doing the song (touch each body part as it is named), usually students quickly join in.
- 2 **"Good singing. Can you do the actions and singing while you step to the beat with your feet? Let's try. One, two, three, four** (step as you count then begin singing --a little practice ahead of time will make this easier to lead), **head and shoulders ..."**
- 3 **"Good work. Every song has a beat. Even the one where Mama don't 'low no singing 'round here! Listen to the recording, when you find the beat, don't wait for me, just start stepping to it."** (Play the recording through until the end of the first verse, after a few students begin stepping the beat, then join with them to help the stragglers.)
- 4 **"Here's another song with a good walking beat. If you remember it from last year, sing along. But even if its new to you, listen for the beat and walk with it.** (Play words and music to *The Bear Went Over the Mountain* long enough to get everyone on the beat.)
- 5 **"Excellent beat keeping. One last try today. Listen and step to the beat when you feel it."** (Play music only to *The Grand Old Duke of York*.)

Rhythm and beat are felt in the body and expressed in movement. Time to get students up on their feet -- both to get the wiggles out and because its an integral part of learning music!



Head and Shoulders (gr.1)



Mama Don't 'Low (gr. 3)



The Bear Went Over the Mountain (gr. 2)



The Grand Old Duke (gr. 2)

Music is beat/rhythm and pitch. Being able to "keep the beat" is a developmental activity and a music basic. By Grade 3, most students will be able to hear and keep the beat, maintaining this while playing instruments or singing. As you do these beginning lessons, keep an eye out for students who are struggling with clapping or walking on a beat. If there are students who cannot clap or walk to the beat, continue to offer many opportunities for the whole class to move with the beat. Students will learn to "catch" the beat by mimicing the movements of others.

If I sign my signature, it's supposed to say to readers, "This is me."
Music has two signatures.

The Key Signature says, "This is how you find doh."

The Time Signature says, "This is how my beats are grouped."

Time Signatures

Bananas come in bunches ----music beats come in groups. In music, a group of beats is called a bar or measure. The number of beats in a bar (group) usually stays the same through the whole piece of music.

Time Signatures are the numbers found on the top staff lines in a piece of music, immediately after the treble clef.



The number on the top tells how many beats are in a bar/measure.

The number on the bottom points to the kind of note that gets one beat --here it is a quarter note ($\frac{1}{4}$ note)

In Math this is called "four-fourths".
In Music this is called "four four time".



"Four four time" may also be written with a large "C" which stands for "common time" since "four four time" feels like a walking pattern and is the most common, the most used time signature.

time signature

Key C, first note: G(sol),
a cappella count-in: 1,2,3,4,Head...

Head and Shoulders

arr: LJ Clare
1996

Head and shoul-ders, knees and toes, knees and toes, knees and toes,
Head and shoul-ders, knees and toes, eyes, ears, mouth and nose.

Teaching focus in primary grades is usually on the time signatures seen below, HOWEVER, songs from other time signatures are often sung for fun e.g. 6/8 is the time for most nursery rhymes.

Grades 1 and 2

$\frac{4}{4}$	4 beats in every bar 1/4 note gets a beat	
$\frac{2}{4}$	2 beats in every bar 1/4 note gets a beat	

Grade 3 formally introduces 3/4 time

$\frac{3}{4}$	3 beats in every bar 1/4 note gets a beat	
---------------	--	--

Ways to Remember

2 beats in a bar	is the feeling of marching
3 beats in a bar	is a waltz
4 beats in a bar	is walking (the most common group)
5 beats in a bar	is very unusual in Western music
6 beats in a bar	feels like saying most traditional nursery rhymes

"a little bit longer and a little bit stronger" WHAT?

It's strange but, musicians know that every beat in a bar is of equal value even though the first beat in every bar is a little bit longer and a little bit stronger (bit of an oxymoron eh?).

In music, the first beat of every bar is accented or "stronger." "3, 4, time is counted **ONE** two three **ONE** two three ---it has the feel of a waltz. ONE two three ONE two three is also a common dance step known as "skip change of step" done in Scottish Country Dancing and many other folk dances. It is also felt as a skater's gliding step ---GLIDE two three GLIDE two three, often called the skater's waltz.

Naming a Time Pattern (2/4 "march")

with **New Song**: The Grand Old Duke of York

1 Play a little of one of the lullabies students know. Ask: **What genre/kind of music is this?** (lullaby) **Excellent. Why are lullabies written?** (*to calm/quiet babies helping them sleep .

Play a little of "Holi Ho". Ask: **Does this music help you feel sleepy?** (No.) **What does it make your body feel like doing? (dance, celebrate)**

Play a bit of the 'music only' version of The Grand Old Duke of York. (If there is space, ask students to stand and try out movement as the music plays.) Ask: **What kind of movement is this music playing?**

2 Ask for ideas about the kind of movement the music is asking for. Explore what in the music led to this idea ---e.g. the tempo, the instruments being played (drums). **"Good ideas. This kind of music is called a march. It has a really strong LEFT right LEFT right pattern in it.** (Help students identify their "lefts" e.g. the foot/hand closest to the window.) **Try it with me** (decide if students are going to march with hands on knees, or actually stand and move around the room), **Ready and LEFT right LEFT right ...** (Mirror the strong beat with your voice.)

3 Gather students together and introduce them to the Duke of York.

This Duke of York was probably the second son of King George III (1738-1820). In the Napoleonic Wars, Frederick, Duke of York was infamous for his unsuccessful campaign up and down the hill in the town of Cassel, Belgium.

"Before countries had prime ministers and presidents, some of them had Kings and Queens. When the Kings and Queens. In England, the King or Queen was in charge of everything. That's a huge job --so they picked/appointed special people to help lead the army and called them Dukes. The music we heard is from a song about a real Duke --the Duke of York from a long time ago. The song says that the Duke did four different things while the army was marching. Listen and try to remember all four. March with the Duke using your hands on your knees (model) as you listen."

**the rest of the lesson is found in
CanDo 2 Lesson 24**

Review Beat/Metre Basics

Instead of teaching students to sing "Los Pollitos", use the mp4s to review "beat". Students will learn to sing the song through assimilation (repeated exposure to music).

1 "Two basics for music --rhythm and ??? (beat). **What can you tell me about beat?** (explore student ideas which may, or may not include concepts to be reviewed).

2 "Check in this video for ideas about "beat". **Are there any that we didn't just talk about?**



Play Video
mp4

Los Pollitos
Beat Keeping Review

Help students name the concepts from the video.



Play Video
mp4

Los Pollitos
Beat Game

beat

- *music's basic time unit
- *usually maintains the same pulse throughout a song
- *tempo describes the speed of beat
- *metre describes the frequency of accents in beat
- *heart beats keep people alive
- music beats keep music alive

staff lines
bar lines
beat is steady
every bar has the same # of beats
Why are some beat(hearts) darker?
beat counting – keeping track

Revisit for Purpose:: The Grand Old Duke of York metre 2/2 time

It can be difficult to discern the difference between 4/4 time (walking) and 2/2 time(marching). Focus on attaching the idea of 2/2 time to an "army-type" march.

1 Play a little of one of the lullabies students know. **Ask: What genre/kind of music is this?** (lullaby) **Excellent. Why are lullabies written?** (*to calm/quiet babies helping them sleep .



Play Instrumental Music

Play a little of "Holi Ho". **Ask: Does this music help you feel sleepy?** (No.) **What does it make your body feel like doing?** (dance, celebrate)

Play a bit of the 'music only' version of The Grand Old Duke of York. (If there is space, ask students to stand and try out movement as the music plays.) **Ask: What kind of movement is this music playing?**

1

lullaby (Fais Do Do)

2

Holi Ho

3

The Grand Old Duke of York

2 Ask for ideas about the kind of movement the music is asking for. Explore what in the music led to this idea ---e.g. the tempo, the instruments being played (drums). **"Good ideas. This kind of music is called a march. It has a really strong LEFT right LEFT right pattern in it.** (Help students identify their "lefts" e.g. the foot/hand closest to the window.) **Try it with me** (decide if students are going to march with hands on knees, or actually stand and move around the room), **Ready and LEFT right LEFT right ...** (Mirror the strong beat with your voice.)

Starlight 'n Wishes

Key D, first note D (high do)
a cappella count in: 1 2 3 If...

nursery rhyme
adapted: LJ Clare
Canada 2004

Andante

A

Teacher Information Duration — Metre

Near the beginning of every song, on the staff lines are two numbers, one above the other. The number on top tells how many beats are in every bar/measure. A bar includes all the notes in between the lines that divide the staff into segments.

In the song above, the numbers are $\frac{3}{4}$ 3 beats in every bar
They are said "3, 4, metre"
and they are called the **time signature**. $\frac{1}{4}$ note gets a beat
"ta" gets a beat

In music, the first beat of every bar is accented or "stronger." "3, 4, time is counted **ONE** two three **ONE** two three ---it has the feel of a waltz. **ONE** two three **ONE** two three is also a common dance step known as "skip change of step" done in Scottish Country Dancing and many other folk dances. It is also felt as a skater's gliding step ---GLIDE two three GLIDE two three, often called the skater's waltz.

In Grade 3, students will be exploring metre through movement, listening, singing, playing and written work.

A beginning metre is usually 4/4 ---a walking metre.
The next metre is often 2/4 ---a march.
And now we move into dancing 3/4 --a waltz or polka.

$\frac{4}{4}$ 4 beats in every bar
1/4 note gets a beat



$\frac{2}{4}$ 2 beats in every bar
1/4 note gets a beat



$\frac{3}{4}$ 3 beats in every bar
1/4 note gets a beat



B

If you want a wish to come true,
Wish-ing 'n work-ing is what you need do.
Wish - ing keeps you spar - kl - ing bright,
Work - ing keeps you aimed at the light.

New Song: Starlight and Wishes

$\frac{3}{4}$ time signature
said: three, four

- 1 Display the music ---either by enlarging the pdf, or projecting the digital copy.

Begin by asking students to name information they can see on the printed music.

*title, genre, date adapted(what adapted means)

*key of song, beginning note

*song theme(words)

- 2 Draw student attention to the $\frac{3}{4}$ time signature. **"In this song every bar/measure has 3 beats/hearts. The number on top tells the number of beats in a bar.**

If the time signature was $\frac{4}{4}$... how many beats in a bar? (four)

If the time signature was $\frac{2}{4}$... how many beats in a bar? (two)

If the time signature was $\frac{6}{8}$... how many beats in a bar? (six)

- 3 **"When there are 3 beats in a bar, the first beat is a little bit longer, and a little bit stronger, like this ... (clap your hands loudly as you say "One", pat knee lightly as you say "Two" and "Three".**

"Listen to me once then join in." (continue pattern 3 or 4 times)

"Well done. Try it as the song plays. (use the mp3 or mp4 --once through the song)

- 4 **"People often dance to $\frac{3}{4}$ music, like this: (show SIDE, step step SIDE, step step) Move your hands and arms to show the way I'm moving. Excellent. Now, quick on your feet and let's try body movement. Ready, let's move SIDE step step, SIDE step step. Good work, now with the music. Listen for the introduction and start moving with the words. When the music stop, sit down"**

- 5 Students have now heard the song twice. Challenge them to sing/read the words as use their arms to show the ONE two three ... both arms one direction, then tap knees twice; both arms other direction, then tap knees twice.

- 6 **"Lovely. What is the time signature in this song?" $\frac{3}{4}$**

Music & Movement / Dance Metre Moving

1. "Stand up. Wiggle your knees a bit. Now stretch up high, touch your toes, up straight again and eyes front."
2. "I'm going to play 3 4 metre on the hand drum. When I say "Go", step with the hand drum. When the drum stops, freeze."

Play ONE 2 3 ONE 2 3. Make sure the ONE is considerably louder/stronger than the 2 3. Say "Go." Stop drum after 4 or 5 patterns.

3. "Excellent stepping. I noticed how some people (if possible name a student) were showing the metre in the way they stepped. The step on ONE was louder or deeper. Listen as I play it again. (ONE 2 3 ONE 2 3) Show how the ONE is stronger when I say "Go." (Do several patterns, signal "Go", stop after 4 or 5 patterns.)
4. "There's a special dance that goes with the 3 4 metre. It's called a waltz, and this is what it looks like. (Do a few waltz steps by yourself, include a turn. Waltzing is simply stepping ONE 2 3 and traveling while stepping instead of staying in place.) Listen for the drum beat and the "Go" signal, then try a little bit of waltzing. Listen. (Play the pattern, give the signal to "Go", stop after 10-12 patterns.)

"Good dancing! What was that dance called? And what metre does it go with?"

5. "Waltzing is a wonderful, floating kind of dance. Watch here." If you're able, show the video of people waltzing once, then show it again and invite students to waltz --without partners for now. There is a short piece of waltz music in the recordings if you're not able to use the video.



mp3 or mp4 of waltzing

Music & Movement / Dance Moving to Metre in Music 3/4

Moving to a Time Signature of 3/4 (said 3 4)

- 1 Show word cards for "metre" and "time signature".
"Where do musicians find the metre or time signature in written music?"
 (numbers on staff lines at the beginning of the music)
What does the number on top tell us? (number of beats in a bar)
When listening to music, what is different about the first beat in every bar?
 (a little bit longer and a little bit stronger)
Good remembering."

time signature
metre

- 2 "Stand up. Wiggle your knees a bit. Now stretch up high, touch your toes, up straight again and eyes front."

- 3 "I'm going to play 3 4 metre on the hand drum. When I say "Go", step with the hand drum. When the drum stops, freeze."

Play ONE 2 3 ONE 2 3. Make sure the ONE is considerably louder/stronger than the 2 3. Say "Go." Stop drum after 4 or 5 patterns.

"Excellent stepping. I noticed how some people (if possible name a student) were showing the metre in the way they stepped. The step on ONE was louder or deeper. Listen as I play it again. (ONE 2 3 ONE 2 3) Show how the ONE is stronger when I say "Go." (Do several patterns, signal "Go", stop after 4 or 5 patterns.)

waltz
skate
polka

- 4 "Another way to feel the metre is to stand still and let your body move with the beat. Then when you hear or feel the "little bit stronger-longer" move one hand out. Ready to try? Feet still, and just listen at first. (play the ONE 2 3 pattern several times) Let your body, your shoulders sway with the beat. (keep playing the pattern) Now when you feel or hear the "stronger - longer" let your hand punch the sky. (If needed, use your body to demonstrate as students are listening.)

- 5 "I'm going to play some music. When it begins, listen for the beat and the metre. Music usually has an introduction --it can be harder to hear the beat at the beginning, so listen for a bit, then when you are ready try swaying with your shoulders to the beat, and punch the sky with the "little bit longer - stronger".



Play Music Maple Syrup Rag
Music Only Recording

- 6 Repeat Step 5 --playing one of the other suggested pieces. Repeat with a third piece. This time invite students to move freely with the beat, and show the "longer - stronger" with some kind of arm motion.

We Are All Canadians
Starlight 'n Wishes
We Wish You a Happy Holiday

Music & Movement / Dance

Moving to Metre in Music 3/4

Moving to a Time Signature of 3/4 (said 3 4)

- 1 Review the words "metre" and "time signature".
"Where do musicians find the metre or time signature in written music?"
 (numbers on staff lines at the beginning of the music)
What does the number on top tell us? (number of beats in a bar)
When listening to music, what is different about the first beat in every bar?
 (a little bit longer and a little bit stronger)
Good remembering."

time signature
metre

- 2 "Stand up. Wiggle your knees a bit. Now stretch up high, touch your toes, up straight again and eyes front."

- 3 "This music for moving today was composed for dancing. The dance is done to a ONE 2 3, ONE 2, 3. It's name starts with a "W". Anyone know what the dance is? (waltz) Listen to the music, and when you feel the ONE 2, 3 --begin moving with it.

waltz
skate
polka



Play Music

Your Favourite Classical Waltz Music

OR Use the Waltz Music provided

- 4 Repeat with a different piece of waltz music. Invite students to imagine they are dancing with a partner --so they need to hold their arms up in partner dancing position OR change the movement image to that of gliding on ice (one foot moves on "ONE" then wait/glide until the other foot moves on the next "ONE").

B Music & Movement / Dance

Moving to Metre in Music 3/4

Moving to a Time Signature of 3/4 (said 3 4)

1

Review the words "metre" and "time signature".

"Where do musicians find the metre or time signature in written music?"

(numbers on staff lines at the beginning of the music)

What does the number on top tell us? (number of beats in a bar)

When listening to music, what is different about the first beat in every bar?

(a little bit longer and a little bit stronger)

Good remembering."

time signature

metre

2

"Stand up. Wiggle your knees a bit. Now stretch up high, touch your toes, up straight again and eyes front."

3

"Many years ago, a dance was invented to be done with music in a 3 - 4 (said this way, not as in a fraction) **time signature ... waltzing.** (demonstrate as you describe)

People learn to waltz by counting ONE 2 3 in their heads as they move their feet like this. Dancers need to be aware of other dancers on the floor as its very embarassing if they bump into other dancers. Try the dance with me ... when I start, you start when I stop, you stop.

(try the movement a few times)

waltz
skate
polka

4

"Now we need some of the special music for this dance --what is the dance called?" (waltz or waltzing)



Play Music

Your Favourite Classical Waltz Music

OR Use the Waltz Music provided

5

Repeat with a different piece of waltz music. Invite students to imagine they are dancing with a partner --so they need to hold their arms up in partner dancing position OR change the movement image to that of gliding on ice (one foot moves on "ONE" then wait/glide until the other foot moves on the next "ONE").

Music & Movement / Dance Moving to Metre in Music 3/4 or 4/4

Moving to a Time Signature of 3/4 (said 3 4)
or 4/4 (said 4 4)

- 1** Review the words "metre" and "time signature".
"Where do musicians find the metre or time signature in written music?"
 (numbers on staff lines at the beginning of the music)
What does the number on top tell us? (number of beats in a bar)
When listening to music, what is different about the first beat in every bar?
 (a little bit longer and a little bit stronger)
Good remembering."

time signature
metre

- 2** "Stand up. Wiggle your knees a bit. Now stretch up high, touch your toes, up straight again and eyes front."

- 3** "We're going to begin with moving music that is in 4 4 time; ordinary time or walking time. Listen to the music, and when you are ready, walk in the classroom staying where I can see you. Today part of music moving is being aware of where others are so there is no touching as you move. When the music stops, everyone stops."



Play Music

Mama Don't 'Low No Singin'
or
Bonjour Mes Amis
or
Red, Orange, Yellow, Brown
or
Lukey's Boat

3/4
walking

"Excellent! This time walk in place with the music and use your hands or arms to show the first beat of each bar/measure. The first beat is a little bit longer and a little bit stronger. (students often join in with those words by now)



Play Music another 4 4 piece of music

- 4** "Ready for a challenge? Sometimes the music I play will be 4 4 time. Sometimes the music I play will be 3 4 time. If its 4 4 time, its walking music. If its 3 4 time what is it? (waltz, skate, dance) Show the longer-stronger beat with your hands, and all the beats with your feet. Ready?"

4/4
waltz
skate
polka



Play Music

3/4
Mama Don't 'Low No Singin'
Bonjour Mes Amis
Red, Orange, Yellow, Brown
Lukey's Boat

4/4
We Are All Canadians
Starlight 'n Wishes
We Wish You a Happy Holiday

Rhythm Counting

is usually the same as counting the number of syllables in a word or phrase. In music, it means counting the number of "claps" a word/phrase gets. With primary students model saying the word on the flashcard without sound (magic lips). At the same time count by holding up a finger every time a syllable is mouthed. Usually you end up with the same number of fingers up as there are syllables. This means that the teacher can easily see how many students are having success because all students may answer at the same time.

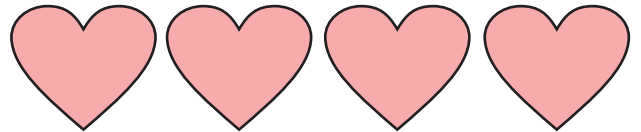
watermelon

Rhythm Count = 4 wa-ter-mel-on

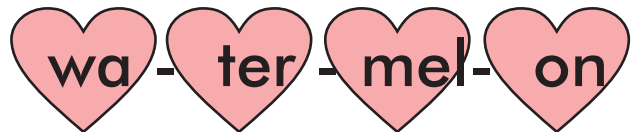
Beat Counting for Individual Words

is more nebulous in primary. It depends upon the way the beat is set. It is easier to count beats visually than aurally. When using the flashcards, the card size may be matched to beat/hearts on the pocket chart for counting. When counting beats for a word/phrase without a visual aid, set a beat using one foot to tap the floor. Say/mouth the word and count the foot taps it takes.

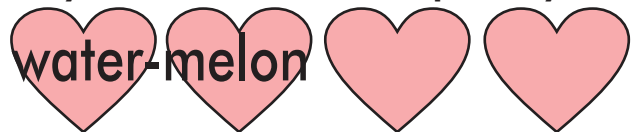
Each heart is a beat.



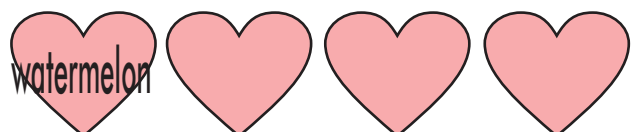
Say "watermelon" slowly.



Say "watermelon" quickly.



Say "watermelon" very quickly.



Beat Counting in a Song

Learning Music Concepts Beat Counting

1 Begin with a few Rhythm Counts. Ask students to show, with their fingers, the rhythm counts for a few February words.

Rhythm Counting

1. say and clap the word
2. students say and clap the word
3. students show with their fingers, the number of claps/the rhythm for the word

heart(1)	valentine(3)
February(4)	pasting(2)
cutting(2)	red(1)

2 By now, most students will easily be able to show rhythm counts. Commend the class. **“Songs and words have rhythm, they also have beats. How is the beat different from the rhythm?”** (beats are steady pulses, beats come in groups versus rhythms can be short or long or a combination, rhythms change in a song) **A clock ticks on a beat. Windshield wipers in the car move back and forth on a beat. They make a steady sound or action.”**

The difference between beat and rhythm is a basic music concept.

3 “Counting beats is very different from rhythm counting.

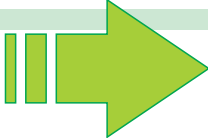
First we need a song ---like One Red Valentine!
And we need a beat pocket chart (or page if you have projection).

I'm going to put beats/hearts on the pocket chart. As I put them up, count them silently and be ready to tell me the number.” (Stop several times as you are putting the hearts on the chart and ask for the number, then continue the count.)

If you are using the pocket chart, you'll need 32 hearts. Adding a few of the words from above will make the counting easier. See samples on next page.

Beat Counting

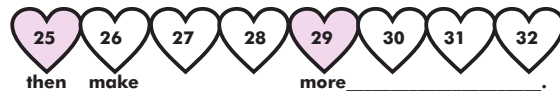
Students who successfully count beats in a song have internalized a “beat keeper”.



Beat Counting



Beat Counting



The simplest beat counting chart/page has rows of beats, all the same colour, with no numbers on them. In Grade One, a beat counting page with extra cues is helpful as some students will still be working on number concepts. By the end of Grade Two-Grade Three, most students will be able to follow the beat using a page with blank hearts/symbols and no word cues.

This beat counting chart/page is the same as the one on the work page for Lesson 22b. The first two lines of the song have most of the words to help students know where to point as they are singing. The "real" activity comes in the part with fewer words. Students who can "feel" the beat, will continue to move their finger steadily along each line.

- 4 Begin with the song count-in, and using a pointer, follow the hearts on the chart as everyone sings "One Red Valentine." **"How many beats in this song?"** (32)
- 5 Ask a student to use the pointer while the class sings the song and claps the beat. Ask another student to use the pointer while the class stands and steps the beat. Ask another student to use the pointer while the class claps on every darker coloured beat, and pats knees on the lighter coloured beats.
(This mimics the meter, the beat pattern in this song.)
- 6 **"Excellent. You have the beat! Now here's a challenge ---I'm putting the pointer away. No more pointer. You need to use your eyes to follow the hearts. I'll sing and stop part way through the song. Then I'll ask someone to come up here and show the heart where I stopped singing.** (Point to the count-in hearts as you begin, then stop pointing when you sing "One red...") **Ready to try? Here we go!"**
- 7 Repeat this several times. It's a fun challenge.

2. Beat Counting: Frère Jacques
 Key F, first note do(F)
 count-in: 1, 2, 3, 4, Frère...

Frere Jacques (including the repeats) has 8 musical measures/bars with 4 beats each. On the pocket chart, the first heart in each set of 4 beats needs to be a darker colour. If you want to include the count-in beats, make an additional bar at the top.

The words are added here for teacher information. Hearts on the pocket chart are blank.

1. Everyone sings the song while the conductor uses a pointer on the hearts to track the beats.
2. Everyone sings the song, clapping the beat while a student conductor uses the pointer.
3. Everyone sings the song, stepping the beat while a student conductor uses the pointer.
4. Everyone uses their "pointer eyes" while **someone sings part** of the song.
 A volunteer comes up and shows where they think the song stopped on the beat/hearts.

Connecting Beat and Rhythm

Connecting Ideas Rhythm Counting (# of syllable claps) and Beat Counting (# of hearts)

Differentiating between rhythm and beat is basic to music literacy and composition.

New Flashcard Set: Bugs

- 1 "Bugs on the Ceiling" asks an interesting question --- why are bugs here? As you show, name and put each "bug" on the pocket chart, briefly describe a role it plays in ecology.
- 2 When all the "bugs" are on the pocket chart, name each bug again, and ask students to show with their fingers its **rhythm count**. (As a word is said, put a finger up on each syllable as it is pronounced, then count the fingers OR count the claps that are made with each word as it is pronounced.)
- 3 Now place four hearts on the pocket chart. Ask what the hearts represent. (**beats**) Invite responses to questions such as:




Name a bug that takes one beat to say.
Name bugs to take 3 heart beats to say.
If I have an "ant" and a "caterpillar"
how many beats do I have covered?

(Make the "beat count" obvious by moving each flashcard directly under the hearts that are on the pocket chart.)








- 4 Direct student attention to the rhythm symbols on the flashcards. Ask questions to explore the differences between rhythm and beat, e.g.

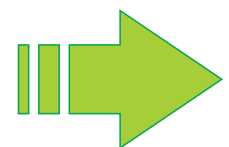
What is the rhythm count for caterpillar? (4)
What is the beat count for caterpillar? (2)
Why are they different numbers?
 (because rhythm and beat are different things)

Rhythm Count (How many claps?)

 caterpillar	ti - ti ti - ti ca-ter-pil-lar 1 2 3 4
 ladybug	ti - ti ta la-dy-bug 1 2 3
 ant	ta ant 1

Beat Count (How many hearts/beats?)

 	 
 caterpillar	2 hearts 2 beats
 ladybug	2 hearts 2 beats
 ant	1 heart 1 beat



Rhythm Count (How many claps?)	Image	Beat Count (How many hearts/beats?)
ti - ti ti - ti ca-ter-pil-lar 1 2 3 4		2 hearts 2 beats
ti - ti ta la-dy-bug 1 2 3		2 hearts 2 beats
ta ant 1		1 heart 1 beat

In Grades 1 and 2, music literacy uses a quarter note as the standard length of a beat.

How many heart beats does a "ta" take?

If I have a "ti-ti," how many heart beats does it take?

Connecting Ideas

A Work Page Rhythm and Beat Counting

- 1 Display a copy of the workpage (use a document reader; the digital copy in the Bug File or enlarge part of the page with a photocopier.
- 2 Do the first 3 bugs with the whole class. The third column is a challenge to recognize the silhouettes and print their names.
- 3 Student work time at desks ---each student begins by re-doing the first three on the page.
- 4 Either use as an assessment tool for teaching (Are enough students in the class "getting" the big ideas --or do the concepts need to be reviewed?) or for individual students.

I can do music in Lesson 28 . My name is _____

Image	Beat Count (How many hearts/beats?)	Rhythm Count (How many claps?)	What's My Name?
	1 or 2	_____	
	1 or 2	_____	
	1 or 2	_____	
	1 or 2	_____	
	1 or 2	_____	
	1 or 2	_____	
	1 or 2	_____	
	1 or 2	_____	
	1 or 2	_____	
	1 or 2	_____	

Ask me to tell you about the bugs.

from Lesson 28

Beat Counting What Do They All Say?

Place the "music by beat" version of the song in the pocket chart.

- 1 Ask: **In this song, how many beats make a group? (4)**
How many beats/hearts does it take to sing: drivers (1) move(1) town(4)?
 (Note: the solid line beside a word means that singing continues to the next beat.)
- 2 Sing the "bus driver" verse
 CLAP where there is no singing i.e. on the rests,
 SING STRONGER on each "first" beat of the groups.
- 3 Who says, "Extra cheese?" (pizza makers)
 Sing a verse with these words.
- 4 What does a crossing guard say?
 ("Look both ways." or "Stop and wait.")
- 5 Who says,
 "Brush your teeth after you eat." (dentist, parent)

what Do They All Say?

One, two, ready, sing **THE**

bus drivers all say, "Move on back."

"Move on back. Move on back." The

bus drivers all say, "Move on back."

all _____ through the town _____.

It will be very difficult/impossible to sing the verse smoothly so that all the words fit in, **but try it** so students will make the discovery that new words need to be tried in a song before deciding if they may be chosen. Show on the heart music the amount of time/beats are given to singing what people say. Take ideas as to what a dentist/parent might say about teeth that can be sung in this song e.g. "Brush your teeth, eat healthy food."

- 6 Make up another new verse for the song that "fits" the beats available.

from Lesson 25

Beat Counting

from Lesson 32 cd music 1

Again, demonstrate on the display copy of the music. Place a crayon/marker on the first heart-beat. **Move from heart to heart as the beat of the song continues.** This is the more challenging of the two activities outlined in this lesson.


Have students try this once on their papers as you sing through a whole verse.

Change crayon colours and repeat the activity stopping several times. Glancing at the song sheets as you walk and sing will give a "feel" for how many students have been able to internalize the beat. The learning for this activity is partly cognitive, and partly developmental. By the end of Grade Two, most students will easily be able to track the beat.


Staying with the Beat

I can do music in Lesson 32 . My name is _____

Los Pollitos as heard in Ecuador
arr: LJ Clare 2011



1. All the lit-tle chicks cry, "Pi - o, pi - o, pi - o."
 2. Mo - ther hen looks round for, corn and wheat and seeds for
 3. Un - der mo - ther's wing they're sleep - ing in the hay____
 4. And then when they wake up, they say to their mo - ther,



Sometimes they are hun - gry, some - times they are cold ____.
 all of them to eat then, she will keep them warm ____.
 qui - et in the hay____, sleep - ing through the day ____.
 "I am ve - ry, hun - gry, pi - o, pi - o, pi - o."

How many verses does this song have? _____

How many "ta"s are in this song? _____

How many beats are in the first line of this song? _____

What country did this song come from? _____

Ask me to tell you what chicks say in Spanish.

Review and Practice Beat Counting

Beat Counting will come easier to students who have a firm grasp of both counting and groups in math. For now, **focus on the concept** of the differences between beat and rhythm -- demonstrated by the different ways in which they are counted.

- 1 "What do the hearts on the music show?" The music is divided into groups by the bar lines. How many beats in every group? Why is the first heart a different colour?"

Put the key in, push the choke, a

4 beats in a bar

little bit longer
little bit stronger

- 2 Try singing the song without the mp3 track --making the first beat of every bar stronger. Over-emphasize it to help make the point.

Sing the song again, clapping on every first beat of the bar.

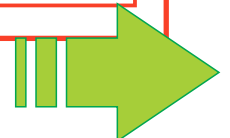
- 3 "Usually we count rhythm --but today we're going to count beats. Look for the word "key." Show me with your fingers how many beats it has. (1) Excellent. Now look for the word "car." Show me with your fingers how many beats it has. (2) How do you know? (Take an answer and point to the hearts above the word "car.")

Continue to do a few more "Look for" challenges.

Key D, first note: D(do)
count-in: 1,2,3,4,Clatter...
tune: traditional
words: unknown

Slatter, Rumble

Clat-ter, rum-ble from a - far, My dad drives a rust-y car,
Put the key in, push the choke, off we go in a cloud of smoke,
Clat-ter, rum-ble from a - far, my dad drives a rust-y car.



4 "If beat were the only thing we wanted to see, we could take the notes, the staff lines and the words away (Take the printed music off the pocket chart.) **and just have the hearts to show beat.**" (Put up 6 rows of 8 hearts. It makes a brighter impact if individual paper/sponge hearts are used, but its a lot easier to simply put up prepared strips of hearts that are numbered. If you are new to teaching music, pop a few words under the hearts to help everyone stay on track.)

Conductor points to each beat as the class sings the song.

5 Student Conductor #1
 *pointer follows hearts/beat
 *class sings and claps beat

Student Conductor #2
 *pointer follows hearts/beat
 *class stands and steps the beat

Student Conductor #3
 *pointer follows hearts/beat
 *class claps on darker coloured beats and pats knees on other beats
 (This mimics the meter, the beat pattern.)

6 "Excellent. You have the beat! Now here's a challenge ---I'm putting the pointer away. No more pointer. You need to use your eyes to follow the hearts. I'll sing and stop part way through the song. Keep track of where the song is so you can tell me the number of the beat. (Point to the count-in hearts as you begin, then stop pointing when you sing "Clatter ...") **Ready to try? Here we go!"**

7 Repeat this several times.

Beat Counting

Beat Counting

New Concept Compare Rhythm and Beat Counting

Ask again: "How many beats does the word "car" get in this song?" (two)

"Now change the counting to rhythm, to clapping the word. Car (say the word and obviously clap only once). Car(repeat clap). What is the rhythm count for car? (one) Is the rhythm count the same as the beat count?" (no)

Try a few more words.

word/words	beat count	rhythm count
key	1	1
in a	1	2
rusty	2	2
smoke	2	1

- ① Look for the beat count on the songsheet/heart pattern.
- ② Listen for the rhythm count by clapping the word/words.
- ③ Are they the same?

NB: The beat count of a word may change from song to song depending on the way beats are grouped, and the composer's choices. The rhythm count practically always remains the same (exceptions ---music like opera where one word is sung over many, many notes).

Review and Practice Rhythm and Beat Counting

- 1 How are beats counted on this music? (looking at the hearts, or for piano students perhaps --in the time signature and kind of notes)
Ask several beat counts.

- 2 How is the rhythm counted? (by clapping the word/words, by counting the syllables)
Using the same words, ask for their rhythm counts.

- 3 Ask students to explore the chart information (analyze). Compare and contrast the number of beat/rhythm counts for words. Suggest reasons.

Place the music for *I'm a Little Piece of Tin* on the pocket chart.
Use a simple chart to record beat and rhythm counts in this song..

	beat count	rhythm count
tin	1	1
nobody	2	3
running	2	2
honk	1	1
rattle	1	2

The beat count for a word defines how long the word will be sung.
The rhythm count for a word defines the minimum number of notes it will be sung to.

Work Page Rhythm and Beat Counting

Review the process of beat and rhythm comparison counting by repeating the section in the last lesson using Clatter Rumble again.

Hand out the work pages.

Teach the chant by the reading method.

Give students 5 minutes to do the rhythm/beat counting then silently practice the chant.

With teacher help, students correct their own work.

Take ideas from the thinking challenge.

How to Learn/Teach a Chant

1. Introduce
2. Read Rhythm Symbols
3. Explore Words
4. Read Words in Rhythm

I can do music in Lesson 30 . My name is _____

Off to the Races with Beats and Rhythms!

One	two	three	ready	to	read
		⚡			
Fast fast	cars	x	slow	_____	cars
					⚡
Traf-fic	jams	and	traf-fic	lights	x
		⚡			⚡
Old cars,	new cars,	x	red cars,	blue cars,	x
					⚡
Mak-ing	lefts	and	mak-ing	rights	x
		⚡			
Speed-ing	up	x	slow -	ing	down
		⚡			
All a-	round	x	my	home	town!

One hearts means how many beats? 1 2 3 4
 How many beats in a group/in a bar? 1 2 3 4

- ① lefts is _____ beats and _____ rhythm claps.
- ② traffic is _____ beats and _____ rhythm claps.
- ③ home is _____ beats and _____ rhythm claps.
- ④ slow is _____ beats and _____ rhythm claps.
- ⑤ up is _____ beats and _____ rhythm claps.

Thinking challenge: Why did the composer give the word "slow" two beats?

Beat/Rhythm: Echoing Rhythms While Walking the Beat

Begin with 2 or 3 simple rhythm patterns for students to echo with words and actions.

Congratulate students on how well they do this -- too easy? Yes! Challenge them to stand and walk on the beat while they echo your rhythms. A little practise ahead of class time will make this easier for the leader. It may help to visualize a footprint where usually a heart is seen to mark the beat. Remember that you are learning with the students, and be as gentle with yourself as you are with students when trying out new things.

1	2	walk 'n	listen
(keep the beat all the time)			
	┌─┐	♪	┌─┐
ta (clap)	ti - ti clap-clap	ta - a circle clap)	
┌─┐	~		
ti - ti (clap-clap)	sh hands out	ta clap	ta clap)

Practice: Up and Down AND Around and Around

With students standing ... set a quiet walking beat.

Teacher begins: "Start with A, going UP"

ti- ti ta, ti-ti ta

(If there is space in the classroom, have students take tiny step forward (teacher backward) as all say:

"A B C D E F G A B C "

Teacher says, "All stop."

Begin again with a different letter e.g. D E F G A B C D E

Do a few, then change direction to "down" or "backwards"

"Start with G, going Down"

G F E D C B A G F E D C

And repeat a few times.

Up the Alphabet (forwards)

A B C D E F G A B C
F G A B C D E F G A

Down the Alphabet (backwards)

G F E D C B A G
D C B A G F E D C