

I've Got Rhythm

Pre-K + Math and Music

CORE SUBJECT AREA

Math

ART FORM + ELEMENTS

Music

Rhythm

DURATION

35 minutes

MSCCR STANDARDS

PK.MD.2.a With guidance and support, compare two objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier, same weight, same amount). a. Use nonstandard units of measurement.

PK.MD.2.b With guidance and support, compare two objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier, same weight, same amount). a. Use standard tools of measurement.

MSCCR CREATIVE ARTS STANDARDS

MU: Cr2.1.PK Organize and develop artistic ideas and work. a. With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).

OBJECTIVES

The students will explore different lengths of measure using musical phrases.

MATERIALS NEEDED

1. Various sized objects, shapes, or manipulatives
2. Chart paper or whiteboard
3. Markers
4. Selection of instruments (hand bells, xylophones, or triangles) to perform the sound durations

VOCABULARY

Musical phrase- a musical sentence

RECOMMENDED RESOURCES

Musical instruments may be used to demonstrate different lengths of musical phrases such as small, medium, and big. Examples include hand bells, xylophones, or triangles.

A class set of musical instruments was purchased and placed at every MPSD element any school by Any Given Child.

LESSON SEQUENCE

Ask students how they might make a long sound. Then, ask how they might make a short sound. How about a medium sound? How do they know that a sound is longer or shorter? (Teacher note: they hold the sound—duration—for different periods of time).

Using a t-chart, create 3 columns: Long (whole note = 4 beats), Medium (half note = 2 beat), Short (quarter note = 1 beat). Then, ask students where they would put their sounds they just brainstormed. For example, the “owwww” sound can be held out to be long or just “ow” can be short. For young students, the teacher may choose to preselect a few sounds for the students to think about. Write each sound onto the corresponding place in the chart.

Step 1: Explore a variety of pre-selected different sized objects. These could be shapes, blocks, or other

manipulatives. Above the previous columns, write Big above the word Long, Medium above the word Medium, and Small above the word Short.

Step 2: Ask students which columns they would place each object into—Big/Long, Medium/Medium or Small/Short. Why?

Step 3: Create a series of object order phrases. Each phrase is 8 beats long. The big objects are worth 4 beats. The medium objects are worth 2 beats. The small objects are worth 1 beat. (Teacher note: if working with pre-kindergarten students, do not use the beat terminology. Just see if students can create a sentence with big, medium, and small objects.)

Step 4: Select a sound for each object chosen in the order selected.

Step 5: As a group, perform the object phrases. Create as many phrases as you would like and string them together to create an order object song

EXTENDED LEARNING ACTIVITIES

Have students demonstrate long, medium, and short beats using instruments on their own.

SOURCES

<https://educationcloset.com/2016/04/12/composing-order-steam-lesson/> EDITED BY: Shea Thrash

TIPS + FREQUENTLY ASKED QUESTIONS

Ask your on-site music teacher for instrument recommendations and playing techniques