

Artist Pre - Visit Lesson Plan Grade 2

*Guelph Youth Music Centre
Do Re Mi Interactive Music Education Program*

Lesson Focus

Preparing to Create and Perform; Reflect, Respond, Analyse and Explore Forms of music. Students will engage in a group bucket drumming experience led by professional musician and facilitator, Adam Bowman.

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Assessment

Do Re Mi artist visits and the optional activities offered are designed to support and enhance meeting some of the Ontario Arts Curriculum expectations for Music, within the context of existing arts programming. Teachers may wish to use the curriculum-based Rubric provided to track and record student responses to activities to supplement their assessment of student learning, as best fits the progress and ability of their group.

Any differentiation of program and supportive interventions required of reinforcement, consolidation or enrichment based on student need, are at the discretion of and based on the professional judgment of teachers. Should there be special student needs in the group, teachers will find the visiting artist flexible and open to accommodating students, in order for them to participate and benefit from the experience at an appropriate instructional level.

Ontario Arts Curriculum Expectations Addressed

- C1.1** sing unison songs in tune and/or play simple melodies and accompaniments for music from a wide variety of cultures, styles, and historical periods
- C1.2** apply the elements of music when singing, playing an instrument, and moving
- C1.3** create simple compositions for a specific purpose and a familiar audience
- C2.2** describe ways in which the elements of music are used for different purposes
- C3.1** identify reasons why people make music in their daily lives

Instructional Activity

- 1. Make simple percussion instruments** (drums and shakers) to use during the workshop.

Options For Drums:

- cut 12" diameter by 2" wide rings from concrete casting tubing
- cut 14" diameter circle of heavy gauge plastic for the drum head
- stretch plastic over the frame and staple or tape tightly in place with coloured duct tape
- large coffee cans or ice cream buckets with plastic lids

Children can decorate the drums by covering the sides with fabric, coloured paper, or tape.

Drumsticks – 1 stick per drum 8" long stick with soft head

- use a wad of fiberfill- cover with a circle of cloth, and tie tightly with string around the stick

Shakers - small plastic water bottles or plastic eggs with 1/8" layer of rice inside

- glue or tape closed with white glue or coloured electrical tape

Children can decorate the shakers using markers and stickers.

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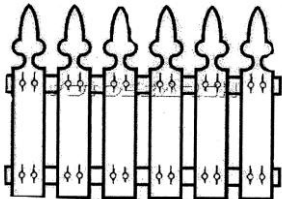
2. **Discuss that rhythm is all around us;** as the beat of the heart and the patter of rain on the roof. The world of rhythm can be divided into steady and unsteady rhythms. Rhythm is made up of sounds and silences. These sounds and silences are put together to form patterns of sound. The patterns are repeated to create rhythm. We can hear and see rhythm.

i) Discuss where we hear and see steady rhythm in our daily lives.



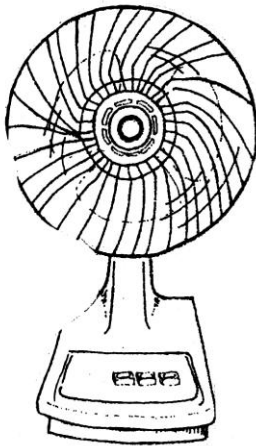
tick-tock, tick-tock

Rhythm we hear



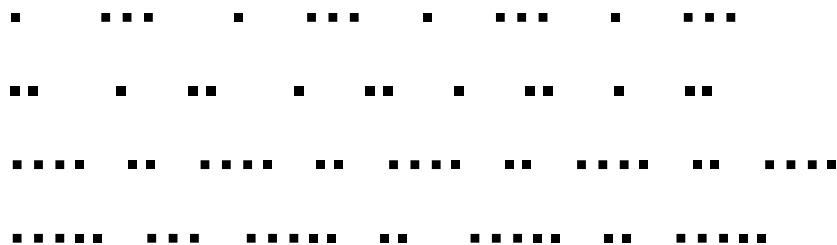
Rhythm we see

picket fence



A running fan has a continuous sound.
There is no rhythm in its sound.

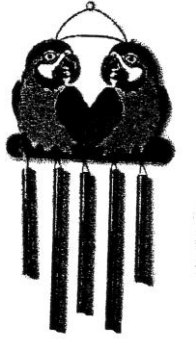
Rhythm Exercise:
Clap steady rhythms following the dots.



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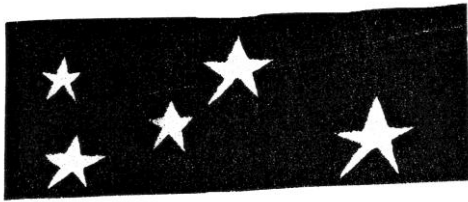
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- ii) Unsteady rhythms have irregular interruptions. Discuss where we hear and see unsteady rhythms in our lives. We hear unsteady rhythm when we hear wind chimes blowing in the breeze and see an unsteady rhythm in the irregular pattern of stars.



Unsteady rhythm we hear

wind chimes blowing in the breeze



stars

Unsteady rhythm we see

Rhythm Exercise:

Clap unsteady rhythms following the dots.

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- iii) Rhythm has a steady beat. Even if the beat is regular, the volume, pitch, or tone may change. A rhythm may have different beats.

3. Clap the beats using the stars as your guide. One star represents one beat or clap.

Twin-kle, twin-kle, lit-tle star. How I won-der what you are.



Up a-bove the world so high. Like a dia-mond in the sky.



Twin-kle, twin-kle, lit-tle star. How I won-der what you are.



Clap the beats using the stars and hearts as your guide. The hearts represent a double beat, and the stars represent a single beat.

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Twin-kle, twin-kle, lit-tle star. How I wonder what you are.

Up a-bove the world so high. Like a dia-mond in the sky.

Hey-yah, hey-yah, hey-yah, hey

Hey-yah, hey-yah, hey-yah, hey.

3. **Create and respond to beat and rhythm** by having the class sit in one large circle. One person begins by demonstrating a rhythm, for example clapping twice, slap hands on knees, snap fingers, etc. Individuals imitate, then add on to the pattern and the group as a whole tries to remember and imitate the pattern.
4. **Experiment with dynamics, form and tempo** using rhythm and beat by having students move their bodies to show how variations in form, volume and speed go up, go down, or stay the same, and how they connect to feelings. Challenge students to think of and demonstrate how they can move to show the different phrases of a rhythmic beat performed by the class.

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Lesson Focus

Students will engage in a group bucket drumming experience led by professional musician and facilitator, Adam Bowman.

Curriculum Expectations Addressed

- Learn basic drumming technique (C1.4)
- Rudimentary understanding of rhythms (1/4, 1/8, 1/16 notes & rests) (C1.2)
- Read basic rhythms from sheet music (C1.5)
- Capacity to echo heard rhythms (C1.1)
- Remember a basic musical arrangement (C1.1)

- Express personal responses to musical experience (C2.1)
- Identify how dynamic, tempo and density can alter the mood and emotional content of a performance (C2.2)
- Identify strengths, weaknesses and ways to improve, individually and as a group (C2.3)

- Identify why music is valuable, helpful and part of a healthy lifestyle (C3.1)

Fundamental Concepts – Elements of Music

- **beat:** the steady pulse in a sound or music.
- **duration:** the time during which a sound continues; the fast and slow tempo or speed of a piece of music; rhythm versus beat; half note, half rest, whole note, whole rest.
- **dynamics:** the degree of loud or soft; a strong sound for a note or beat (accent); control signs encountered in repertoire; getting louder [**crescendo**], getting softer [**decrescendo/diminuendo**]; articulation (smooth [**legato**], detached [**staccato**]).
- **form:** the shape or structure of a sound or piece of music phrase, such as binary (AB) form, simple verse and chorus.
- **melodic contour:** refers to the mapping of the pitches in a song, identifying the beat, rhythm or shape of pieces of music.
- **ostinato:** a short melody or pattern that is constantly repeated, usually in the same part at the same pitch. (e.g., “ta, ta, ti-ti, ta”).
- **pitch:** the highs and lows of a sound; simple melodic patterns using high “do”, simple melodic ostinato, melodic patterns, melodic patterns using notes of a pentatonic scale (e.g., “do–re–mi–so–la”).
- **rhythm:** the pattern of long and short sounds and silences.
- **tempo:** the speed of a piece of music.
- **texture/harmony:** the feel of a piece of music resulting from its components; the combination of notes which form a tuneful, pleasing sound such as a single melodic line in unison song with simple accompaniment.
- **timbre:** the characteristic quality of the sound of a voice or instrument; comparing for example, the vocal quality of speaking vs. singing; body percussion vs. the sound quality of instruments; environmental and found sounds; classifying instruments by listening to their sound.

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Instructional Activity

1. Using the sticks and buckets provided, students will actively **explore a variety of rhythms and musical concepts** including:

- basic drumming techniques
- call and response
- rhythm reading
- musical arrangements
- unison playing
- retaining and performing complementary rhythms in small groups
- creating rhythms & arrangements
- rhythm in everyday life
- music as a language
- listening, trust, respect, effort, patience, cooperative ethics

The workshop can be tailored to meet the specific needs or goals of the class, as determined in consultation with the classroom teacher. Emphasis can be highly theoretical and technical or more improvisational and experiential.

2. **Match short melody maps with the corresponding phrases in a song;** use rhythm syllables such as “ta ti-ti” to represent note values and orally perform the melodic pattern we just sang with hand signs. What other ways can we represent the melody?”
3. Use **a teacher-directed listening log to record** students’ thoughts, feelings, ideas; write or draw their response Draw a facial expression (happy, sad, surprised) on the chart to represent how the music makes you feel.” “Which animal would you choose to represent music that is loud – a lion or a kitten? Why?” “How can the lyrics help you understand the meaning of this song? Describe in your own words the meaning of the song.”
4. **Share with a partner** what they did well during the last performance, using musical vocabulary If you were to have a chance to perform this song again, what would you change and why?” “What parts of the song do you find challenging or interesting to sing? Why?”
5. **Apply the elements of music** when singing, playing an instrument, and moving.

Dynamics, or the degree of loudness when drumming are created by using more or less energy when you strike the drum head with the drum stick. Tempo is the speed of the rhythm.

Practise three tempos of steady rhythm with different degrees of loudness. Use hand drums with drumsticks or “body drum” using the palm of your hand on your thigh to create the different levels of sound.

1. loud
2. medium
3. soft

A medium steady rhythm softly.

A fast steady rhythm loudly. *Not too long if you are “body drumming”. It can sting!

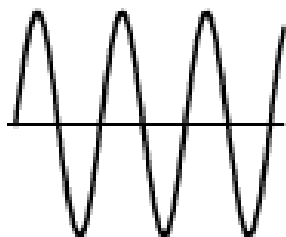
A slow steady rhythm with medium dynamics.

A slow steady rhythm loudly.

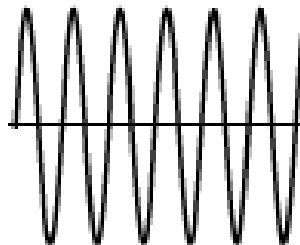
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5. Identify higher and lower pitched sounds in a melody.



**Lower
Pitch**



**Higher
Pitch**

6. Under Adam's guidance students will be given awareness of proper playing technique when playing instruments; match pitches within an accessible vocal range; clap back rhythms accurately while keeping a steady beat and perform various pieces.

Practice different pitches using your voices.

Children raise their hands when the pitch goes higher, and put their hands down when the pitch lowers.

7. Identify tempo changes in a melody.

Discuss the different tempos within a song. Use the animal symbols to represent each tempo. Children will put the animals in the correct order.

Very slow (Largo) – snail

Slow (Adagio) – turtle

Walking (Andante) – bear

Medium (Moderato) – horse galloping

Fast (Allegro) – race dog running

Fast and lively (Vivace) – hummingbird wings

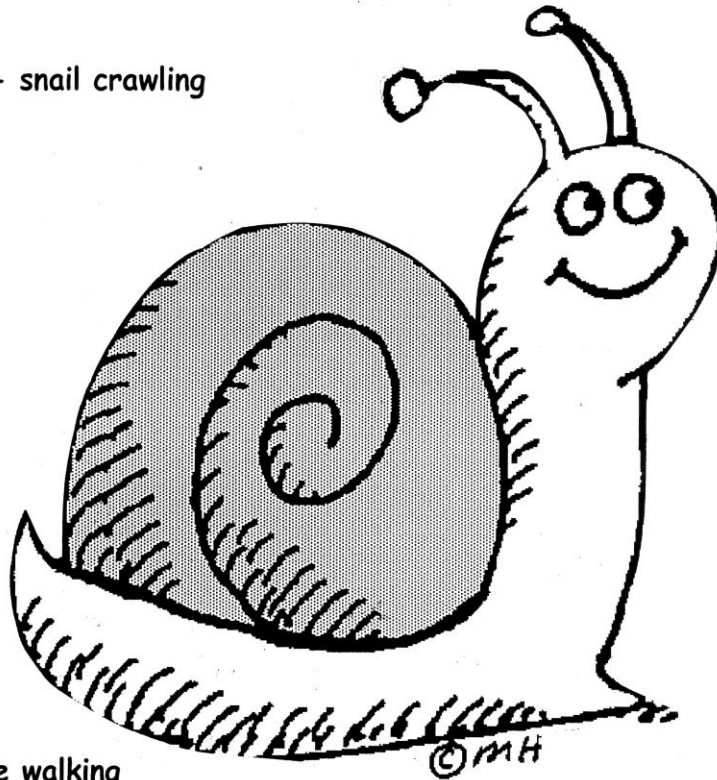
Very fast (Presto) – cheetah

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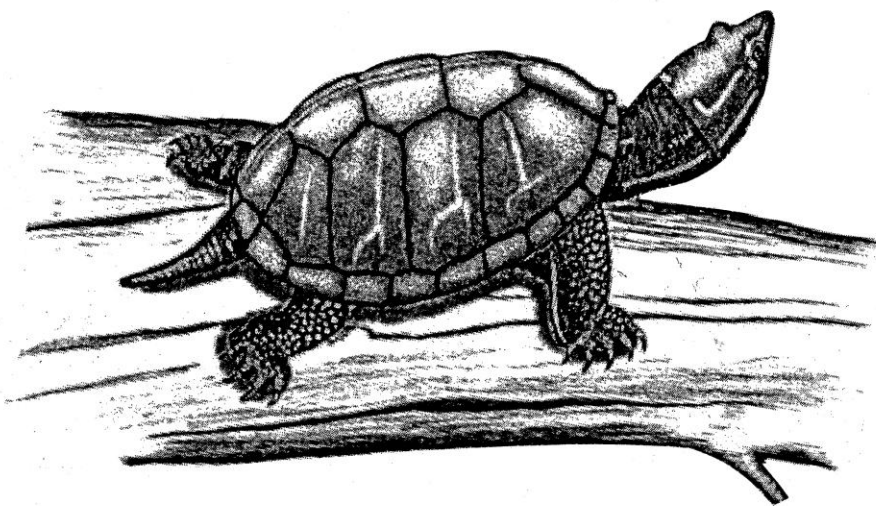
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TEMPO

Very slow - snail crawling



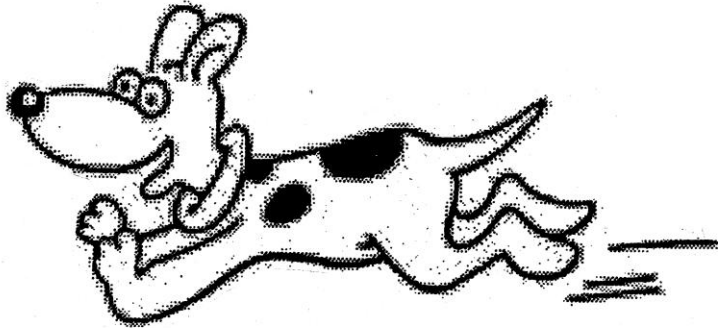
Slow - turtle walking



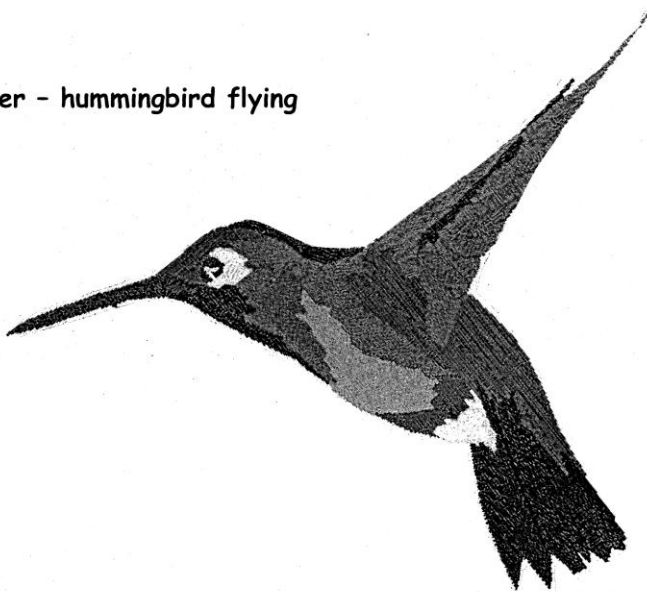
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Fast - dog racing



Faster - hummingbird flying



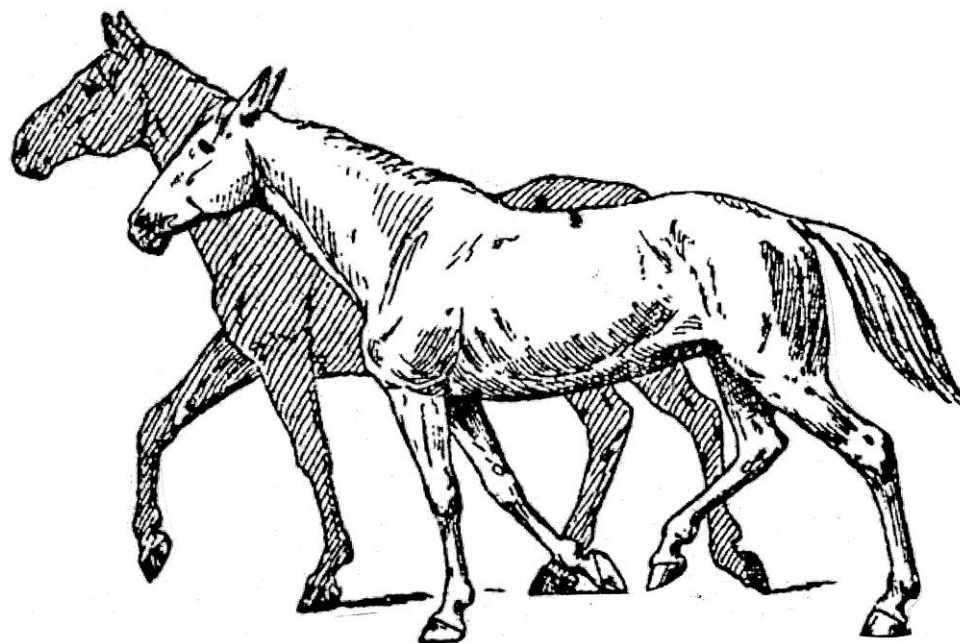
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Walking - bear walking

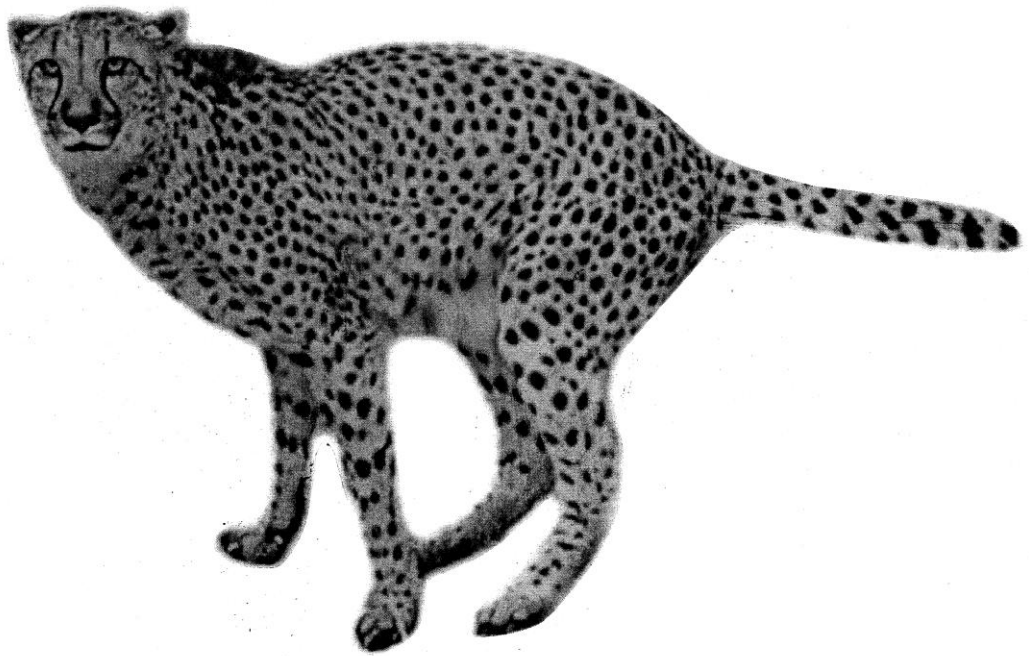


Medium - horse galloping



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Very fast - cheetah



8. Sing unison songs in tune.

Primary Resource List

<http://www.adambowman.com/html/about.php>

<https://sites.google.com/site/mrmossmusicteacher/bucket-drumming-stuff>

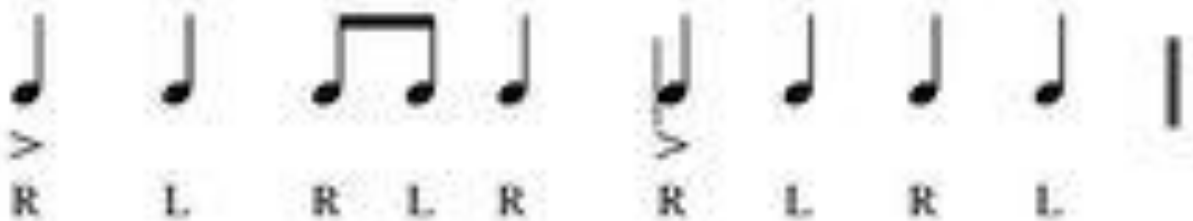
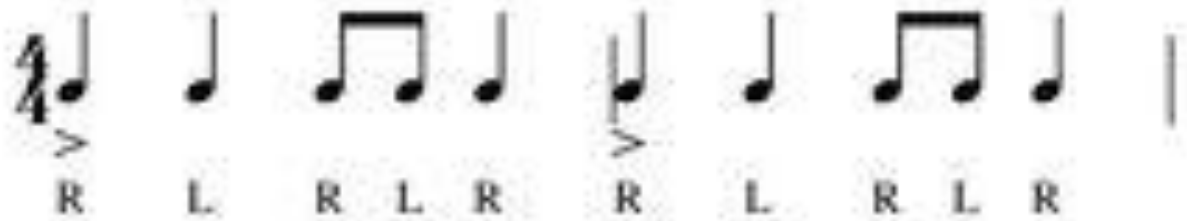
<http://cbutler10.blogspot.ca/2013/05/bucket-drumming-101.html>

<http://www.drummercafe.com/education/articles/bucket-drumming-101.html>

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Drumming - Level 1



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BUCKET DRUMMING KARATE, JR.

Level 2 – Yellow Belt



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