

The Rhythm of Language

Grade Level: Kindergarten Music

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Length of Unit: Five lessons, 30 minutes each

I. ABSTRACT

In this kindergarten music unit, language and rhythm concepts will be combined to give students verbal, tactile, and kinesthetic experiences with songs and poems from the *Core Knowledge Sequence*. Classroom teachers with no musical experience will be able to use this unit, as well as music teachers. Teachers will be able to apply this process to many other songs and poems.

II. OVERVIEW

A. Concept Objective(s)

1. Understand relationships between music, the other arts, and disciplines outside the arts (National Music Standards-Content Standard 8).
2. Appreciate multiple modalities of human expression.

B. Content from the *Core Knowledge Sequence*

1. MUSIC

- a. Elements of Music: Through participation, become familiar with some basic elements of music. (page 15)
 - i. Recognize a steady beat; begin to play a steady beat.
 - ii. Recognize short and long sounds.
 - iii. Move responsively to music.
- b. Songs (page 15)
 - iv. "Twinkle, Twinkle, Little Star"
 - v. "BINGO"
 - vi. "Old McDonald"
 - vii. "Are You Sleeping?"
 - viii. "Teddy Bear, Teddy Bear"

2. LANGUAGE ARTS

- a. Phonemic Awareness (page 7)
 - i. Orally segment words into syllables and demonstrate understanding of syllable breaks by such means as, for example, clapping hands on each syllable or placing a different colored marker to represent each syllable.
- b. Poems (pages 8 and 9)
 - i. "Star Light, Star Bright"
 - ii. "London Bridge"

C. Skill Objective(s)

1. Students will identify music with steady beat, and random beats. (National Music Standard (NMS) Content Standard (CS) 2)
2. Students will perform steady beat on body percussion and non-pitched percussion instruments. (NMS-CS-2)
3. Students will perform simple rhythm patterns from auditory memory. (NMS-CS-2)
4. Students will perform simple rhythm patterns from notation. (NMS-CS-2)
5. Students will use body percussion and non-pitched percussion instruments to perform rhythm patterns. (NMS-CS-2)
6. Students will recognize rhythm patterns of words, both in poetry and songs. (NMS-CS-8)

7. Students will notate rhythm patterns using quarter notes, eighth notes, and quarter rests, using simplified notation. (NMS-CS-2)
8. Students will notate the rhythm patterns of words. (NMS-CS-8)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Frazee, Jane, with Kreuter, Kent. *Discovering Orff*. New York: Schott, 1987. 0-930448-99-5
 2. Hirsch, E.D. Jr. & Holdren, John. *What Your Kindergartner Needs to Know*. New York: the Core Knowledge Foundation, 1996. 0-385-31841-3
 3. In this process, teachers should keep in mind that this unit will not necessarily take the described amount of time. This unit outlines a process that can be used over weeks or months as students gain competency in the skills.
- B. For Students
 1. No previous knowledge is presumed for this unit. Exposure to nursery rhymes, poems, and songs will be helpful, but not necessary.

IV. RESOURCES

- A. *Listen, My Children: Poems for Kindergartners*. Charlottesville, Virginia: Core Knowledge Foundation, 2001. 1-890517-28-3.
- B. Wessells, Katharine Tyler, *The Golden Songbook*. Racine, Wisconsin: Western Publishing Company, 1981. 0-307-15811-X.
- C. *Rhythmically Moving*, CD 1. Ypsilanti, MI: High Scope Press, 1983.

V. LESSONS

Lesson One: Steady Beat and Random Beat

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understand relationship between music, the other arts, and disciplines outside the arts.
 - b. Appreciate multiple modalities of human expression.
 2. Lesson Content
 - a. Elements of Music: Through participation, become familiar with some basic elements of music. Recognize a steady beat, begin to play a steady beat. Recognize short and long sounds. Move responsively to music.
 3. Skill Objective(s)
 - a. Students will identify music with steady beat, and random beats.
- B. *Materials*
 1. Rainstick, or single-headed drum with beans, paper clips, or seeds to create sound
 2. Recording of music, which has a steady beat; suggested music: *Rhythmically Moving*, CD 1
 3. Rhythm sticks, or lummi sticks, one pair for each student
- C. *Key Vocabulary*
 1. Rainstick: instrument made out of a saguaro cactus, which creates a random sound, similar to rain
 2. Steady Beat: tones sounded with equal periods of silence separating them
 3. Body percussion: clap, snap, pat, stamp; sounds are created with hands, legs, and feet

- D. *Procedures/Activities*
1. Play steady beat music. Students will “Follow the Leader” (teacher), using body percussion to perform the beat, or moving (marching, walking, hopping, jumping, waving, etc.)
 2. Teacher will demonstrate the rainstick. “Do you hear beats?” “Are they like beats in music?” Discuss how the beats are not regular in the rainstick. “Where else do you hear these kinds of beats?” Some answers might be: rain, popcorn, or applause.
 3. Play the “Rain Game.” Children are seated in a circle. Explain that you will “pass them something to copy, and not to copy until it is passed to you.” Begin by rubbing hands together (wind), make eye contact, and gesture to each child to begin. When all students are rubbing, change to patting lap (rain), going around the circle “inviting” each child to change sound by gesturing. Next, stamp feet on the floor (hail or thunder), and ask each child in turn to change to stamping. Be patient, it usually takes two times through before most children understand to wait for their turn, instead of immediately copying you. Ask them to listen to the random sounds. Does it sound like a rainstorm? Repeat the process when they understand, to give them an opportunity to enjoy the sounds.
 4. Play the steady beat recording again. Ask students to pat the steady beat on their laps. Vary this activity by changing the way you tap steady beat. Examples: Clap, tap, step, walk, pat head, elbows. Use rhythm sticks, or lummi sticks to tap the beat. Vary the activity by tapping the floor, your toes, knees, shoulders, etc.
- E. *Assessment/Evaluation*
1. By observation, teacher will determine if students are keeping steady beat.
 2. Teacher will determine by questioning, if students understand the difference between steady beat, and random beat.

Lesson Two: Rhythm Patterns of Names

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand relationships between music, the other arts, and disciplines outside the arts.
 - b. Appreciate multiple modalities of human expression.
 2. Lesson Content
 - a. Recognize a steady beat.
 - b. Recognize long and short sounds.
 - c. Language Arts: Orally segment words into syllables and demonstrate understanding of syllable breaks by such means as, for example, clapping hands on each syllable or placing a different colored marker to represent each syllable.
 3. Skill Objective(s)
 - a. Students will perform steady beat on body percussion and non-pitched percussion.
 - b. Students will use body percussion and non-pitched percussion instruments to perform rhythm patterns.
 - c. Students will perform simple rhythm patterns, from auditory memory.
- B. *Materials*
1. One non-pitched percussion instrument for each student, such as wood blocks, rhythm sticks, maracas, and sand paper blocks
 2. Recording of music, which has a steady beat; suggested music: *Rhythmically Moving*, CD 1

3. Rhythm pattern cards (Appendix A) for the teacher
- C. *Key Vocabulary*
1. Non-pitched percussion: instruments that are struck to produce a sound; the sound which is produced does not have a specific pitch, or tone
- D. *Procedures/Activities*
1. Play steady beat music, and keep steady beat using body percussion. Vary this activity by allowing students to take turns being the leader, after they have had some experience with a variety of movement possibilities. It is recommended that the teacher begin the activity using many movement variations to expand the students' movement vocabulary.
 2. Play steady beat music keeping the steady beat on non-pitched percussion instruments. These can be whatever you have, but it is recommended that you use instruments that can be played quietly, so that you can still hear the music, which is providing the external beat.
 3. Using your own name, clap the syllables as you say your name. (Example: Missus Horn is the same pattern as card 2 in Appendix A).
 4. Group children according to the rhythm pattern of their names. Practice the rhythm patterns by group.
 5. Have each group perform their own rhythm pattern on body percussion. Make each group different so that you can differentiate the patterns.
 6. Make a "name train." Students will follow the leader, with each group representing a car of the train. The teacher plays a steady beat on a non-pitched percussion instrument while the train follows behind, saying own names and performing the patterns on body percussion.
 7. Using the patterns from Appendix A, children will echo the teacher. The students are not reading the cards, they are just a reference for the teacher at this time. Instruct children to echo your pattern. Make sure they know what an echo is, and remind them that they have to hear the pattern, and then repeat it. Show them when to begin by using eye contact and gesturing towards them. You can also cue them verbally at first until they understand (Example: clap, clap, ready go; clap, clap, your turn).
- E. *Assessment/Evaluation*
1. Teacher will observe as students clap and say their own name, one at a time, as they line up to leave class.

Lesson Three: Rhythm of Words

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand the relationships between music, the other arts, and disciplines outside the arts.
 - b. Appreciate multiple modalities of human expression.
 2. Lesson Content
 - a. Song: "Twinkle, Twinkle, Little Star"
 - b. Poem: "Twinkle, Twinkle, Little Star"
 - c. Poem: "Star Light, Star Bright"
 3. Skill Objective(s)
 - a. Students will recognize rhythm patterns of words, both in poetry and songs.
 - b. Students will notate rhythm patterns using quarter notes, eighth notes, and quarter rests, using simplified notation.
 - c. Students will perform simple rhythm patterns from auditory memory.

- d. Students will perform simple rhythm patterns from notation.
- B. *Materials*
 - 1. Rhythm pattern cards (Appendix A)
 - 2. Rhythm pattern cards in star shapes (Appendix B)
 - 3. Book: *Listen, My Children*, pages 29 and 12
 - 4. Book: *The Golden Songbook*, or other source for “Twinkle, Twinkle, Little Star”
 - 5. Non-pitched percussion instruments, one for each child
- C. *Key Vocabulary*
 - 1. “Ta”: syllable to represent a quarter note
 - 2. “Te”: syllable to represent an eighth note
 - 3. “Ta-Te”: syllables to represent two eighth notes barred together
 - 4. Rest: represents one beat of silence
- D. *Procedures/Activities*
 - 1. Introduce the rhythm patterns cards to the students. Show them the difference between the longer and shorter sounds, and how they are notated.
 - 2. Demonstrate the syllable Ta, Te, and rest. Have the students echo patterns using these syllables to correspond to the patterns.
 - 3. Echo the rhythms using the correct syllables. Echo clap the pattern, clap and say the pattern, show the pattern, and clap and say while reading the pattern. Vary this activity by using non-pitched instruments.
 - 4. Teacher will read the poem “Star Light, Star Bright.” Read expressively.
 - 5. Students echo phrases of the poem.
 - 6. Students recite entire poem with the teacher.
 - 7. Look at the star pattern cards (Appendix B). Identify and put in order according to the patterns of the words. Clap each pattern and say the words to make sure they match.
 - 8. Perform the entire poem with the rhythm patterns. Use non-pitched percussion, perhaps in groups, with a different group for each phrase.
 - 9. Teacher will read the poem “Twinkle, Twinkle, Little Star.”
 - 10. Students echo phrases of the poem.
 - 11. Students recite entire first stanza of the poem with the teacher.
 - 12. Look at the star pattern cards (Appendix B). Identify and put in order according to the patterns of the words. Clap each pattern and say the words to make sure they match.
 - 13. Perform the entire poem with the entire stanza with the rhythm patterns. Use non-pitched percussion.
- E. *Assessment/Evaluation*
 - 1. Teacher will clap a pattern and ask students to determine which card has the matching pattern.
 - 2. Students will perform patterns on instruments for informal observation.

Lesson Four: Recognizing Rhythm Patterns

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Understand relationships between music, the other arts, and disciplines outside the arts.
 - b. Appreciate multiple modalities of human expression
 - 2. Lesson Content
 - a. Song: “Are You Sleeping?”
 - b. Poem: “Teddy Bear, Teddy Bear”

3. Skill Objective(s)
 - a. Students will use body percussion and non-pitched percussion instruments to perform rhythm patterns.
 - b. Students will recognize rhythm patterns of words, both in poetry and songs.
 - c. Students will notate rhythm patterns using quarter notes, eighth notes, and quarter rests, using simplified notation.
 - d. Students will notate the rhythm patterns of words.
- B. *Materials*
 1. Rhythm pattern cards (Appendix C)
 2. Rhythm pattern cards (Appendix D)
 3. Craft sticks, 15 per student
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 1. Review rhythm pattern reading with students.
 2. Echo the phrases in “Are You Sleeping?” one at a time.
 3. Identify the pattern cards for the song, and put them in order.
 4. Read the rhythms from the cards, and play on non-pitched percussion, or body percussion.
 5. Echo the phrases of the song, and perform with percussion.
 6. Repeat this procedure with “Teddy Bear, Teddy Bear.”
 7. Have the children copy the first pattern of Teddy Bear with their craft sticks. Use the sticks to “draw” the rhythm patterns as shown on the cards, placing them on the floor in the pattern shown on the cards.
 8. Read the pattern using Ta-Te syllables.
 9. Have the children listen to a pattern, echo say and clap it, then write it from dictation on the floor using the craft sticks. It is important for them to repeat the pattern, both verbally and physically (clapping) so that the pattern is introduced in a variety of modalities.
- E. *Assessment/Evaluation*
 1. The teacher will observe individual student performance, checking for accuracy in rhythm dictation.
 2. Teachers can use rhythm cards to individually assess students.

Lesson Five: Reading and Writing Rhythm Patterns

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understand relationships between music, the other arts, and disciplines outside the arts.
 - b. Appreciate multiple modalities of human expression.
 2. Lesson Content
 - a. Songs: “BINGO”
 - b. Poem: “London Bridge”
 - c. Elements of Music: Through participation, become familiar with some basic elements of music. Recognize short and long sounds.
 3. Skill Objective(s)
 - a. Students will notate rhythm patterns using quarter notes, eighth notes, and quarter rests, using simplified notation.
 - b. Students will notate the rhythm patterns of words.

- B. *Materials*
 - 1. Book: *The Golden Songbook*
 - 2. Craft sticks, 15 per student
 - 3. Book: *Listen, My Children*
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 - 1. Teach the song “BINGO” using echo phrases. Repeat enough times for students to be comfortable with the song.
 - 2. Introduce the rhythm pattern of the letters in “BINGO.” Clap and say the rhythm pattern.
 - 3. Sing the song, inserting the rhythm pattern, following the traditional progression of the song. (The first time you sing it, say all of the letters B-I-N-G-O, the second time, say all of the letters except “B,” replacing it with a clap. Sing the song a third time, leaving out the “B” and “I,” replacing them with claps. Continue until all of the letters have been replaced with claps).
 - 4. Ask students to write the pattern with craft sticks. (quarter note, quarter note, two barred eighth notes, quarter note).
 - 5. Read the poem “London Bridge” for students.
 - 6. Ask the students if they are familiar with the poem. They will likely respond that it is a song and a game.
 - 7. Show them that many poems become songs by adding a tune.
 - 8. Clap the rhythm patterns of the phrases in the song.
 - 9. Segment the song into phrases and write the rhythm patterns with craft sticks.
 - 10. Sing the song, and play the traditional game with two students creating a bridge with their arms, and others going under the “bridge.”
 - 11. Discuss by comparing and contrasting songs and poems.
- E. *Assessment/Evaluation*
 - 1. Teacher will observe students craft stick patterns to ascertain their level of comprehension.

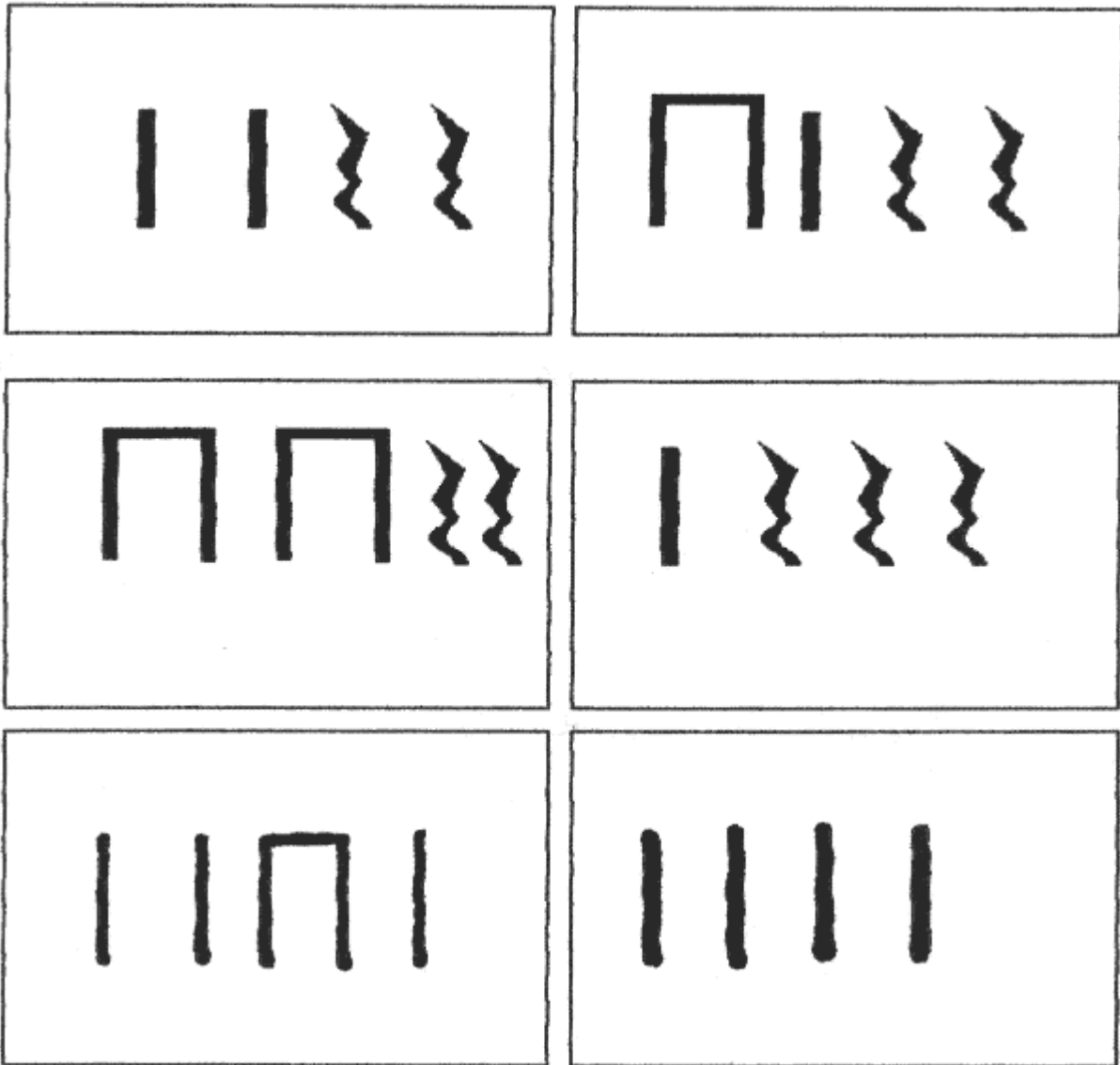
VI. HANDOUTS/WORKSHEETS

- A. Appendix A: Rhythm pattern cards
- B. Appendix B: Rhythm pattern cards for “Star Light, Star Bright”
- C. Appendix C: Rhythm pattern cards for “Are You Sleeping?”
- D. Appendix D: Rhythm pattern cards for “Teddy Bear, Teddy Bear”

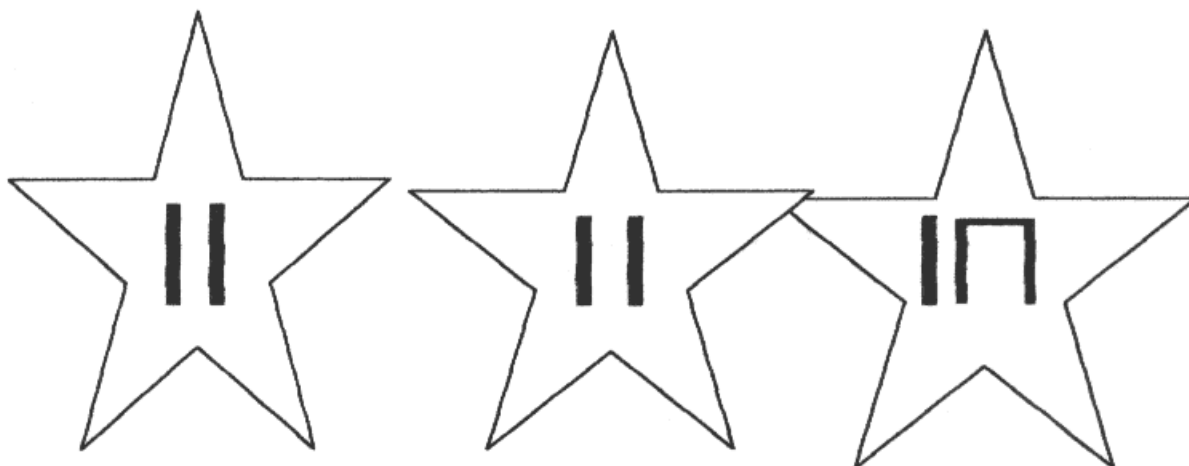
VI. BIBLIOGRAPHY

- A. Frazee, Jane, with Kreuter, Kent, *Discovering Orff*, New York: Schott Music Corporation, 1987. 0-940448-99-5
- B. Hirsch, E.D. Jr. and Holdren, John. *What Your Kindergartner Needs to Know*. New York: the Core Knowledge Foundation, 1996. 0-385-31841-3
- C. *Listen, My Children*, Charlottesville, VA: The Core Knowledge Foundation, 2001. 1-890517-28-3
- D. *Rhythmically Moving, CD 1*. Yipsilanti, MI: High Scope Press, 1983.
- E. Wessells, Katharine Tyle, *The Golden Songbook*, Racine, WI: Western Publishing Company, 1981. 0-307-15811-X

Appendix A-The Rhythm of Language



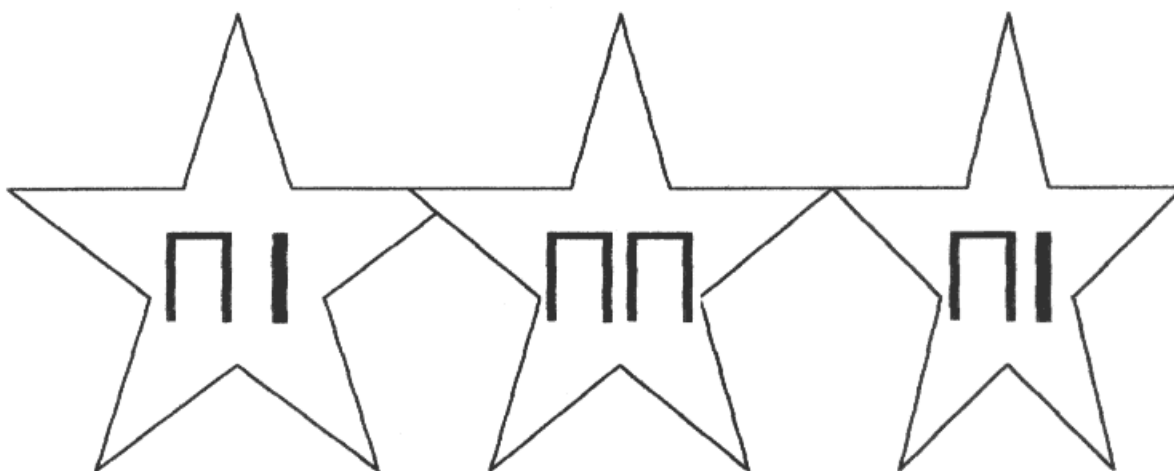
Appendix B-The Rhythm of Language



Star light

Star bright

First star I



See to-night

(I) wish I may, I

wish I might

Appendix B, page 2-The Rhythm of Language



Twin-kle, twin-kle



lit-tle star

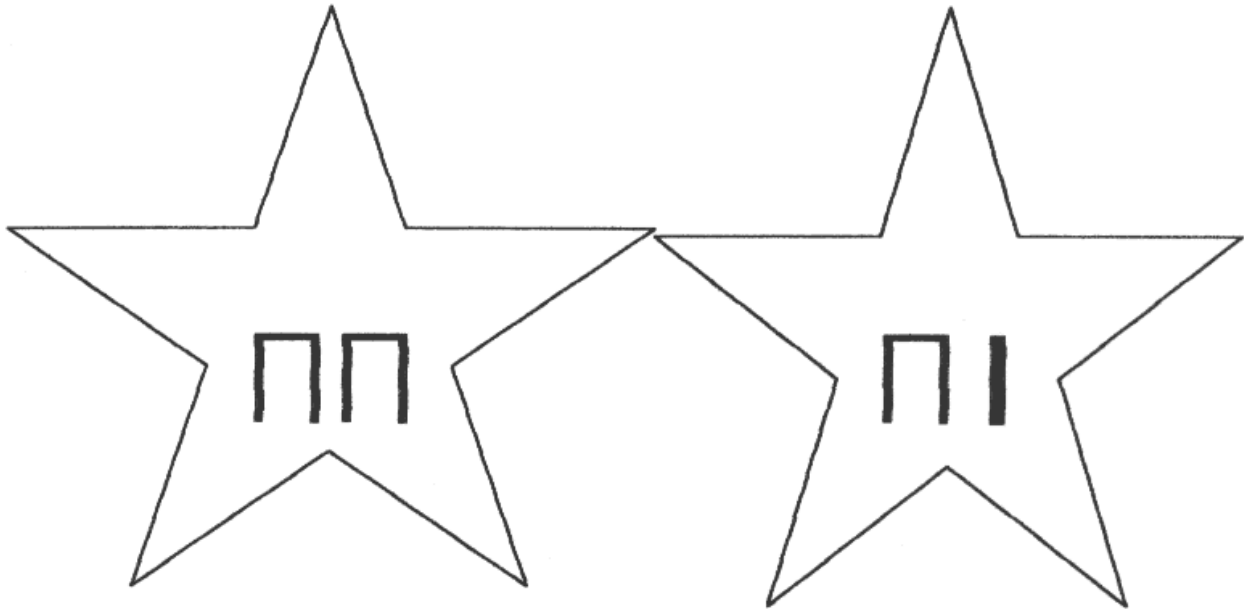


How I won-der



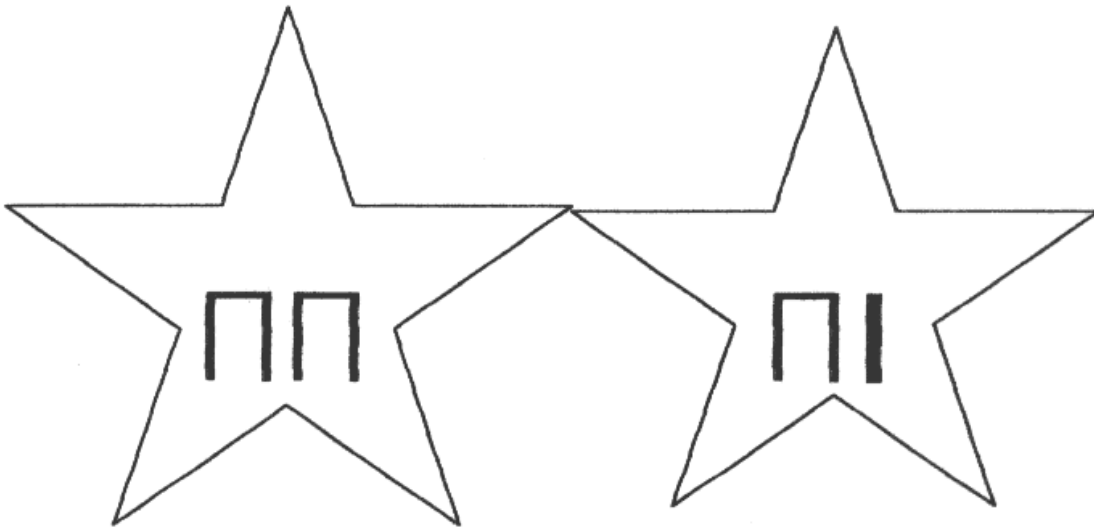
What you are

Appendix B, page 3-The Rhythm of Language



Up ab-ove the

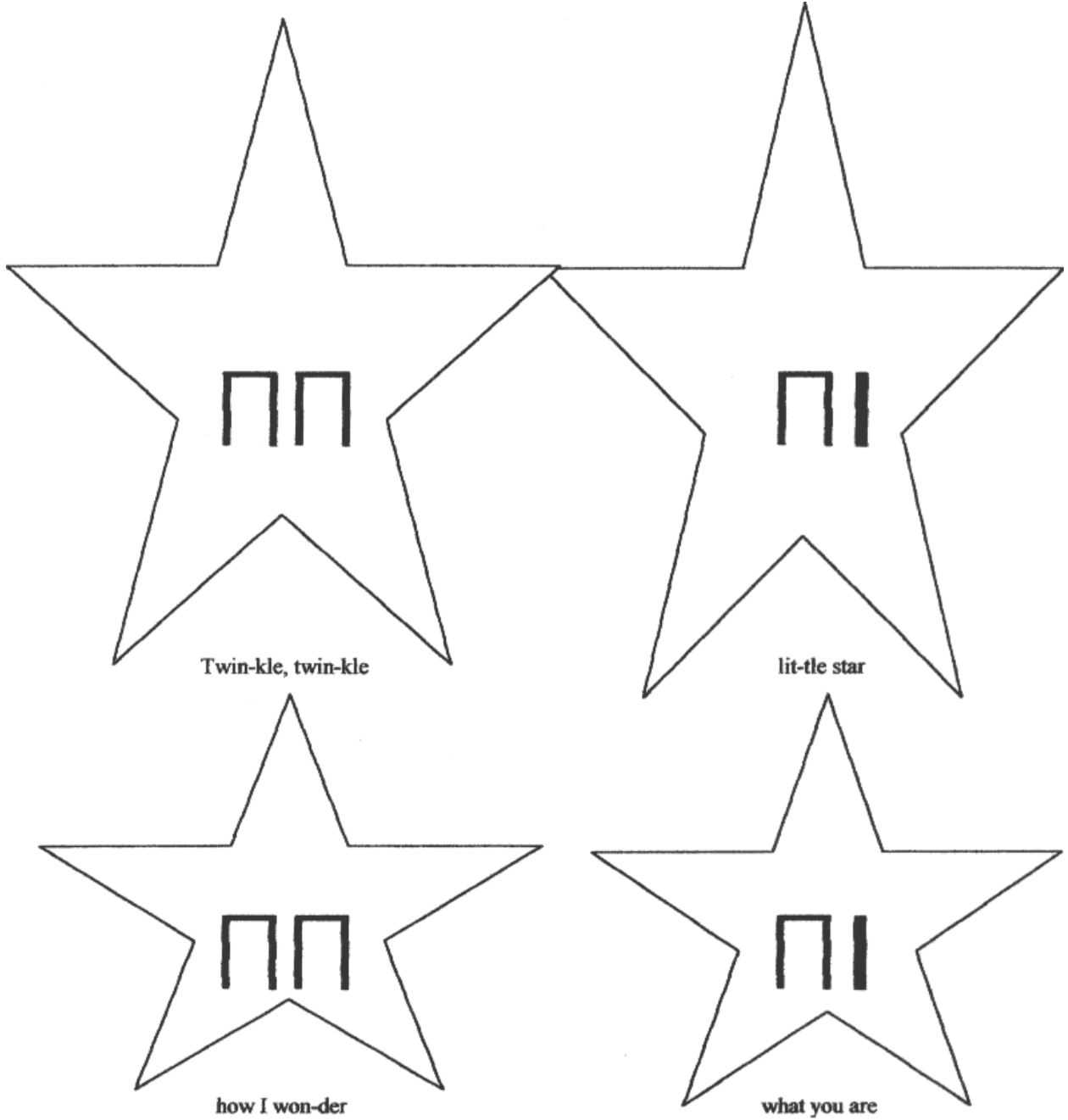
world so high



Like a dia-mond

in the sky

Appendix B, page 4-The Rhythm of Language



Appendix B, page 5-The Rhythm of Language

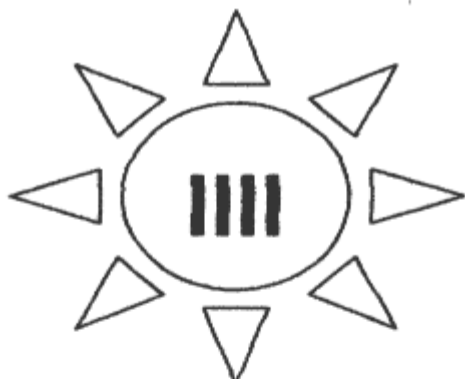


Have this wish I

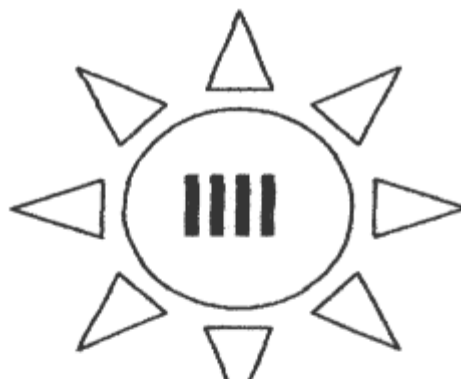


Wish to-night

Appendix C-The Rhythm of Language



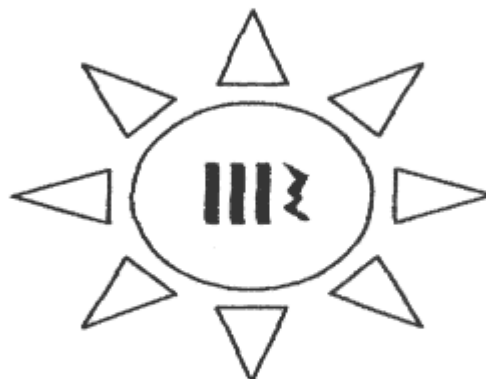
Are you sleeping?



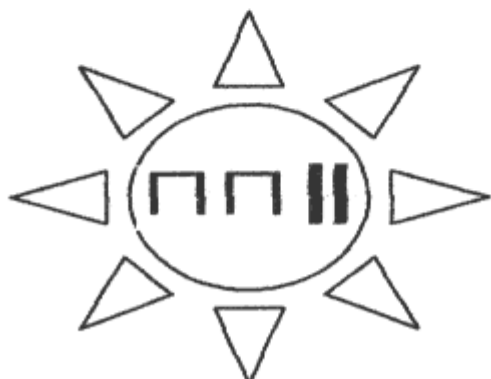
Are you sleeping?



Bro-ther John,



Bro-ther John



Mor-ning bells are ring-ing,

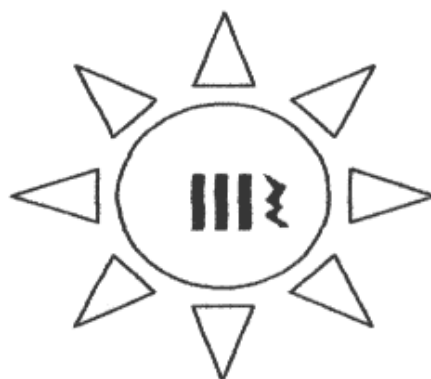


Mor-ning bells are ring-ing

Appendix C, page 2-The Rhythm of Language



Din, din, don



Din, din, don

Appendix D-The Rhythm of Language



Ted-dy bear, ted-dy bear



Turn a-round



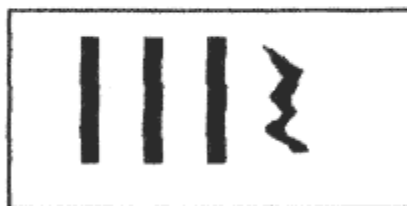
Ted-dy bear, ted-dy bear



Touch the ground



Ted-dy bear, ted-dy bear



Show your shoes



Ted-dy bear ted-dy bear



That will do!