

Introduce the symbols for rests, which are “silent” beats. For each musical note, there is a corresponding rest. Explore these concepts with physical movements.

*Standards listed on next page*

### **Supplies:**

- Paper and writing utensil
- Room to move around

### **Objective**

Students will be able to identify quarter notes, dotted half notes, half notes, whole notes, and their corresponding rests. This will be achieved through visual and movement-based learning.

### **Outline & Procedure *using the video***

1. Introduce the concept of rests.
2. We have previously introduced various types of notes. Each of these notes also have a corresponding rest! Use the video for visual aid, so students can see what these symbols look like.
3. The difference between a note and a rest, is that rests are silent!
4. Let's hear what a note vs. a rest sounds like by listening to a song!
5. Clap along to the beat of the song as the video continues. The first time the song is sung, rests are used. the second time, rests are omitted.
6. Pause the video (02:12) and discuss with the class what the difference was between the version with rests vs. the version without.
7. Introduce the quarter rest.
8. If we can remember from previous lessons, the quarter note gets ONE beat! That means the quarter rest also gets one beat - but it is one beat of *silence*.
9. Look at the quarter rest and allow the students to draw it on a piece of paper or a personal dry erase board. Pause the video (02:57) to complete.
10. Let's clap a rhythm, implementing some rests. Follow along with the video to complete. Clap on the notes, and keep your hands separated on the rests.
11. Introduce the half rest.
12. If we can remember from previous lessons, the half note gets TWO beats! That means the half rest also gets two beats - but it is two beats of *silence*.
13. Look at the half rest and allow the students to draw it on a piece of paper or a personal dry erase board. Pause the video (04:03) to complete.
14. Let's clap a rhythm, implementing some rests. Follow along with the video to complete. Clap on the notes, and keep your hands separated on the rests.

15. Introduce the dotted half note.
  16. If we can remember from previous lessons, the dotted half note gets THREE beats! That means the dotted half note also gets two beats - but it is three beats of *silence*.
  17. Look at the dotted half rest and allow the students to draw it on a piece of paper or a personal dry erase board. Pause the video (05:23) to complete.
  18. Let's clap a rhythm, implementing some rests. Follow along with the video to complete. Clap on the notes, and keep your hands separated on the rests.
19. Introduce the whole note.
  20. If we can remember from previous lessons, the whole note gets FOUR beats! That means the whole note also gets four beats - but it is four beats of *silence*.
  21. Look at the whole rest and allow the students to draw it on a piece of paper or a personal dry erase board. Pause the video (06:48) to complete.
  22. Let's clap a rhythm, implementing some rests. Follow along with the video to complete. Clap on the notes, and keep your hands separated on the rests.
23. Put it all together!
  24. Let's clap a rhythm, implementing the different notes and rests we have learned so far. Follow along with the video to complete. Clap on the notes, and keep your hands separated on the rests.
25. Math it up!
  26. If two quarter rests ( $1 + 1$ ) can equal one half rest ( $= 2$ ), then what combination of rests can equal one whole rest (FOUR beats)? (i.e. what numbers can you add together to get 4?)
  27. Pause the video (11:29) and have your students write down as many combinations as they can think of. Here are some examples:
    - $1 + 1 + 1 + 1 = 4$  (four quarter rests = one whole rest)
    - $2 + 2 = 4$  (two half rests = one whole rest)
    - $2 + 1 + 1 = 4$  (one half rest + two quarter rests = one whole rest)
    - $3 + 1 = 4$  (one dotted half rest + one quarter rest = one whole rest)

**Kentucky Standards:**

1.OA.5 Relate counting to addition and subtraction, e.g., by counting on 2 to add 2.

**Ohio Standards:**

1.OA.5 Relate counting to addition and subtraction, e.g., by counting on 2 to add 2.