

MATH & MUSIC**Lesson 1: Finding the Pulse, Call & Response****K-6**

Understand what patterns are and note common patterns in daily life. Learn to identify and repeat rhythmic patterns, as well as the “pulse,” which is the constant unifying and underlying marker in the music.

Supplies:

- Notebook/Record Log

Objective

Students will be introduced to the beat/pulse of the music, rhythm, and patterns. They will be able to demonstrate ability to finish patterns and identify the pulse.

Outline & Procedure *using the video*

1. Recognize your own heartbeat and pulse.
2. Listen to three listening samples and determine if they are musical or non-musical, meaning do they have a steady pulse or not. Students can answer with a thumbs up or down while the video is in progress or in their notebook. A: 1) yes 2) yes 3) no
 3. Option to pause and try to acknowledge the pulse in several examples of music (ex. play a popular kids song, ask if there’s a pulse. When students reply yes, challenge them to lightly tap their finger to the pulse when they find it).
4. Discuss definitions of rhythm and pattern. Seasons will be given as an example of a pattern in life. Option to pause and discuss other patterns in life.
5. Build patterns through call and response. Ms. Liz will keep the beat and “call” for students to respond.
 6. Option to pause and try call and response with the class, picking one student to lead the “call” each round.
7. Consider sounds in your daily life that have a pulse, such as a ticking clock or windshield wipers. Option to pause and have students write down more ideas of patterns in life.

Kentucky Standards:

KY.3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.

MP.8 (MP.8). Students describe how this pattern exists into new decade families. For example, thirty seven follows thirty-six and so on. Students use this general pattern about how numbers are structured to count forward from any given number within the range of 0-100 (counting on) without the benefit of starting at “one.”

Ohio Standards:

3.OA.8 Solve problems involving the four operations, and identify and explain patterns in arithmetic.

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Student Handout or Class Activity —Finish the Pattern

Number Patterns:

- 1) 1 2 3 ___
- 2) 2 4 ___ 8
- 3) 1 2 4 8 ___
- 4) 20 ___ 10 5 0

Concept Patterns:

- 1) Fall Winter Spring _____
- 2) Monday _____ Wednesday Thursday
- 3) 9am Noon _____ 6pm 9pm
- 4) Red Orange Yellow Green _____ Indigo Violet

Create your own patterns:

- 1)
- 2)
- 3)
- 4)