

Reinforce the understanding of pulse, and add in counting at different speeds (tempi). Higher grades can practice counting by 5's, 10's, or other multipliers.

*Standards listed on next page*

### Supplies:

**\*Order Eligible, Limited Quantity**

- Dowel (any size)\*
- Ribbon\*
- Tape\*
- 1 Rubberband\*

### Objective

Students will demonstrate understanding of pulse and tempo through movement to musical excerpts. Then students will count along on the beat with various numerical patterns.

### Outline & Procedure *using the video*

1. Help Ms. Liz find the pulse in George Gershwin's *An American in Paris* by tapping your fingers along to the beat.
  2. Then follow along to move the beat around your body.
3. Recognize the pulse as the tempo, or speed of the music.
4. Now try on your own to lead the movement to the pulse of the music. Option to have students do this individually, or have one student lead at a time with the rest of the class following. Option to restart as many times as desired at 2:25.
5. Follow along to the drum beat by counting each example:
  6. Count 1 to 10
  7. Count by 2s, 2—20
  8. Count by 5s, 5—50
  9. Count by 10s, 10-100
  10. The next example uses multiples, and is geared towards students 4th grade and up. Younger grades can still follow along, but if its too difficult, skip to (6:55).
11. Students will make a rhythm stick to move along to the pulse.
  12. Cut a few pieces of ribbon and tie near one end of the dowel. Wrap a rubber band around to hold the ribbon.
  13. Finish with a piece of tape around the rubber band to make sure it holds extra tight!

14. Students will use their rhythm stick to move along to a few musical excerpts.
  15. "Aquarium" from *Carnival of the Animals*, Saint-Saëns, (8:48)
  16. "Fossils" from *Carnival of the Animals*, Saint-Saëns, (11:06)
17. Discuss the similarities and differences between the two musical selections.
  18. Did you notice a difference in tempo between the two pieces?
    19. Which was slower and which was faster?
  20. How did each piece make you feel?
  21. Which piece do you like better, and why?
22. DIY at home: pick 5 songs to listen to and use your rhythm stick to find the pulse in each. Notice if there are any tempo changes, and write down how each made you feel. Then discuss when you return to class!

### Kentucky Standards:

KY.K.CC.1 Count a. Count to 100 by ones and by tens

1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

### Ohio Standards:

K.CC.1 Count to 100 by ones and by tens.

1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.