


<b>Lesson Title:</b>	<b>Beats, Rythm, and Life</b>	
<b>Arts Content Focus:</b>	Music	<b>Non-Arts Content Focus:</b> Social Emotional Learning

<b>Lesson at a Glance</b>	<b>Lesson Summary</b> <i>2-3 sentence lesson "snapshot":</i>	<b>Photo</b> <i>What does this work look like? Student work examples:</i>
	<p>Children will learn about natural rhythm and beats through meditative interaction, connection, and grounding.</p> <p>Children will interact with each other through sound, rhythm, and drum beats to create a community-oriented experience of singing and drumming.</p>	

<b>Setting the Stage</b>	<b>Who &amp; Where</b>	<b>Community Collaboration</b> <i>What actions can I take to include and invite:</i>
	<p><b>Author(s):</b> Jefferson Greene and Gary Reed</p> <p><b>Cultural Identity of Author(s) - optional:</b> Member of the Confederated Tribes of Warm Springs; Euro-American</p> <p><b>Learning Setting:</b> Pre-k to Kindergarten</p> <p><b>Student Age Range:</b> Ages 4-7</p> <p><b>Time Needed:</b> 30 minutes</p> <p><b>Materials Needed:</b> See <i>Relevant Resources, below.</i></p>	<p><b>Local Artists:</b> Invite local singers and drummers.</p> <p><b>Elders:</b> Invite them to a sharing.</p> <p><b>Families:</b> Invite them to a sharing.</p> <p><b>Languages:</b> Ichishkín, Native Languages, and English.</p>

# Learning Goals

## Big Idea(s) & Key Concepts

*What concept matters most to my students? For example: Pattern; Active Voice; Volume; Collaboration.*

1. The beat is alive. Mother earth is alive. You are alive. Can you feel the beat in you?
2. We can build community here through connection to each other.
3. We can share connection through drumming and songs.

### Skills & Thinking

*Briefly describe the arts and non-arts content goals.  
\*See Related Resources for a sample of selected standards.*

1. Learns about the natural beat/rhythm of their hearts.
2. Increases awareness of the bond and balance they have with others around them.
3. Creates together using drums and songs.

### Looking for Learning

*What will we see and hear that shows student learning?*

1. Finds their own heartbeat and tap/move to it.
2. Sits quietly and listens mindfully to sense the connections to their own beat and the world/community around them.
3. Drums together and learns a song through humming.

# Learning with Students

## Lesson Step-by-Step

Time Needed	Teacher Script	Looking for Learning
7-8 min. (depends on size of groups)  Students sit in chairs around circle.	Greet & welcome students to the lesson. Invite students to say and clap syllable/rhythm of their name and group echoes name and rhythm. Teacher may greet students in native language.	Sits and listens quietly and responds appropriately to teacher's welcome with clapping and saying names.
4-6 min.  Students remain in chairs.	Invite the students to find their own heartbeats by placing their hand on their chests or finding it in their wrists. Rest after finding it, invite the students to breathe while feeling their heartbeats. Invite them to close their eyes and try to hear a sound far off in the distance, finding and acknowledging silence, while the instructor softly sings a slow song of the instructor's choice.	Begins to feel and understand what it is to be alive and that there are many things alive in our precious world.

## Learning with Students

<p>5 min.</p> <p>Students remain in chairs.</p>	<p>Each song has a beat and story and every story has a beat and song.</p> <p>Play video of <i>Celebrating 10,000 Performances of STOMP</i>.</p> <p>Provide students with insight into different songs and beats from different cultures, playing along to the beats for approximately 30 seconds. Play different beats as students move their bodies to the beats while still in chairs. Play loud/soft &amp; fast/slow.</p> <p><i>How did each one make you feel?</i></p>	<p><u>Watches video and responds to teacher's prompts about video.</u></p> <p>Listens to beats/rhythms played by teacher with eyes closed and responds by gently moving body parts to the beats while still in their chairs.</p>
<p>5 min.</p> <p>Students begin to move out of their chairs.</p>	<p>Invite students to stand and move in space to the beat the teacher provides to the group. Students reflect the sound through body movements. Play fast, slow, loud, soft, various, while students respond accordingly. Remind the students to be united in carrying the same beat, demonstrating the same body movements, and keeping in sync.</p>	<p>Stands and moves around the space to the sounds the teacher plays. Becomes aware of others and tries to find and match common movement ideas that everyone can do together.</p>
<p>10 min.</p> <p>Students are invited to pick a drum and stick and join the everyone at the circle of chairs to begin learning to be in sync</p>	<p>Remind students to be kind to the instruments, sticks, and each other by reminding them to honor the effort it takes to make a drum by hand. Students may remove extra chairs. Invite the students to make a smaller circle of chairs now that some have been eliminated. Allow the students to get to know their drums by tapping on, along, and around the drum using their stick. Review some of the beats with the children and invite them to join in with a soft drum beat at the same tempo as that of the teacher.</p>	<p>Chooses drum and stick and returns to circle. Follows suggestions of teacher to explore sounds that drums can make. Follows lead of teacher and plays along with teacher softly.</p>
<p>5 min.</p> <p>Everyone sings and plays together.</p>	<p>Demonstrate a united beat. Remind the students of song, dance, and beat all remaining together, and begin singing a song to students. (Teachers should choose a song that they are comfortable sharing, i.e. cultural, nursery rhyme.) Continue singing the song and invite the students to hum along to the song as they've currently learned it. After the 2nd verse, invite them to hum louder, again after the 3rd verse, continue invite an increased volume until the song is complete.</p>	<p>Plays together song that teacher leads. Teacher will sing while students continue to drum and hum along softly. Increases volume until song is finished.</p>

	Praise the children for working together to create beauty.	
1 min. Students will return drums kindly to table.	Invite the students to return their drums to one of the two tables from which they chose their drums.	Quietly, with respect, places drums back on tables.
2 - 3 min. Thank you and review.	Review with the children what it means to be in sync, breathe, listen to the natural sounds, work together, and have fun. Teacher may say thank you and good-bye in native language.	Listens and responds.

After Teaching	<b>Reflection on Learning</b> <i>What did students say and do to show learning? Where were students successful? What were some barriers and challenges?</i>	<b>Next Steps</b> <i>How will you celebrate student successes? How will you address identified barriers and challenges?</i>
	Students find and tap to their own heartbeats. Students quietly connect with their own beats and the beats around them. Students drum and hum together.	Share other tribal instruments from throughout the region and nation.  Share how stories are reflected in song and beat.

Related Resources	<b>Materials Needed</b>	<b>Standards</b>
	<ul style="list-style-type: none"> <li>o Circle of chairs with a few extra chairs.</li> <li>o Two folding tables set-up to lay the drums on.</li> <li>o Enough drums and drum sticks for each student.</li> <li>o Internet access</li> <li>o Projector and extension cord</li> <li>o Screen</li> </ul> <p>OPTIONAL: <i>Celebrating 10,000 Performances of STOMP</i>:  <a href="https://www.youtube.com/watch?v=5WJ4kBQIXH4">https://www.youtube.com/watch?v=5WJ4kBQIXH4</a></p>	<p><b>Note:</b> <i>Standards are intended as a guide to encourage developmentally appropriate, complex thinking in the arts and beyond. Notice the emphasis on creating, performing, responding, and connecting (as opposed to creating an object or product only).</i></p> <p>Relevant Sample Standards:  <b>Music</b>          Performance Standard (MU:Cn11.1.K)          a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.  <i>See more Music Standards <a href="#">here</a>.</i></p> <p><b>SEL</b>          STANDARD 3 SELF-EFFICACY – Individuals have the ability to motivate themselves, persevere, and see themselves as capable.  <i>See more SEL Standards <a href="#">here</a>.</i></p>

Watch a video of this Arts Integration Lesson and find more at: <https://vimeo.com/428382218>

Lesson Plan template designed by ArtsWA, Creative Start Team (Updated August 2020).

Find more lesson plan examples and teaching resources at: <https://www.arts.wa.gov/creative-start-studio/>.