

5 Part Kindergarten Lesson Plan on Rhythm

Important terms and concepts

Levels – high, middle, low

Pulse - is a constant beat

Crescendo – gradual increase in intensity (usually soft to loud)

Decrescendo – gradual decrease in intensity (usually loud to soft)

Music Selections in google drive

https://drive.google.com/drive/folders/1Rv46hNqvyfln6HmqNidAcv5cx8B4x_tw?usp=sharing

Fast to Slow Jeff Romanyk

Slow to Fast Jeff Romanyk

Drum + Freeze ABC Jeff Romanyk

Caribbean Leaps Eric Chappelle

Props

Instruments (shakers, castanets, rhythm sticks)

Yoga spots

Arts Ed. Music

CPK.3

Create sound compositions exploring the elements of music including:

- repeating patterns
- beat (e.g., clapping and stepping, and counting)
- response to fast/slow paces
- high/low sounds
- loud/soft sounds

(k) Clap, play, and move to beats and rhythmic patterns (e.g., in nursery rhymes, music, teaching stories, and legends).

(e) Create and imitate sounds by experimenting with the voice and instruments.

Arts Ed. Dance

CRK.1

Respond to arts expressions verbally and non-verbally (e.g., through movement or drawing).

f) Observe and respond to a range of arts expressions, incorporating age-appropriate discussion of arts elements and principles

1. Warm up – BrainDance rhymes

See written or video resource *BrainDance Rhymes*

Or pages 82 – 93 for BrainDance rhyming variations

2. Exploring the concept - Fast and slow/loud and soft

Music: Fast to Slow Drum, Slow to Fast Drum Jeff Romanyk

1 - Listen and respond to fast to slow and slow to fast. Start by closing eyes and listening.

2 - Respond by dancing with the music.

3 - Play along with instruments (rhythmic training and listening)

4 – Practice playing instruments as a group soft to loud and loud to soft (crescendo and decrescendo).

Reflection: How does loud and soft and fast and slow music make me feel?

3. Skill Development – Pulse and Pattern Freeze Dance

Music: Drum + Freeze ABC

Part 1 – Self-space

Begin on spots with instrument on head

Standing on a spot play:

8 counts with instrument up high

8 counts with instrument down low

16 counts drawing a circle with instruments

Freeze in a high shape when music stops

Part 2 – General space

Begin standing on spot, when music starts move through general space and play:

8 counts with instrument up high

8 counts with instrument down low

16 counts drawing a circle with instruments

Freeze in a middle level shape on spot when music stops

Part 3 – Levels

Begin standing on spot, when music starts dance in general space:

8 counts with instrument while dancing in a high level

8 counts with instrument while dancing on a low level

16 counts drawing a circle with instruments while spinning

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Reflection: What was the most difficult part of this dance?

4. Creating – Dancing Obstacle Course

Music: Caribbean Leaps

This is an opportunity practice audience skills by watching and responding to other dancers. Play 'in the band' with the music'. Create my own variation on a dancing shapes. Learn and practice dance skills.

**Read page 141 in Brain Compatible Dance Education for background and suggestions on obstacle courses.

Example:

Chair – choose a high, middle, or low balancing shape.

Spots – leaping is one foot to one foot. 2 spots for 2 feet.

Spot – choose a different high, middle or low balancing shape.

Spinning on a stick

Bear walking to instruments.

Playing instruments in the 'band.'

5. Cool down – Sounding

video resource: <https://vimeo.com/572376651>

Raining 'Shhh' - make the sound of a 'Shhh' while raining fingers from high to low.

Pressing 'Ooo' - make the sound of an 'O' while pressing on your head, legs, shoulders.

Growing 'Eee' - make the sound of an 'E' while growing from a seed to a big tree. Rustle your leaves and sway your branches in the wind.