

6-2016

Who's Got the Steady Beat? (6th-8th grade)

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: **Who's Got the Steady Beat?**

Grade Level: 6-8

Subject/Topic Area(s): Music, General Music, Steady Beat, ALE, SE

Designed By: Valerie Jeannin

Time Frame: 8-11 days

School District: Northside ISD

School: Pease Middle School

School Address and Phone: 201 Hunt Lane, San Antonio, TX, 78209, 210-397-2950

Brief Summary of Unit (Including curricular context and unit goals):

This unit is intended to be the first unit of a year-long curriculum for a music class for students in an ALE (Alternative Learning Environment) or SE class. These students have a diverse set of abilities and are diverse learners. Accommodations and modifications will need to be made for these students and the time frame of the class may differ depending on the class. Steady beat is the most important thing that young musicians need to be able to successfully understand and demonstrate so they can continue in their studies to successfully learn to read music and play in an ensemble. In this unit, students will have ample exposure and opportunities to practice steady beat. They will first be assessed on a baseline for movement skills and awareness of fast/slow and same/different. Students will have opportunities to practice steady beat in varying group sizes with movement, body percussion, instruments, and singing. Students will be given opportunities to reflect on their success in demonstrating steady beat. Students will reflect on how they move to music and recognize that steady beat unites many of their responses to music. To demonstrate proficiency with steady beat, students will lead their peers via video to the steady beat of a song of their choice and other students will follow them accurately, as if conducting and participating in an ensemble.

UbD Template 2.0

Stage 1 – Desired Results		
§117.103b Foundation s: music literacy. The student describes and analyzes musical sound. The student is expected to: 1.d identify same/diffe rent in beat..., faster/slow er, and simple patterns in musical performan ces Creative expression. The student performs a varied repertoire of developme ntally appropriat e music in informal or formal settings. The student is expected to: 2.a sing or play	Transfer	
	<i>Students will independently use their learning to...</i> keep a steady beat as an individual and as an ensemble member.	
	Meaning	
	Understandings <i>Students will understand that...</i> Steady beat is what unites individuals' response to music and can bring people together. Steady beat is essential to the success of an ensemble.	Essential Questions What is steady beat? How do we find steady beat? Why do we use steady beat? How do we use steady beat? How do we first respond when we listen to music? Why is steady beat different in each song?
	Acquisition	
Knowledge <i>Students will know...</i> beat/steady beat fast/slow same/different Personal space Walk March Skip Listening Clapping Tapping Patting Still Hands	Skills <i>Students will be able to...</i> <ul style="list-style-type: none"> • Demonstrating steady beat alone and as part of a group using movement (hands, feets, locomotor) and instruments • Identifying and responding to changes in steady beat • Demonstrating good listening. 	

<p>classroom instruments independently or in groups</p> <p>2.c move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement</p> <p>2.e perform music using... faster/slower</p> <p>Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:</p> <p>4.b identify steady beat in musical performances</p> <p>4.c compare same/different in beat,...</p>		
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faster/slower, and simple patterns in musical performances		
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Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T	Rubric	Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i> -Students will lead others in playing the steady beat, peers will respond to a leader by playing and following the leader’s steady beat and stay together. -Students will listen and respond to different types of music and reflect on how they respond and move to the music. ----- ----- Other Evidence (e.g., formative) -Diagnostic & Rechecks of Movement Abilities -Exit Ticket: Self Reflection on Steady Beat Demonstration
M	Response Sheet	

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment <i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i>
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A	Learning Activities <ul style="list-style-type: none"> • Day 1 <ul style="list-style-type: none"> ○ Conduct Pre-Assessment Sequence (attached) to ascertain students’ demonstration of fine motor, motor, locomotor skills, fast (physical demonstration), and slow (physical demonstration). Do the sequence three times, first two times just movement and the third 	Progress Monitoring (e.g., formative data) Diagnostic (attached) - Movement & Fast/Slow (collect data to take students’ baseline)
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	<p>time fill out the diagnostic.</p> <ul style="list-style-type: none">○ Freeze Dance Activity! (same/different) First, remind students rules of respecting personal space of self and others. Invite students to demonstrate given movement (tapping, patting, clapping, stomping, snapping, walking, marching, skipping, etc.) when music is playing. Teacher may have to demonstrate some movements before the music starts. Students will stop moving when the music is no longer playing. Start with smaller movements and then get to larger movements and eventually moving around the room. Teacher makes a playlist of varying types of music that have to potential for varying ranges of expression.○ Introduction to Steady Beat. Teacher will clap a moderate, steady beat (quarter note=60) for a 4 beat pattern. Students repeat. Teacher will demonstrate 4 beats on different parts of the body (patting, snapping, stomping). After students seem to be comfortable with concept, use body movement that doesn't make noise to demonstrate beat (for example, twisting with one movement on each beat, moving head in time, swaying). Teacher continues demonstrating movement with steady beat without interruptions and students follow. Students will follow the changes in movement	
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<p>A</p>	<p>given from teacher. Teacher is sure to verbally and visually indicate (with picture cards if possible) which movement they are doing.</p> <ul style="list-style-type: none"> • Day 2 <ul style="list-style-type: none"> ○ Who's Got the Steady Beat? Song <ul style="list-style-type: none"> ▪ Teacher begins by patting a moderate steady beat on their legs, students are invited to imitate so all are patting the steady beat together. ▪ Then teacher adds a verbal chant while all are still patting. Chant is repeated and students are to join in as they feel comfortable. ▪ Teachers and students continue chant. Teacher leads students in changing where they show the beat (clapping, patting, tapping, stomping, etc). ▪ Still chanting, teacher leads changes in tempo. Go fast for a time, go slow for a time. Beat needs to stay steady regardless of tempo. Remind students to pay attention. ▪ For students who are comfortable with this, invite them to have a "Solo." The chant can be changed 	<p>Exit Ticket (attached): Steady Beat Reflection = Students reflect on their ability/comfort level with steady beat.</p>
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A

“Who’s Got the Steady Beat? Eric’s got the steady beat!” and encourage student to show you 4 steady beats.

- Invite students who are comfortable to lead the class in a steady beat that their classmates can follow.



Who’s Got The Stea - dy Beat?!

- Students complete Exit Ticket before leaving class.
- Day 3
 - **Recap of First Day:** Who’s Got the Steady Beat?
 - **Move & Groove!!!** Students begin in their chairs. Teacher will play some music and invite students to move in specified ways (sway, clap, snap, stomp, rub, pump, pat, tap). Teacher takes suggestions from students for movements. Students are then invited to “free dance” in their chairs in which they do what they want. Music is playing throughout.
 - Next, teacher invited students to stand up (in a circle if not already) and leads students in larger movements such as waving hands in the air, twisting their legs, hopping in place, takes request for movement

Film Students’ Movement for a Reflection Assignment later in unit.

M	<p>that keeps them standing in their spot. Free dance in their spot.</p> <ul style="list-style-type: none"> ○ Now, teacher leads students in locomotor movement around the room--walking, marching, skipping. ○ Locomotor free dance. Students are to continue moving in a circle and move to music. Teacher plays portions of 7 songs (differing in style) and will film students for assignment later in unit. ○ Move & Groove to the Beat! Start “Move & Groove” sequence and teacher leads students in doing same movements as before with the steady beat of the song playing. ○ Closing Question: Who can show me steady beat? Call on various students to demonstrate and whole class follows them. Why is steady beat different in each song? <ul style="list-style-type: none"> ● Day 4 <ul style="list-style-type: none"> ○ Warm-up: Move & Groove Sequence again, with focus on staying with the steady beat of the song. ○ Student Response: How Did I Move? How Did I Groove? Students will watch video of their first Move & Groove session and respond to each song and video clip shown. Students are realizing connection to music on an emotional and physical level. Compare answers between students. Point out similarities in responses. Recognize whenever students have recognized 	<p>Student Response (attached): How Did I Move? How Did I Groove? Teacher will need to procure a picture/word bank as these items are under copyright and cannot be distributed in this copy. Resources are listed in “Day 4.”</p>
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<p>A</p>	<p>themselves moving along with the beat.</p> <ul style="list-style-type: none"> ○ Closing Questions: How many of you felt like you moved to the steady beat? How do we first respond when we listen to music? ○ Good Resource for Free Emotion Cards: http://www.educateautism.com/free-materials-and-downloads.html/item/basic-faces-emotions-pecs.html ○ Good Resource for Movement Cards (pay): https://www.teacherspayteachers.com/Product/Move-it-or-Lose-it-Visual-Movement-Cues-549295 <ul style="list-style-type: none"> • Day 5 (may have to repeat this day twice) <ul style="list-style-type: none"> ○ Who's Got the Steady Beat? - Add non-pitched percussion instruments and movement ○ Students and teacher sit with chairs in a circle formation ○ Teacher begins by patting a moderate steady beat on their legs, students are invited to imitate so all are patting the steady beat together. ○ Then teacher adds a verbal chant while all are still patting. Chant is repeated and students are to join in as they feel comfortable. ○ Stop the chant. Distribute a set of rhythm sticks to each student. Show them to hold rhythms sticks with both hands across legs. This is silent position. Practice going from silent position to playing position. Once this is mastered, lead students in 	<p>Exit Ticket (attached): Steady Beat Reflection = Students reflect on their ability/comfort level with steady beat. (teacher will let student know of how they would answer as well)</p>
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	<p>doing steady beat and add chant.</p> <ul style="list-style-type: none"> ○ For students who are exhibiting self control or are mastering the skill, introduce a new instrument to them first, with a different timbre, such as tambourine, egg shaker, etc. Distribute these instruments evenly across circle. ○ Initiate rotation of instruments. When teacher says “rotate,” students pass their instrument counter-clockwise, to their right. This way everybody gets a chance to play the different instruments. ○ Now students will experience more independence in playing: ○ Create Large Groups (5) and have students perform for the class. Continually reduce the size of groups... ○ Smaller Groups (3) ○ Pairs ○ Solo if student is comfortable and willing: invite them to have a “Solo.” The chant can be changed “Who’s Got the Steady Beat? Eric’s got the steady beat!” and encourage student to show you 4 steady beats on their instrument. ○ Clean up instruments. ○ Teachers and students continue chant with clapping. Then teacher leads students in changing where they show the beat (clapping, patting, tapping, stomping, etc). ○ Still chanting, teacher leads changes in tempo. Go fast 	
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A	<p>for a time, go slow for a time. Beat needs to stay steady regardless of tempo. Remind students to pay attention.</p> <ul style="list-style-type: none"> ○ Now students will experience more independence in playing: ○ Create Large Groups (5) and have students perform for the class. Continually reduce the size of groups... ○ Smaller Groups (3) ○ Pairs ○ Solo if student is comfortable and willing: invite them to have a “Solo.” The chant can be changed “Who’s Got the Steady Beat? Eric’s got the steady beat!” and encourage student to show you 4 steady beats with movement. ○ Invite students who are comfortable to lead the class in the steady beat. ○ Students complete Exit Ticket before leaving class. Teacher will tell the student what their observation of progress is. <ul style="list-style-type: none"> • Day 6 <ul style="list-style-type: none"> ○ Conduct Pre-Assessment Sequence (attached) to ascertain students’ <i>progress</i> in demonstration of fine motor, motor, locomotor skills, fast (physical demonstration), and slow (physical demonstration). Do the sequence two times, first time just movement and the second time fill out the diagnostic. Share with students any observed change or improvement. ○ Who’s Got the Steady Beat? 	<p>Diagnostic (attached) - Movement & Fast/Slow (collect data to take students’ progress)</p>
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	<p>- add singing</p> <ul style="list-style-type: none">○ Teacher completes same sequence as before but instead of chanting, they will sing. Any simple, stepwise melody will do. I use on solfege “Do Do Re Mi Re Do.” Add instruments and movement as you did yesterday.○ Move & Groove to the Beat! Students begin in their chairs. Teacher will play some music and invite students to move in specified ways to the beat (sway, clap, snap, stomp, rub, pump, pat, tap). Teacher takes suggestions from students for movements. Students are then invited to “free dance” in their chairs in which they do what they want. Music is playing throughout.○ Next, teacher invited students to stand up (in a circle if not already) and leads students in larger movements such as waving hands in the air, twisting their legs, hopping in place, takes request for movement that keeps them standing in their spot. Free dance in their spot.○ Now, teacher leads students in locomotor movement around the room--walking, marching, skipping.○ Locomotor free dance. Students are to continue moving in a circle and move to music.○ Now have students sit in their chairs and transfer the beat to instruments. Pass out rhythm sticks,	
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<p>A</p>	<p>tambourines, and egg shakers evenly distributed across the circle. Students will play along with the beat to several different song clips, led by teacher.</p> <ul style="list-style-type: none"> ○ Now students will experience more independence in playing: ○ Create Large Groups (5) and have students perform for the class playing the steady beat along with a song. Continually reduce the size of groups... ○ Smaller Groups (3) ○ Pairs ○ Solo: Invite students who are comfortable to lead the class in the steady beat. ○ Closing: Tell students to choose one of their favorite songs so they can tell it to you tomorrow in class. <ul style="list-style-type: none"> • Day 7 <ul style="list-style-type: none"> ○ Warm-up: Teacher asks students what they chose at their favorite song. Teacher writes name of student and song on the board. ○ Arrange chairs in a circle facing outward so all students are facing out of the circle and can only see the people on either side of them. ○ Teacher plays sections of student's songs and invites students to clap, pat, tap, or show the steady beat in some way. ○ Teacher films individual students as their song plays for the final performance task. Other students continue to participate as music plays. Each student will be filmed by the end of 	<p>Exit Ticket (attached): Steady Beat Reflection = Students reflect on their ability/comfort level with steady beat. (teacher will let student know of how they would answer as well)</p>
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M, T	<p>the class period.</p> <ul style="list-style-type: none"> ○ Students complete Exit Ticket before leaving class. Teacher will tell the student what their observation of progress is. • Day 8 <ul style="list-style-type: none"> ○ Warm-up: Move & Groove to the Beat! ○ Teacher shows individual videos of students to the class. ○ All students respond to the video by following the steady beat demonstrated by the student in the video ○ Teacher evaluates student in the video for correct demonstration of steady beat using rubric. Teacher evaluates other students for correctly following the video and participating. ○ Closing Questions: Why do we use steady beat? 	<p>Lead the Steady Beat Rubric</p>
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Pre-Assessment Sequence

Steady Beat Unit

The goal of this activity is to familiarize the teacher with the abilities of their students and inversely, help the students become familiar movements that will commonly be used in the unit. This is not a “test” but rather a diagnostic. It is important for the teacher to be aware of all students’ abilities as they will vary. It is suggested that teacher also uses picture cards to depict movements and concepts (slow/fast, go/stop). If your students’ homeroom ALE/SE teachers already have cards that they use with the students, it is ideal that you use the system students are already familiar with. If not, you may use the cards provided.

Students will participate with teacher and respond to instruction. It is important that teacher does not physically demonstrate immediately after giving verbal instruction/showing picture card. After a time (~10 seconds), teacher may demonstrate movement or motion. Teacher will give students these instructions in this order:

- “Show me tapping your finger on your knee.
- Show me clapping.
- Show me patting your hands on legs.
- Show me still hands.
- Show me SLOW with your hands.
- Show me FAST with your hands.
- Show me walking.
- Show me marching.
- Show me skipping.”

If teacher feels it is appropriate, teacher may invite students to adjust their speed.

Ex. “Show me clapping FAST.”

Exit Ticket:

Steady Beat Reflection

Do you feel comfortable with steady beat?

Circle one.



Yes! I've got the beat!



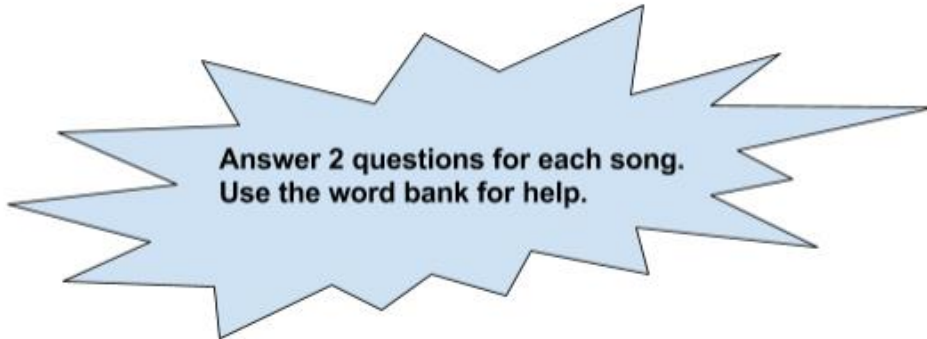
I'm not sure.



No. I want more practice.



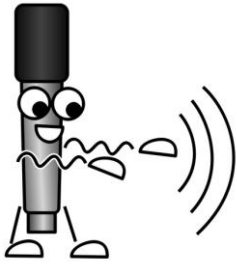
How Did I Move? How Did I Groove?



Song #	How did you feel?	How did your body move?
1		
2		
3		
4		
5		
6		
7		

Word & Picture Bank

wiggle



Move Body to Beat



walk

