

EARLY ARTS LEARNING EXPERIENCE FORM

Teaching Artist Name: Christina Farrell

ARTS ELEMENT: Music - Steady beat; Rhythm; Tempo (fast/slow); Call and Response

EXPERIENCE: "Hey, Mr. Drum!" Echo Chant

SINGAPORE AESTHETICS AND CREATIVE EXPRESSION LEARNING GOAL:

Learning Goal 1: Enjoy art and music and movement activities

Learning Goal 2: Express ideas and feelings through art and music and movement

UNITED STATES NATIONAL CORE ARTS STANDARD:

Anchor Standard 4a: With substantial guidance, explore music's expressive qualities such as voice quality, dynamics, and tempo

KEY KNOWLEDGE/ SKILLS: Identify and demonstrate elements of music (steady beat, rhythm, tempo) through movement; Respond to musical cues in a call and response chant

VOCABULARY: steady beat, syllables, rhythm, drum, instrument, echo

RATIONALE: (*Why am I teaching this?*) Steady beat is a fundamental skill in developing language fluency and one-to-one correspondence. The Mr. Drum game strengthens children's "inner hearing" - the ability to think of words or sounds in your head without speaking.

EXPERIENCE PROCEDURES

Step One - Rhythm Speaks:

Introduce Mr. Drum as a puppet who can speak! But he doesn't use words, so we have to listen carefully to understand him. When Mr. Drum says "hello" he taps two times (two syllables). Add more words to his vocabulary as the children's listening skills improve. Use this chant:

Hey Mister Drum, what do you say?
Hey Mister Drum, what do you say?
(*Mister Drum taps two times*)
HELLO! (*Children wave and echo Mister Drum's rhythm*)
(*repeat drumming and echo four times*)

Variations: (*Mister Drum taps three times*)
TOUCH YOUR TOES! (*Children tap their toes and echo Mr. Drum's rhythm*)

(*Mister Drum taps one time*)
STOP! (*Children raise their hands and echo Mr. Drum's rhythm*)

Step Two - Variations of Tempo and Rhythm:

Vary the tempo by playing a faster or slower steady beat. Or play a rhythm pattern and encourage the children to respond to the rhythm through movement (tip-toeing, marching, scurrying, slow motion, skipping, galloping, and sliding.)

Step Three - Instrument Variations:

Another variation is to play this game with **Mrs. Slide Whistle!** She may slide up or down and the children will echo her in voice and body:

Hey Mrs. Slide Whistle, what do you say?

Hey Mrs. Slide Whistle, what do you say?

(Mrs. Slide Whistle slides up slowly)

U-U-U-U-UP! *(Children stand up slowly, echoing Mrs. Slide Whistle)*

Closure: What other instruments might you use to create instrument "puppets?" How could you use the instrument to explore steady beat, rhythm, tempo or other musical elements?

MATERIALS, IF ANY: Drum, slide whistle

OVERALL ASSESSMENT *(How will I know the children got it?)*

Observation: Are children able to keep a steady beat (clapping, marching, patting, etc.)? Can children correctly identify Mr. Drum's "words?" Do children respond to changes in tempo or rhythm?