Lesson Plan #1: Move to the Beat

National Std. #6: • Listening to, analyzing, and describing music.

Ohio Standards:  
• Analyzing and responding. (Demonstrate/identify contrasting elements of music.)  
• Historical, Cultural and Social Contexts. (Sing, listen, and move to music from various historical periods.)

Multiple Intelligences: Musical, Bodily-Kinesthetic

Concept: Music can have a steady beat. Music can have sections that are the same or different from one another; we can use the same movement for sections that are the same.

Objective/Outcome: Students will use body motions to the beat, using the same motion for each “A” section as they listen to recorded music.

Materials:  
• recording of “Viennese Musical Clock” from the Háry János Suite by Zoltán Kodály (available on the Classics for Kids CD or the Classics for Kids website)  
• tapping page for section A of “Viennese Musical Clock” for K–2  
• “Tick-tock/Cuckoo” song (for Extension)

Sequence:  
1. Begin by stating that you have some special music to play for the class today. The music is about a certain object...can they guess what it is? Give clues to lead them to guess what the object is (a clock).

2. Ask questions such as, “What do we depend on clocks to do?” (keep good time). If possible, bring a wind-up clock so that the steady ticking can be heard.

3. Invite the children to listen for the steady beat of the music, similar to the steady ticking of a clock.
4. “Do what I do.” As you play the recording, make the same motion that the children will follow each time they hear the “A” section. Choose a motion done with both hands on both sides of the body, such as gently tapping your shoulders. Choose contrasting motions for each different section, such as tapping your head for the “B” section, tapping your waist for section C, and gently tapping your ears for D. (Note to teacher: Some “A” sections use different instrumentation. The overall form is: Introduction–A–B–A–C–A–D–A–Coda.) Times for each section using Classics for Kids CD or website; may vary slightly on different recordings.

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction:</td>
<td>0:01-08</td>
</tr>
<tr>
<td>A</td>
<td>0:09-24</td>
</tr>
<tr>
<td>B</td>
<td>0:24-38</td>
</tr>
<tr>
<td>A</td>
<td>0:38-53</td>
</tr>
<tr>
<td>C</td>
<td>0:53-1:11</td>
</tr>
<tr>
<td>A</td>
<td>1:11-1:26</td>
</tr>
<tr>
<td>D</td>
<td>1:26-1:41</td>
</tr>
<tr>
<td>A</td>
<td>1:41-1:55</td>
</tr>
<tr>
<td>Coda:</td>
<td>1:55-2:03</td>
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</tbody>
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5. Repeat, using children’s ideas for A, B, and C; everyone can make up their own motion for D and a “big ending” for the Coda. See if the class can do motions without your help as you assess (see below).

6. Use locomotor movement for each A section to emphasize the beat and form. Form a large circle like a “clock face” and walk clockwise for each A section; stand in place facing in to the center and do a different motion for each different section.

7. Tell the class that this piece is entitled “Viennese Musical Clock.” (Have them repeat the title.)

8. Display the tapping page for section A that features 8 clocks in a row and demonstrate how to tap on each clock with the beat of the music. Have children tap on their own copy of the tapping page or, they could tap in the air while looking at the copy on the overhead projector. Tap on body parts while sitting for B, C, and D (for instance, tap head for B, ears for C, and shoulders for D). See if the class can use the tapping page for each “A” section without your help as you assess (see below).

Closure/Questions:
What part of music did we move to today? (the steady beat) Why did we move the same way for some sections of the music? (because they were the same, or nearly the same) Review the concepts stated above in this lesson plan. Can you remember the title of the piece of music?

Assessment/Evaluation:
Check for beat competency and identification/demonstration of same and different sections. You may wish to use a rubric such as ______ (student’s name) can do “all or most of the time,” “some of the time,” or “not yet.” You may wish to videotape the lesson and review it later for this purpose.

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Extensions:
1. In small groups, have children create a way to show the beat of the A Section while the teacher leads motions for B, C, and D (second grade).

2. Sing a song about a clock such as “Tick-tock/Cuckoo,” or listen to another recording that features a clock such as “The Syncopated Clock” by Leroy Anderson or Symphony No. 101 “Clock Symphony” by Haydn.