

General Music Kindergarten

Sample General Music Kindergarten Learning Plan

Big Idea/ Topic

STEADY BEAT

Connecting Theme/Enduring Understanding:

Finding, singing, and performing to a steady beat is an essential part of music.

Essential Questions:

What is beat?

How do we find the beat?

Standard Alignment

CREATING

ESGMK.CR.1 Improvise melodies, variations, and accompaniments.

- Improvise simple body percussion patterns.
- Improvise using various sound sources (e.g. electronic sounds, found sounds, body percussion, classroom instruments).

ESGMK.CR.2 Compose and arrange music within specified guidelines.

- Create sound effects to accompany songs, poems, and stories.

PERFORMING

ESGMK.PR.1 Sing a varied repertoire of music, alone and with others.

- Sing simple accompanied and unaccompanied melodies in a limited range, using head voice.
- Echo simple singing and speech patterns.
- Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.

ESGMK.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

- Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.

RESPONDING

ESGMK.RE.3 Move to a varied repertoire of music, alone and with others.

- Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).
- Perform choreographed and non-choreographed movements.

Instructional Design

This lesson is intended to reach students in a distance learning setting, whether “plugged/virtual” or “unplugged.” It is intended to be taught as one continuous synchronous session. Additional materials may be provided to help students learn and practice asynchronously (see “Engaging Families”); however, due to the nature of Kindergarten learners, especially at the beginning of the school year, this lesson is designed to reduce the amount of independent reading and technology requirements for students. It is also designed to move quickly through short activities to keep the young students’ attention and engagement. This applies to both the “virtual/plugged” and “unplugged” version of this lesson.

FOUNDATIONAL INFORMATION:

Basic ideas about beat: feeling the beat, finding the beat, responding to the beat (moving)

CONCEPTS:

- What is steady beat and how do we find it?
- Introduce students to listening/finding the beat, feeling the beat, and moving to the beat.

VOCABULARY:

Beat, Steady beat

LINKS:

- [Music: General Music: Grade K: Unit 1: Lesson Plan 1 Hello There Activity](#)

STUDENT SUPPLIES:

- Internet-connected device with audio/video/microphone capabilities
- Headphones (with a microphone if available)

UNPLUGGED STUDENT SUPPLIES:

- Phone for communicating with the teacher

TEACHER SUPPLIES:

- A device with audio/video and screen sharing capabilities
- Phone or [Google Voice](#) for communicating with “unplugged” students
- A children’s book that can easily be read keeping a steady beat as it is being read.
- Recordings of various styles/genres of music

DISTANCE LEARNING PLAN:

At a predetermined and designated time, host students on a digital platform (via your school or district-approved digital platforms such as Google Classroom, Microsoft Teams, or other equivalent). Allow about 5 minutes for students to get set up and logged into the digital platform for a live classroom session. Be sure to record the session for students who may have technology or connectivity issues, or for students to reference after the live classroom session has ended. For many of the video conferencing platforms, there are dial-in options that may be a helpful substitute for students who have access to a telephone as a backup if there are computer issues or lack of internet/devices.

OPENING:

- **Activity #1: Hello There! (approx. 5 mins)**
This is a call and echo welcome song that can be done at the beginning of class. Musical accompaniment is not necessary but encouraged. Using head voice, the teacher sings “Hello There” and students echo until the song is complete (see “Links” above). Lead students in keeping a steady beat on their laps or using other body percussion as the song is sung. Make sure all students’ microphones are muted as you encourage them to sing along.

WORK SESSION:

- **Activity #2: I Can Keep A Steady Beat! (approx. 10 mins)**
Introduce students to “steady beat.” Inform students that just like you have a heartbeat inside your body that keeps you alive, music also has a heartbeat! It is called “steady beat” and it keeps the music

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moving. Explain that just like your heartbeat when you're sitting down, the steady beat does not get faster, slower, or stop. If your heartbeat did that while you were sitting, you'd probably need to go see a doctor! To find the beat, you must listen to the music and feel it in your body. Teach the speech poem "I Can Keep a Steady Beat!" by rote phrase by phrase (see "Links" above). As the students learn the song, model how to keep a steady beat on their laps, and encourage students to pat along. Once the teacher observes student mastery of keeping a steady beat, ask for student ideas about where they could place the beat on their bodies (i.e., head, shoulders, knees, feet, hips). Students can share their ideas by unmuting their microphones, having them type in the chat (with parent assistance, if necessary), etc. Repeat the speech poem with the students' steady beat ideas, gradually removing your own beat demonstration to allow students to show independence in performing the beat while speaking the poem. **Variation:** Have the teacher model moving their bodies to a steady beat to the speech poem and the rest of the class copies the teacher's motion. Then, have a student volunteer/leader move to the beat of the speech poem and the rest of the class copies their movement. Repeat this so that several students get a chance to be a leader.

- **Activity #3: Keeping a Steady Beat through Literature (approx. 10 mins)**

Find a children's book that can easily be read while keeping a steady beat. Explain that some books are written in a way that can be read with a steady beat, but we still must be able to find the beat to read it that way. Explain that students will be challenged to perform body percussion to show when they hear you reading the book WITH a steady beat. When they do not hear a steady beat, have students put their hands up/resting on their heads or shoulders, freezing place, etc. Read the story, alternating between reading with a steady beat and reading in free prose. Observe students' responsiveness to beat vs. no beat.

REVIEW:

- **Activity #4: Freeze the Beat! (approx. 5 mins)**

Have students review why steady beat is important and how they find the beat (this can be done by asking students to unmute themselves, typing in the chat with parent assistance if needed, etc.). Then, ask students to stand where they are and get ready to MOVE! Using the audio sharing feature in your school or district's digital learning platform, play various styles/genres of music with a clear, steady beat. When the music is played, students should move to the beat of the music using body percussion/movements of their choice while still being visible on camera. The teacher pauses the music randomly. When the music stops, students must freeze silently where they are. When the music begins, students can again move to the beat. This can be done several times with different music. Make sure all students' microphones are muted as you encourage them to move along. Assess students using the Steady Beat Body Percussion Rubric (see below).

UNPLUGGED DISTANCE LEARNING VARIATION:

Set up a date and time during the teacher's office hours in which the student and teacher can communicate via phone. Many digital platforms (Microsoft Teams, Google Classroom, etc.) feature options to "call" mobile and home phone numbers so that the teacher does not have to use his/her personal number to contact these families. Group calls can also be set up this way to be able to contact multiple students needing the "unplugged" option



simultaneously. For the purposes of musical performance, it would be preferable if students could utilize the phone's speakerphone setting, if possible/available.

UNPLUGGED OPENING VARIATION:

- **Activity #1: Hello There! (approx. 5 mins)**

This is a call and echo welcome song that can be done at the beginning of class. Musical accompaniment is not necessary but encouraged. Using head voice, the teacher sings "Hello There" and students echo until the song is complete (see "Links" above). Lead students in keeping a steady beat on their laps or using other body percussion as the song is sung. Encourage students to perform the steady beat loud enough that it can be heard over the phone.

UNPLUGGED WORK SESSION VARIATION:

- **Activity #2: I Can Keep A Steady Beat! (approx. 10 mins)**

Introduce students to "steady beat." Inform students that just like you have a heartbeat inside your body that keeps you alive, music also has a heartbeat! It is called steady beat and it keeps the music moving. Explain that just like your heartbeat when you're sitting down, the steady beat does not get faster, slower, or stop. If your heartbeat did that while you were sitting, you'd probably need to go see a doctor! To find the beat, you must listen to the music and feel it in your body. Teach the speech poem "I Can Keep a Steady Beat!" by rote phrase by phrase (see "Links" above). As the students learn the song, aurally model how to keep a steady beat on their laps (demonstrate loud enough that students can hear your body percussion over the phone) and encourage students to pat along. Once the teacher aurally observes student mastery of keeping a steady beat, ask for student ideas about where they could place the beat on their bodies (i.e., head, shoulders, knees, feet, hips). Repeat the speech poem with the students' steady beat ideas, gradually removing your own beat demonstration to allow students to show independence in performing the beat while speaking the poem.

- **Activity #3: Keeping a Steady Beat through Literature (approx. 10 mins)**

Find a children's book that can easily be read while keeping a steady beat. Explain that some books are written in a way that can be read with a steady beat, but we still must be able to find the beat to read it that way. Explain that students will be challenged to perform body percussion to show when they hear you reading the book WITH a steady beat. When they do not hear a steady beat, have students silence their body percussion. Read the story, alternating between reading with a steady beat and reading in free prose. Aurally observe students' responsiveness to beat vs. no beat.

UNPLUGGED REVIEW VARIATION:

- **Activity #5: Freeze the Beat! (approx. 5 mins)**

Have students review why steady beat is important and how they find the beat (this can be done by asking students to unmute themselves, typing in the chat with parent assistance if needed, etc.). Then, ask students to stand where they are and get ready to MOVE! Using a speaker, play various styles/genres of music with a clear, steady beat (if you are using your district's digital platforms such as Teams or Google Classroom, utilize the audio-sharing feature for students to hear the music). When the music is played, students should move to the beat of the music using body percussion such that their body percussion can be heard over the phone. The teacher pauses the music randomly. When the music stops, students must freeze silently where they are. When the music begins, students can again move to the beat. This can be done several times with different music. Assess students using the Steady Beat Body Percussion Rubric (see below). **Variation:** If access to a video camera is available, have a parent or other family member take a video of the student performing/moving to the steady beat to send to the teacher after the phone call.

Evidence of Student Success

DIFFERENTIATED LEARNING:

Diagnostic:

- Teacher observation (informal): Have students copy teacher's beat movements to "Hello There." Visually/aurally observe their ability to keep the beat using body percussion.

Formative:

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- Listening activity: Have students aurally identify when they hear a steady beat and when there is no steady beat while you read a children’s story that can be read with a beat.

Summative:

- Standards-based performance rubric – performing body percussion to the steady beat of a song (see below)

Distance Learning Supports

INCREASED RIGOR:

Students needing an extra challenge can suggest their own body percussion movements and/or perform more than one body percussion movement at a time (e.g. clapping and stomping feet simultaneously).

ADAPTED ASSIGNMENT:

Students requiring additional support may be given more time to practice (see “Engaging Families” for additional resources) and may postpone the final beat performance by contacting the teacher after the group lesson to perform the steady beat and/or ask clarifying questions. Additionally, students requiring additional support can use one body percussion for all activities, e.g. patting the beat in the student’s lap instead of changing areas of the body where the beat is performed.

Engaging Families

The following links and materials can be shared with students to help them practice at home and reinforce the concept of steady beat:

- Steady Beat Body Percussion Rubric – Virtual AND Unplugged (see below)
- “I Can Keep a Steady Beat” Heartbeat Practice Chart (see below)
- Blank Heartbeat Practice Chart (see below)
- Body Percussion Images (see below)
- Recording of your synchronous class session
- [Hello There](#) (recording of the song from this lesson)
- [Heart Beat Movement Activity Song](#)
- [March to the Beat](#)
- [Penguin Dance](#)

All activities and resources should be previewed prior to student use. Adjustments should be implemented to provide for individual abilities, needs, and safety.

Steady Beat Body Percussion Rubric – Virtual AND Unplugged

Standard	Exemplary (4)	Proficient (3)	Approaching (2)	Limited Progress (1)	Insufficient Progress (0)	Score
ESGMK.PR.2c Perform steady beat using body percussion	The student performs the steady beat using body percussion and/or non-choreographed	The student performs the steady beat using body percussion and/or non-choreographed	The student performs the steady beat using body percussion and/or non-choreographed	The student performs the steady beat using body percussion and/or non-choreographed movements with more than 4 errors.	The student did not to participate.	

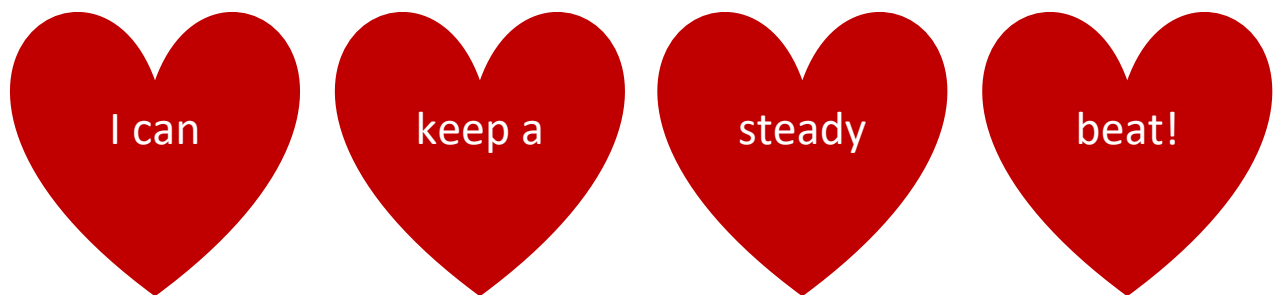
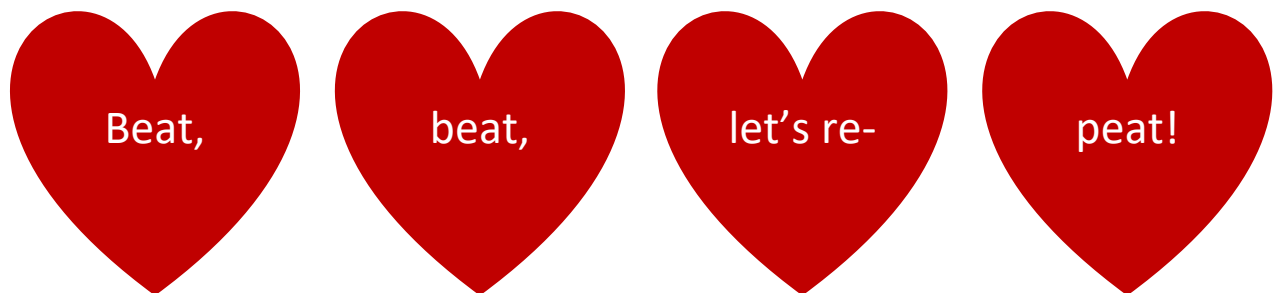
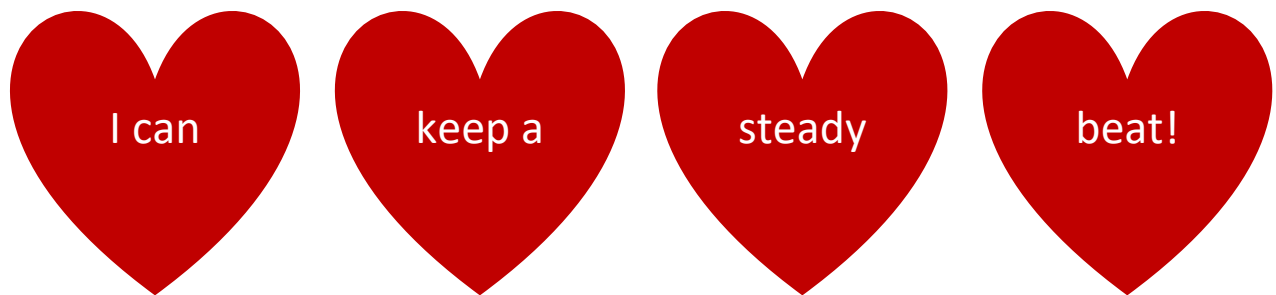
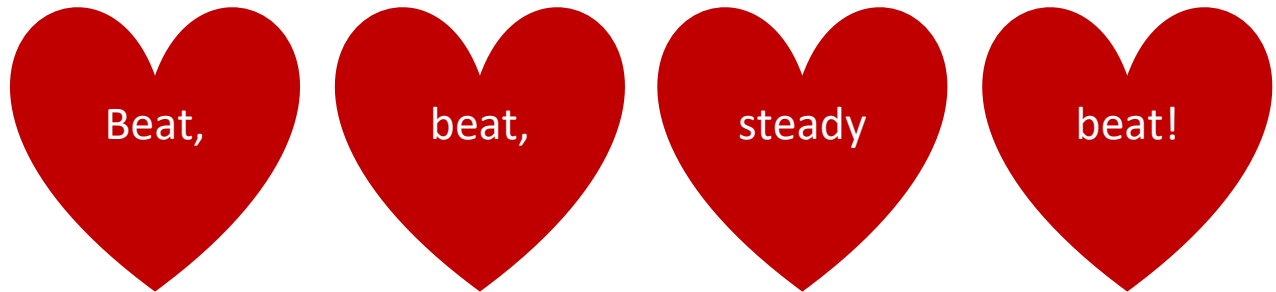


	movements with no errors.	movements with 1-2 errors.	movements with 3-4 errors.			
Total Points						



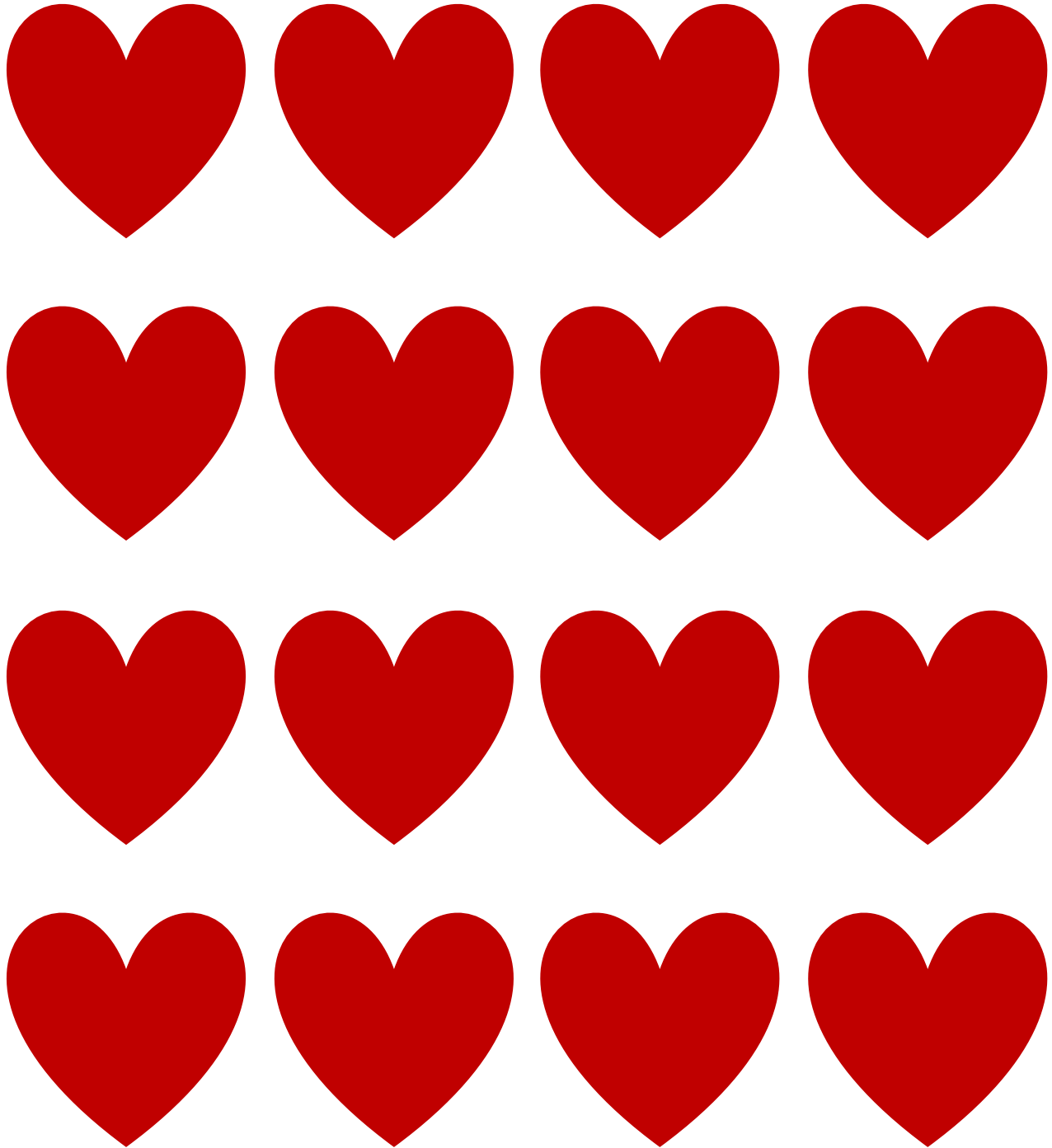
"I Can Keep a Steady Beat" Heartbeats

Each heartbeat represents one steady beat! Tap each heartbeat while you speak the poem to practice tapping the steady beat!



Blank Heartbeats

Use these heartbeats to keep the steady beat for your favorite song or poem!



Body Percussion Images:

These images are from <https://www.singplaycreate.com/2017/08/five-ways-to-teach-steady-beat.html>

