

**Adapted Lesson Plan to Catch Group B up: Lessons 2 and 3 of Group A**

**Group B - Lesson 2**

Arts Ed., Social Studies, K <b>Lesson Title:</b> Slow and Fast Sound Elements - Drumming <b>Teacher:</b> Miss Kirsch	
<b>Stage 1: Identify Desired Results</b>	
<b>Outcome(s)/Indicator(s):</b>	
<p><u>Arts Education:</u> 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 • sounds with distinct tone colours/timbres.</p> <p>d. Discuss how musicians and scientists use their senses to observe the world (e.g., listening to sound characteristics and patterns) and apply this understanding to own work.</p> <p>g. Create sounds to convey particular patterns, images, or expressive qualities.</p> <p>k. Clap, play, and move to beats and rhythmic patterns (e.g., in nursery rhymes, music, teaching stories, and legends).</p> <p><u>Social Studies:</u>          INK.2 Describe the diversity of groups represented in the classroom.          a. Investigate the diversity of languages and cultural traditions represented in the classroom and school, and recognize the role language and culture play in an individual’s unique identity</p>	
<b>Key Understandings: (‘I Can’ statements)</b>	<b>Essential or Key Questions:</b>
<p>I can make a beat faster or slower.</p> <p>I can use words to describe the sounds I am making.</p> <p>I can discuss how musicians create sounds.</p> <p>I can explore the diversity of cultural traditions related to music.</p>	<p>What does it mean to make a beat faster?</p> <p>What does it mean to make a beat slower?</p> <p>How can I describe the sounds I am making?</p> <p>How do musicians create sounds?</p> <p>How do various cultures make music?</p>
<b>Prerequisite Learning:</b>	
<ul style="list-style-type: none"> <li>- Basic understanding of clapping to beats</li> <li>- Basic understanding that there are sounds all around us and we can create sounds</li> <li>- I can describe the sounds I hear and make</li> </ul>	
<b>Instructional Strategies:</b>	
<ul style="list-style-type: none"> <li>- Circle Time</li> <li>- Large and small group discussions</li> <li>- Small group work / Stations</li> </ul>	

- Video
- Questioning

### Stage 2: Determine Evidence for Assessing Learning

*Formative:* Observe and make anecdotal notes on student understanding of how to create a faster beat and a slower beat. This can be done with a checklist during their small group time:

Name:

Fast \_\_\_\_\_ Slow \_\_\_\_\_

This allows me to keep track of which students are already showing an understanding of the difference between fast and slow beats.

Informal conversations will further help to inform my understanding of where students are at.

### Stage 3: Build Learning Plan

**Set (Engagement):** **25 minutes total**  
**Length of Time: 7 mins**

- **Circle Time:** Last lesson we learned about sounds and how there are many sounds around us, and how we can create sounds. We are going to watch a video about a drum that can make lots of cool sounds. Some musicians will tell us about the Indigenous Hand Drum that is representative of the heartbeat of the earth. They have a tradition that when you make your first drum, you give that one away to someone special to you. This shows us that music can mean different things for different people and different groups of people.
- [The Indigenous Hand Drum](#) video. **Start at min. 7:00 (3-4 mins long)**
  - Remind students to raise their hand when they would like to share something and to listen when others are speaking.
  - **Ask:** What was something you learned about the Indigenous Hand Drum? Did you like the sound of the drum? There are many different kinds of drums (pictures)
  - When we play an instrument such as a drum we can make our sounds go faster, or slower.

**Development:** **Length of Time: 16 mins**  
**Slow / fast**

1. Each student will get 2 popsicle sticks which they will hit together to create a sound.
  - We will hit these together as a class to keep a beat.

**Materials/Resources:**

- 2 popsicle sticks for each student
- Classroom instruments
- Objects to act as instruments: empty kleenex boxes, instrument box, paper towel rolls, popsicle sticks, etc.
- [The Indigenous Hand Drum](#) video
- Screen to view video on
- iPad to play video from

**Possible Adaptations/ Differentiation:**

- If drumming with objects (pencils, etc.) is too complicated, we can continue to practice using our hands to clap, or to pat on our legs.
- As this lesson is pretty full, students could explore with different instruments/objects at

2. **Ask your peers:** Was that easy or hard? What made it easy or hard? That was a pretty steady beat, it stayed the same most of the time.
3. How can we make our beat faster? How can we make it slower?
  - Students will demonstrate how they can make sounds faster or slower with their popsicle sticks or pencils/pencil crayons. (They will tap the two sticks together).
4. **Say:** Now, friends, I am going to divide you into small groups. There are different instruments in different areas around the room. You can go and play with the instruments. Your goal is to try making sounds slow and fast. Remember to be kind and be gentle with the instruments. (They will have different objects such as instruments and kleenex boxes, popsicle sticks, etc to make music with).

**Learning Closure:**

**Length of Time:** 2 mins

- Have students pause what they are doing (lights off - show me 5 - show me 10).
- **Discussion:** Recap our focus of making sounds faster and slower.
- We all have different ways of making music and we get ideas for music making from different experiences, traditions, and people around us. I really enjoyed hearing all the music you created. Coming up we are going to learn about making sounds louder and softer. I can't wait!

their table instead of around the room.

**Management Strategies:**

- Make student groups by numbering students 1, 2, 3, 4, etc.
- Outline clear purpose of activities so students do not get too crazy

**Safety Considerations:**

- Remind students to be careful when drumming. We need to hold onto the drumstick so that it does not go flying out of our hand(s).
- Be careful when holding instruments that you do not hit anyone with them.
- Be gentle and kind.

**Stage 4: Reflection**

*(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)*