

Module 1 – Lesson 3 Plan

Beat It!



This lesson can be used to introduce musical beats to Early and First Level learners.

* At Early Level you may prefer to omit quavers as these are counted in $\frac{1}{2}$ beats.

Learning Intention

We are learning about musical beats.

We are exploring the relationship between musical beats and maths.

We are learning how many beats are in each different musical note.

Lesson Outcome

At the end of this lesson, we will be able to:

- Talk about what a musical beat is
- Say how many beats are in each different note: a whole note, a minim, a crotchet and a quaver.

Resources

- Beat It! Teaching Slides
- Pupil Mini Flashcards
- Concrete materials for counting
- Pupil Exit Tickets

Introduction

Share the learning intentions for the lesson.

Let's Talk

Use the **Beat It! Teaching Slides** to introduce the number of beats in each different note. As you go through each note, count the number of beats out loud:

- Whole note (1-2-3-4)
- Minim (1-2)-(1-2)
- Crotchets (1)-(1)-(1)-(1)
- Quavers ($\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ - imagine it as almost saying "hot, hot, hot, hot...").



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Let's Move – Dance to the Beat

A fun, physical activity to help pupils sense the different lengths of each note. For each note, teach the class a different dance move, suggestions might be:

- Whole note = big circle using one arm
- Minim = semi-circle in front of the body, first one arm then the next (think *Grease Lightning!*)
- Crotchet = single arms diagonally across the body (think *Staying Alive!*)
- Quaver = quick jabs forward

Activity time

Give pupils time to consolidate learning by using concrete materials to represent musical beats. Using their **Pupil Mini Flashcards** ask pupils to build beats onto the different notes. This could be done using counters, fluffies, round stickers or playdough balls.

Please note: If you are covering quavers in your lesson, please ensure your concrete materials can be easily halved by pupils, allowing them to show $\frac{1}{2}$ beats. Stickers or playdough may be most effective for this purpose.

Plenary

We suggest a 'checking for understanding' plenary. Invite pupils to talk about something they have learned in the lesson. We have also included a simple **Pupil Exit Ticket** to help you identify any pupils who may be struggling before moving on to the counting activities which follow.

Module 1 – Lesson 3 Extension

Beat It!

This active learning activity is designed to extend the initial classroom learning from the previous lesson. The lesson is designed for a larger space such as a hall or GP room. It could also be a fun outdoor lesson.

* **At Early Level you may prefer to omit quavers as these are counted in ½ beats.**

Learning Intention

We are learning about musical beats.

We are learning how to count beats and create simple rhythms.

Lesson Outcome

At the end of this lesson, we will be able to:

- Correctly identify the main types of musical note including a whole note, a minim, a crotchet and a quaver
- Say how many beats each note lasts for
- Perform simple rhythms by counting beats.



Resources

- **Beat It! Teaching Slides**
- **Musical Note Flashcards**
- **Four different sizes of ball to represent the different notes e.g. 1 beach ball (whole note), 2 volley balls (minims), 4 tennis balls (crotchets) and 8 ping pong balls/plasticine balls (quavers)**

Introduction

Share the learning intentions for the lesson. Recap the number of beats in each note using your **Musical Note Flashcards**. Once again, count the number of beats out loud:

- Whole note (1-2-3-4)
- Minim (1-2)-(1-2)
- Crotchets (1)-(1)-(1)-(1)
- Quavers* ($\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ - like saying "hot,hot,hot,hot...").

Activity Time – Dance to the Beat (Recap)

Once you have introduced the following movements to your class, create a listening challenge – pupils moving around the space must stop and do the appropriate movement for the note you have called out.



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You can also achieve this by holding up the **Musical Note Flashcards** to save your voice!

- Whole note = big circle using one arm
- Minim = semi-circle in front of the body, first one arm then the next (think *Grease Lightning!*)
- Crotchet = single arms diagonally across the body (think *Staying Alive!*)
- Quaver = quick jabs forward.

First Level Extension

Working in pairs, pupils can create and then perform their own sequences using the different movements.

Step It Out

A variation on Dance to the Beat, this activity gives pupils a different sensation of the physical length of each note and a chance to move around more. Each note is assigned a different type of step. Here are our suggestions (feel free to adapt/invite pupils to think up appropriate steps of their own):

- Whole note = a very slow, stretching step, counting for 4 before moving to the next foot
- Minim = pull knee up high counting for 2 beats before moving to the next foot
- Crotchet = a more traditional marching step, possibly moving around the room
- Quaver = very quick side to side steps – like the little lizards that dance on hot sand!

Beat Balls

This activity is designed to give pupils a sense of a note 'hanging' in the air. Begin simply with pupils passing a whole note around a circle (the beach ball) counting 4 beats as they move the ball through the air. Move to passing minims (volley balls) then tennis balls etc.

Now use pupils to create 'living rhythms'. If you are working outside you could use chalk to draw a sequence of notes which pupils then 'play' using the balls:

minim — crotchet — crotchet — whole note — minim — quaver — quaver — crotchet
(volley) (tennis) (tennis) (beach) (volley) (ping-pong) (ping-pong) (tennis)

Pupils could also be given the **Musical Note Flashcards** to practise creating different rhythms.

First Level Extension

If time allows, extend the game to pupils working in groups to create and then perform their own rhythm patterns.

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Plenary

A simple game to consolidate learning. Pick four pupils and give each of them one of the **Musical Note Flashcards**. These pupils create the corners of a large invisible square. When the teacher shouts out a number of beats, all pupils (except those holding flashcards) run to the appropriate corner.