

## Way Up North

### Rhythm Lesson/Activity (K-3)

#### CORE CONCEPTS

**Tempo** = The speed or pace of a song

**Rhythm** = A pattern of sounds in a song

#### Objectives:

1. Students will define tempo and rhythm and understand the difference between the two
2. Students will practice following a steady beat through speech and body percussion
3. Students will improvise their own rhythms that fit with the tempo

#### Set-up and Materials:

You can access all of our resources on our website: <http://education.copperstreetbrass.org>

- Write or project the words to the poem on the board so students can follow along (Poem). You may use just the poem or the scores with the rhythm written in (Scores 1 & 2)
- Space for students to sit crosslegged on the floor in a circle facing inward
- Rhythm Flash Cards (for extension activities only)

#### Activities:

1. Start by introducing the lesson's main concepts: tempo and rhythm. Students can offer their ideas for what tempo and rhythm are. How are they different? How are they related?
2. Read through the poem out of rhythm with the students. Have them repeat each line in call and response.
3. Begin by establishing a slow, steady tempo by gently tapping both hands on your legs. Have students sit on the floor and follow along. If students start to accelerate the tempo, you might encourage them to think "Down - Up, Down - Up" as they pat their hands with you.
4. As the students continue to keep a steady beat, model each line of the poem's words in rhythm and have them repeat after you.

5. You can experiment with saying the poem at different tempi and have students describe how it is different. Is it faster now? By a lot or a little? Did the rhythms change?
6. Once students are comfortable keeping a steady beat (tempo) and repeating the poem (rhythm), offer a chance for improvisation (see Score 2). Model one time through first with the teacher performing the “solo breaks” using claps, body percussion or other sounds and everyone together saying the poem. Then offer each student the chance for his/her own “solo break” by moving around the circle. Each student can improvise rhythms of their choice while the rest of the group listens and keeps the steady beat. Encourage participation and creativity with sounds.
7. Finish by returning to the poem all together in a steady tempo with the original rhythms.

**Evaluation:**

1. Observe students following a steady tempo with their movements and words. If they are having trouble keeping a steady beat, try standing behind them and lightly tapping the beat on their shoulder.
2. Students create rhythm solos that follow the group tempo and fit into the space provided (2 measures). Students may not perfect this, but the important thing is that they give it a try.

**Example Extensions (Grades 4-5):**

- Students improvise other animal names and rhythms for the underlined words and perform them for the group.
- Make observations about the time signature. What do the numbers mean?
- After learning the poem and rhythms by ear, students can use the Rhythm Flash Cards to match the rhythms to the words. You can download and print these from our resources page.
- Practice counting out loud with tee/tah or beats using the rhythm cards as “flash cards”
- Working in groups, students can write their own simple poems and rhythms using the attached rhythm cards or by writing rhythms on a simple staff.

**K-3 Music Standards:**

0.1.1.3.1 - Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts

0.1.2.3.2 - Sing and play with accurate pitch, rhythm, and expressive intent

0.3.1.3.1 - Sing and play a varied repertoire that includes simple rhythms and melodies.

**4-5 Music Standards:**

4.1.1.3.1 - Describe the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.

4.1.2.3.1 - Read and notate music using standard notation such as quarter, half and eighth notes and rests, the lines and spaces of the treble clef, and time signatures.



**Way Up North**  
**Rhythm Lesson/Activity - Poem**

**Way up North in the deep, deep snow**


**Chipmunk stepped on Moose's toe.**

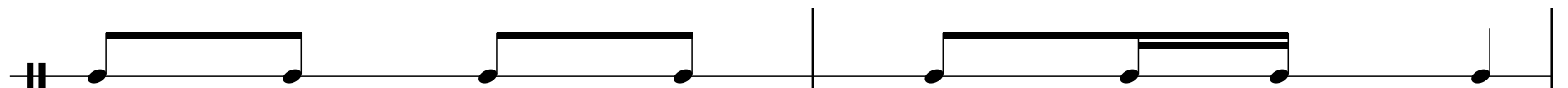
**Big Moose said with tears in her eyes,**


**“Pick on somebody your own size!”**


# "Way Up North"

Rhythm Lesson/Activity - Score 1

**2**  
**4**  **Way Up North in the deep, deep snow**

  
**Chipmunk stepped on Big Moose's toe.**

  
**Big Moose said with tears in her eyes,**

  
**"Pick on some - bo - dy your own size!"**

# "Way Up North"

Rhythm Lesson/Activity - Score 2

**2**  
**4** Way Up North in the deep, deep snow

SOLO BREAK:

*Chipmunk* stepped on *Big Moose's* toe.

SOLO BREAK:

*Big Moose* said with tears in her eyes,

SOLO BREAK:

"Pick on some - bo - dy your own size!"

SOLO BREAK: