

DON'T SKIP THAT BEAT

Incorporating Rhythm into Learning Every Day

"I Got Rhythm/Fascinating Rhythm" – Gregory Hines' tribute to Gene Kelly in 1982
<https://www.youtube.com/watch?v=LqTn7hy2IOU>

CLASSROOM INSTRUMENTS:

- ✓ **Instruments for everyone:** rhythm sticks, shaker eggs, jingle bells, and sand blocks
- ✓ **Assortment of instruments:** tambourines, hand drums (various), step bells, resonator bells, desk bells, cymbals, castanets, triangles, claves, maracas, wooden crow sounder, etc.
- ✓ **Specialty Instruments:** guiro, rain stick, train whistle, vibraslap, cowbell, Kongo drums, etc.
- ✓ **Instruments of Opportunity:** Cups & spoons (today), pots & pans, trashcans (almost anything can become an instrument)
- ✓ **Body Percussion:** clap hands, stomp feet, patch (slap thighs), snap fingers, click tongue, toe taps, etc.

TEACHING THE CHILDREN TO WATCH THE DIRECTOR:

While playing instruments is a fun activity, the teacher must make it clear that playing the instruments is a privilege.

- Let them get playing their instrument out of their system.
- Play "Watch the Director" – tell the children they can play when you tell them to play but when signal (and say) stop, they must stop or face a consequence.
- To control instruments, tell the children it is up to them to make their instruments "mind." If they do not mind, the instrument will have to go to "time out."
- Directing loud and soft. Show signals. You can also use books: **The Quiet Book** and **The Loud Book** both by Deborah Underwood and **Quiet LOUD**, by Leslie Patricelli

INSTRUMENTS AS SOUND EFFECTS:

The Little Old Lady Who Was Not Afraid of Anything, by Linda Williams

Match instrument sounds to sounds depicted in the book:

Instruments		Body Parts	Rhythm
1. Shoes –	clomp clomp	_____	_____
2. Pants –	wiggle wiggle	_____	_____
3. Shirt –	shake,shake	_____	_____
4. Gloves –	clap, clap	_____	_____
5. Hat –	nod, nod	_____	_____
6. Pumpkin Head –	boo, boo	with voices	with voices

"I Am Your God," by Karyn Henley (from her *Kitchen Band Parade* album) – rhythmical worship moment

INSTRUMENTS FOR DRAMATIC EFFECT AND INTERACTIVE ELEMENTS TO MAKE STORIES:

The Aliens Are Coming*, by Colin McNaughton with tambourines

The al - i - ens are com - ing!
slow - ing
go - ing
gone!

The image shows a musical staff in 4/4 time with a key signature of one flat. The melody consists of a quarter rest, followed by a quarter note G4, a quarter note A4, a quarter note B4, a quarter note C5, a quarter note B4, a quarter note A4, a quarter note G4, and a quarter rest. The lyrics are written below the staff, with hyphens indicating syllables across notes.

“Sometimes I Feel Afraid,” from the 2001 album *Great Big God* by Vineyard Worship

My Snow Globe, by Megan E. Bryant

“Shake, shake (shaker eggs). Swish, swish (sand blocks). Close your eyes and make a wish. Follow the footprints in the snow to find out where the animals go.” (before each page turn).

- Snowflakes swirl and foxes watch
- Moose march and raccoons have dens
- Ducks cuddle and rabbits burrow
- Red bird’s – flying fast

“Winter Wonderland,” by Avalon (from *Joy Christmas* album) – steady beat with the sand blocks and shaker eggs.

SMALL GROUP ACTIVITY: Mortimer*, by Robert Munsch

Instructions:

1. Use an octave up and down the stairs each time.
2. Pick instruments you believe best represents the footsteps of your person or group going up and down the steps.
3. Determine how you will represent Mortimer’s “Clang, clang, rattle-bing-bang, etc” outbursts.
4. All groups will play at the same time when everyone is arguing at the end of the story.
5. This story is about a disobedient and very loud boy – come up with a quick object lesson that can apply to the children that is scripture based.

Group 1: Mother

Group 2: Father

Group 3: Brothers and Sisters

Group 4: Policemen

Voice

Stomp Stomp Stomp Stomp Stomp Stomp Stomp Stomp

The image shows a musical staff in 4/4 time with a key signature of one flat. The melody consists of eight quarter notes: G4, A4, B4, C5, B4, A4, G4, and F4. The word 'Stomp' is written below each note.

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In the Tall, Tall Grass*, by Denise Fleming

- musical option by Ashley Queen on Teachers Pay Teachers: In The Tall, Tall Grass: A Music Activity - \$4.00 download
- rhythmic/rap option using pictures from In the Tall, Tall Grass Book Companion pictures on Teachers Pay Teachers



RHYTHM & RAPPING:

To keep steady beat, use Drum Beats App on a bluetooth speaker. The app will allow you speed up or slow down tempo. Some tempos are free, or you can pay \$23 annually for all access.

Books:

Farmyard Beat, by Lindsey Craig – set Drum Beats App to Two Beat on 80

Hand, Hand, Fingers, Thumb, by Al Perkins – set Drum Beats App to Mellow Chip 92 to 80

Tanka Tanka Skunk, by Steve Webb – set Drum Beats App to Afro Beat 1 on 80

Bible Stories:

Two Houses, from The Rhyme Bible Storybook (2012), by LJ Sattgast

- use Drum Beats App on “House Shuffle 90” on tempo 80 or 85

Rhythm & Rapping Aids Memory: “*Dental Care*,” by Mark Burrows, page 13 from his workbook Totally Twisted Songs and Orff Activities for the Music Classroom

- Brush with fluoride toothpaste twice a day.
- Floss once a day.
- Visit your dentist regularly.
- Snack in moderation (no more than twice a day).

RHYTHM CAN KICK SOMETHING CUTE UP A NOTCH:

Teddy Bears’ Picnic

“*Teddy Bear*,” traditional (from *Teeny Tykes & Tunes for Infants, Volume 1*)

Teddy bear, Teddy bear, turn around.

Teddy bear, Teddy bear, touch the ground.

Teddy bear, Teddy bear, touch your shoe.

Teddy bear, Teddy bear, that will do!

Teddy bear, Teddy bear, go downstairs.

Teddy bear, Teddy bear, say your prayers.

Teddy bear, Teddy bear, turn out the lights.

Teddy bear, Teddy bear, say goodnight! (repeat)

“*Teddy Bears’ Picnic*,” from *Teddy Bears’ Picnic* (2005 album by the same name from Big Blue Dog Records) – rhythm activity with plates, spoons, & cups

- Steady Beat to song
- Teddy Bear rhythm cards

MUSICAL INSTRUMENT EDUCATION:

“*I Want to Be an Instrument for Lord*” by Pam Andrews from her 2002 album *On With the Beat*.

I Know a Shy Fellow Who Swallowed a Cello, by Barbara S. Garriel

As the fellow swallows instruments have the kids identify the family of each instrument

- Cello
- Harp
- Sax
- Fiddle
- Cymbal
- Flute
- Kazoo
- Bell

Knick Knack Paddy Whack, Barefoot Book with CD

Zin! Zin! Zin! A Violin, by Lloyd Moss (recording from Audible purchased on Amazon)

Tubby the Tuba, by Pau; Trip (with CD included)

For 3s and 4s:

Listening activity: pass out trumpet/drum cards have kids hold up the side they hear in song, “***Fanfare for the Common Man***” activity from Luigi’s Baton by John Jacobson and downloaded song from Copeland Conducts Copland from Amazon.

For 1s & 2s (but older kids will like this one too):

Lost & Found What’s That Sound? – bring instruments for each for children to explore

RHYTHM INSTRUMENT COMPOSITION:

Using dice and instrument Music Go-Rounds (you can order from Music in Motion at musicmotion.com) have children compose an instrumental song:

Red – tambourine

Orange – drum

Yellow – bells

Green – maracas

Purple – triangle

Pink – sand blocks

Red – bongo drum

Other resources:

Mallet Madness & Mallet Madness Strikes Again, by Artie Almeida*

101 Rhythm Instrument Activities for Young Children, by Abigail Flesch Connors

Songs and Stories Together, by Sall Guerrero

32 Homemade Instruments & Worship Tools, by Pam Andrews at

pamandrewsmusic.com

Hymns Rock instrumental CD by Pam Andrews at pamandrewsmusic.com