

**Halloween Fun:**  
**Reinforce Steady Beat vs Rhythm (quarter, eighth, sixteenth notes and triplets)**  
**Learn: Accelerando**

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**October 3<sup>rd</sup>, 2023**  
**8:15am**  
**5<sup>th</sup> Grade Elementary Music**  
**40 minutes**

**Prerequisite Skills and Knowledge**

Students can keep a steady beat

Students know quarter notes, eighth notes, triplets, and 16<sup>th</sup> notes.

**Objectives**

At the conclusion of this lesson, students will be able to:

- Students will be able to sing Pass the Pumpkin
- Students will be able to keep a steady beat while singing Pass the Pumpkin
- Students will be able to clap/tap the rhythm while singing Pass the Pumpkin
- Students will be able to define the terms “Beat” and “Rhythm”
- Students will review and perform quarter notes, eighth notes, and 16<sup>th</sup> notes
- Students will be able to identify and define the term accelerando
- Students will be able to answer basic questions about Edvard Grieg and the piece “In the Hall of the Mountain King”

**Standards**

- **Anchor Standard 3:** Connect with varied repertoire of music by exploring the relationships between music and history and culture.
  - **K-2 (C.n.3.2.1)** Apply a varied repertoire of music representing genres and styles from diverse world cultures by singing, moving, playing, and demonstrating audience behavior appropriate for the context and style of the music performed.
- **Anchor Standard 4:** Listen and respond to a varied repertoire of music by audiating music.
  - **6-8 (LR.4.2.1)** Audiate and accurately speak or sing familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and/or tonalities.
- **Anchor Standard 5:** Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.
  - **Pre-K (LR.5.PK.2)** Recognize and identify specific musical concepts during active musical experience (singing, moving, active listening, playing)
  - **K-2 (LR.5.2.2)** Apply learned criteria to perceive accuracy, expressiveness, and effectiveness of performances.

- **Anchor Standard 7:** Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation.
  - **Pre-K (P.7.PK.2)** Learn and sing short songs based on 5 or fewer pitches alone.
- **Anchor Standard 8:** Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation.
  - **Pre-K (P.8.PK.1)** Maintain a steady beat and perform on either pitched or unpitched instruments independently or in groups
  - **K-2 (P.8.2.2)** Echo and read a variety of rhythmic and/or melodic patterns as well as maintain a steady beat while playing an instrument

## Materials

- PowerPoint
- Pumpkin Toy
- Feed the Monster bags/rhythm cards

## Pass the Pumpkin

Folk song

$\text{♩} = 80$

Pass the pump-kin all a-round List-en to thespook-y sound

Ooh - ooh Ooh - ooh Will it stop on you? Boo!

## **Procedures**

### **0:00 Welcome the class**

- Ask student's how they are doing on a scale of 1-5
  - Have students hold up their fingers
- Ask students what some of their favorite things about Halloween are
- Tell students we are going to have some Halloween fun today

### **0:01 Rhythm and tonal echo patterns**

- Have students keep a steady beat by tapping legs
- Students will echo Kodály syllables
  - Ta Ta Ta Ta
  - Ta Ta Ti-Ti Ta
  - Ti-Ti Ti-Ti Ti-Ti Ti-Ti
  - Triplet Ta Ta Ta
  - Triplet Ta Triplet Ta
  - Tikatika Ta Ta Ta
  - Tikatika Ti-Ti Ti-Ti Ta
  - Ti-Ti Ti-Ti Ti-Ti Ta
  - Ta Ta Ta Ta
  - Ti-Ti Ti-Ti Ta Ta

### **0:03 Ask students about Steady Beat vs Rhythm (slide 2)**

- What were we doing when we were tapping our legs?
- What does Steady Beat mean?
- What is the musical term for the words were we saying?
- What does Rhythm mean?
- Review both terms with PowerPoint

### **0:05 Students will echo and learn the lyrics to “Pumpkin Patch” (slide 3)**

- Teacher will sing the whole song as students follow along with the lyrics on the screen
- Teacher will ask students what the song is about
- Teacher will sing the whole song one more time
- Teacher will sing each line and have students echo
- Teacher and students will sing the entire song

### **0:10 Keeping a steady beat with the song (slide 4)**

- Students will follow the pumpkins and keep a steady beat as they sing the song

- Tap legs

**0:12 Clap the rhythm while singing the song (slide 5)**

- Students will follow the pumpkins and clap the rhythm as they sing the song

**0:14 Students will get in a circle to play a game with the song (slide 6)**

- Teacher will explain the rules of the game
- Students will pass the pumpkin to the steady beat as the class sings the song
- During the last part of the song, when it says “Will it stop on you, boo” the last person holding the pumpkin will be out.
- When a student gets out, they will grab an instrument and play the rhythm of the song
- We will do 5 rounds of the game

**0:20 Students play the rhythm monster game (slide 7-8)**

- The class will be divided into four groups
- Each group will get a monster and some rhythm cards
- The group must clap the rhythms. Once they clap it, they can feed the rhythm card to the monster
  - Teacher will walk around and monitor student progress
- Review rhythms (slide 9-13)

**0:25 Students will learn about Edvard Grieg and In the Hall of the Mountain King (slide 14-16)**

- Teacher will read a short biography of Edvard Grieg
- Teacher will read a short story of In the Hall of the Mountain King

**0:30 Students will listen to the song “In the Hall of the Mountain King” (slide 17)**

- As students listen to the song, they will keep a steady beat
- Teacher will ask students to pay attention to what happens to the steady beat during the song

**0:33 Students will learn about the term “Accelerando” (slide 18)**

- Students will learn how to pronounce accelerando and what it means

**0:35 Students will take turns being the conductor**

- Students will sing “Pass the Pumpkin” and the teacher will clap the steady beat, but with an accelerando.
- Students will follow along with the “conductor” who controls the accelerando

- Teacher will ask for 2-3 volunteers to lead the class with an accelerando as everyone sings pass the pumpkin

### **0:39: Conclusion**

- Teacher will ask students review questions
  - What does steady beat mean
  - What does rhythm mean
  - What does accelerando mean
  - What was the name of the composer we learned about today
  - What was the name of the song that composer wrote that we listened to in class today
- You all did such a wonderful job today! Now I am going to hand it back to Ms. York.

### **Assesment**

Assessment will be informal and done by asking students questions throughout the class and at the end of class. The teacher will also observe how the students are performing throughout the class.