

Notes/Reflections:

Technological Extension:

- Create and record 'soundscapes' for stories.
- Create a video of a 'drumming story' to share with fellow students.
- Search music sources for a unique piece of music to use with the activity Sound Stories.

Technology Resources:

FlipGrid - www.flipgrid.com

A Rhythm Moment with Mr. Dave - <https://www.youtube.com/channel/UCKO-bdpMEKi0MBPKM1aNu2Q>

Idea contributed by Dave Holland

2020-2021 © ArtsNOW
10 Glenlake Pkwy., Suite 130
Atlanta, GA 30328
Phone: 404.688.2480
Fax: 404.688.2424
www.artsnowlearning.org

Rhythm • Literacy • Reading Skills • Understanding
Rhyme Schemes



Explore how rhythmic play can help to engage a student's innate
sense of curiosity and creativity around language!

Using rhythmic play as a vehicle for expression and exploration, students will learn simple creative techniques to craft & share stories.

Essential Question:

How can rhythm be used as a FUNdamental way to teach storytelling and creative writing in the classroom?

Process

3 STEPS TO CREATIVE PLAY

1. Extension. Start with a word, a sound or a movement and add another word, sound or movement. This exercise should be done without any contemplation or deliberation and with zero judgment.
2. Substitution. Take any word, sound or movement and replace it with a different word, sound or movement. Make a game out of how many new words, sounds or movements you can come up with in 10 seconds!
3. Rearrangement. Take 2 words, sounds or movements and rearrange them. Ex: “The dog splashed in the water.” becomes “The water splashed all over the dog.”

SCAT CARDS

1. Hand out cards to individual students or small groups of students.
2. Invite them to start sounding out the ‘scats’ and working with the ‘sound combinations’ until they can say the entire ‘scat.’
3. While keeping a steady beat, encourage the students to create a rhythm with their ‘scats.’
4. Create a ‘scat arrangement’ by layering in, combining or pulling out different ‘scat rhythms.’

BEAT STORIES

1. Each student has a drum or found sound instrument. (Hand claps also great!)
2. The teacher models 1 beat of silence and 1 beat on the drum. Students take turns playing 1 beat of silence and 1 beat on their ‘instrument.’
3. The teacher then fills in the silent beat with a ‘story element’ (character, action or setting)
4. Each student then takes a turn adding a ‘story element’ (character, action or place) in their 1 beat of silence.
5. An emphasis should be placed on students filling in the ‘silent beat’ without thinking or hesitating. The sillier the ‘story element’ the better!

MIND MOVIES

Choose (or play) a short piece of music. Invite students to close their eyes and create a story, using their imaginations, that is accompanied by the music. Invite students to share their ‘mind movies.’ Write them down, make a real movie of them and edit them by applying the 3 step creative process.

THE BOUNCING SHAKER

“Can you bounce the shaker on your knee? What word rhymes with ‘knee?’. Can you make a sentence with those two words? (couplets) Can you put that sentence into a rhythm while you keep that beat on your knee?” Then move to ‘hand,’ shoulder, chin, head, nose?

Assessment

Students will demonstrate ‘all in action’ by trying something new & participating. Students will share with fellow students their ‘story cells’ that demonstrate the 3 steps of creative processing. Students will collaborate to create a story soundscape.

Materials

- Drums
- Shakers
- Found sounds
- Writing tools

Resources: Drum Along
Books: Rumble in the Jungle,
Hand Hand Fingers Thumb,
Giraffes Can’t Dance

Vocabulary

Couplet - two lines of verse, usually in the same meter and joined by rhythm, that form a unit.

Mood - the emotional ‘atmosphere’ of a story. The feelings evoked around a particular setting or sequence of events.

Soundscape - sound effects, music or found sounds that are created live or recorded to support a story’s mood, setting, characters or plot.

Scat - to improvise nonsense syllables, usually to an instrumental or rhythmic accompaniment.

Rhythm rhyme - 2 couplets, combined to create a short story, recited in rhythm.

Classroom Tips

- Circle up whenever possible!
- Do creative work in the morning!
- Start each creative activity with a kinesthetic activity; stationary sprinting, to the sky stretching or power posing

**Georgia Standards of Excellence:
(Core Curriculum & The Arts)**

ENGLISH LANGUAGE ARTS

GRADE K

ELACCKRI2: With prompting and support, identify the main topic and retell key details of a text. With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details). **ELACCKRI10:** Actively engage in group reading activities with purpose and understanding. Actively engage in group reading of informational text with purpose and understanding. Reading Foundation (RF)

ELACCKRF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant.

GRADE 1

ELACC1RL5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

ELACC1W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

GRADE 2

ELACC2RL5: Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.

ELACC2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

ELACC2SL5: With guidance and support, create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.

National Arts Standards

FINE ARTS

GRADES K-2

ESGMK.CR.1 Improvise melodies, variations, and accompaniments. a. Improvise simple body percussion patterns. b. Improvise soundscapes (e.g. weather, animals, other sound effects). c. Improvise using various sound sources (e.g. electronic sounds, found sounds, body percussion, classroom instruments). **ESGMK.CR.2** Compose and arrange music within specified guidelines. a. Create sound effects to accompany songs, poems, and stories. b. Create simple rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes). c. Vary the text for familiar melodies, chants, and poems. **ESGMK.CR3** Share creative work. a. With guidance, share a final version of personal musical work with peers.

ESGMK.PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Echo simple rhythmic patterns with appropriate technique using body percussion and classroom instruments. b. Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments. **ESGMK.CN.1** Connect music to the other fine arts and disciplines outside the arts. a. Describe connections between music and the other fine arts. b. Describe connections between music and disciplines outside the fine arts.