



# artsNOW

Integrated learning solutions

## EXPLORING NUMBERS THROUGH BODY PERCUSSION

Grade Band: K-1

Content Focus: Music & Math



### LEARNING DESCRIPTION

In this lesson, students will “count on” or skip-count from various numbers by creating body percussion progressions that follow a steady beat.

### LEARNING TARGETS

Essential Questions	“I Can” Statements
How can we use body percussion to help us practice “counting on” or skip-counting?	<p>I can follow a steady beat using body percussion.</p> <p>I can “count on” or skip-count from a given number.</p> <p>I can create body percussion progressions that follow a steady beat.</p>



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## GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p><b>Kindergarten</b> K.NR.2.1 CoK.NR.2.1 Count forward to 100 by tens and ones and backward from 20 by ones.unt forward to 100 by tens and ones and backward from 20 by ones.</p> <p>K.NR.2.2 Count forward beginning from any number within 100 and count backward from any number within 20.</p> <p><b>Grade 1</b> 1.NR.1.1 Count within 120, forward and backward, starting at any number. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	<p><b>Kindergarten</b> ESGMK.CR.2 Compose and arrange music within specified guidelines.d guidelines.</p> <p>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.</p> <p><b>Grade 1</b> ESGM1.CR.2 Compose and arrange music within specified guidelines.d guidelines.</p> <p>ESGM1.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.</p>

## SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p><b>Kindergarten</b> K.NS.1 Count forward by ones and tens to 100.</p> <p>K.NS.2 Count forward by ones beginning from any number less than 100.</p> <p><b>Grade 1</b> 1.NSBT.1 Extend the number sequence to: a. count forward by ones to 120 starting at any number; b. count by fives and tens to 100, starting at any number</p>	<p><b>Anchor Standard 1:</b> I can compose and arrange music.</p> <p><b>Anchor Standard 4:</b> I can use my body to make sounds.</p>



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## KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"><li>● <u>“Count on”</u> - The process of adding a specific quantity to a given number</li><li>● <u>Skip counting</u> - A technique in mathematics where you count by a certain number other than 1</li></ul>	<ul style="list-style-type: none"><li>● <u>Unison</u> - This is a single melody; all instruments or voices sing/play the same notes.</li><li>● <u>Body percussion</u> - Using different parts of the body to make music.</li><li>● <u>Beat</u> - Basic unit of time in music, regular and repeating pulse under the music</li><li>● <u>Steady beat</u> - A consistent and regular pulse or rhythm that is maintained throughout a piece of music</li></ul>

## MATERIALS

- YouTube [“The Beat is the Heart of Music”](#)
- Smart board

## INSTRUCTIONAL DESIGN

### Opening/Activating Strategy

- Watch the [“The Beat is the Heart of Music”](#) with students.
  - Have students follow your movements in unison as you demonstrate different methods of body percussion such as tapping your foot on the floor, clapping, tapping fingers in palm, patting legs with hands, etc, to the steady beat.
  - Begin simply with one body percussion movement, gradually making it more complex with varying snaps, slaps and claps. Students should follow along in unison.

### Work Session

- Introduce “counting on” or skip-counting to students.
- Start with simple body percussion and low numbers, such as “one”, followed by four counts and four claps together.
- Continue on with higher numbers or skip-counting according to ability/readiness level.
- Tell students that they will be creating a four beat body percussion progression adding skip-counting or “counting on” to their movements. First, the class will practice some body percussion movements together.
  - Begin by playing music with a strong steady beat.
  - Have students pat their legs to the steady beat.
  - Then, invite a few students to the front of the room, one at a time, to choose a new percussive movement to lead the class in.



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- Divide students into small groups. In their groups, have students create a four beat body percussion progression following the steady beat of the music. Assign each group a different criteria for “counting on” or skip-counting.
- Have students return to the whole group.
- Allow students to share their percussive progressions. Be sure to arrange student performances so that the number progression is in order.
- Have the whole class join the group in “counting on” or skip-counting to the progression.

### Closing/Reflection

- Have students physically arrange themselves in the correct order depending on the value of the number that they are starting from.
- Then, have students perform one last time in order.
- As a whole group, reflect on the process by asking students what a steady beat is and what they learned about “counting on” or skip-counting through percussive movements.

## ASSESSMENTS

### Formative

Teacher will assess student learning by observing which students are “counting on” or skip-counting correctly from the given number, which students are using body percussion to make a steady beat, and which students are able to follow the teacher’s body percussion movements.

### Summative

#### CHECKLIST

- Students can “count on” or skip-count correctly from a given number.
- Students can create body percussion progressions that follow a steady beat.

## DIFFERENTIATION

**Accelerated:** Assign students individual challenges such as starting at a higher number or skip-counting by two instead of five, for example.

#### Remedial:

- Limit the numbers to up to 10.
- Assign the same number progression to the whole class.
- As a whole class, create a body percussion progression adding “counting on” or skip-counting.

## ADDITIONAL RESOURCES

NA



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*\*This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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