



Grade: Preschool
 Subjects: Music and Science
Making Music with Our Bodies

Lesson Overview	Students will explore ways to make sounds with their bodies and learn about body percussion. Independent exploration will help students understand that their bodies can be used as a tool to make sound. Students will be asked to express their understanding visually, orally, auditorily, and kinesthetically, and participate individually.		
How the Arts Improve this Lesson	Exploration of sound naturally aligns to music and science standards. Music is full of math skills, including patterns and sizes (eg. note names like 'quarter note,' 'half note,' etc.) Young children tend to enjoy music so they naturally want to experiment with creating their own music. This interest activates their desire for learning and allows them an opportunity to steer their own academic engagement.		
Assessment of Student Learning	Massachusetts Learning Standards	Evidence	Collection Strategy
	Grade PreK. Music. Performing. Develop and refine artistic techniques and work for presentation. Demonstrate beat competency by using a steady beat when performing pieces that incorporate simple rhythmic patterns (e.g., body percussion, classroom instruments, or movement). PK-K.M.P.05	<ul style="list-style-type: none"> Students will be able to make and recreate sounds through experimentation with body percussion. 	<ul style="list-style-type: none"> Teacher will observe a student's ability to experiment with body percussion, copy peers and teacher, and create their own body-percussion sound. (Expectations for CASTLES/SPED substantially separate: they will be making an imitation of one or more body-percussion sounds. PreK students will be expected to

			<p>create one self-created sound.)</p> <ul style="list-style-type: none"> • Data collection sheets will be used to document.
	<p>Grade PreK. Physical Sciences. Waves and Their Applications in Technologies for Information Transfer.</p> <p>Investigate sounds made by different objects and materials and discuss explanations about what is causing the sounds. Through play and investigations, identify ways to manipulate different objects and materials that make sound to change volume and pitch. PreK-PS4-1(MA).</p>	<ul style="list-style-type: none"> • Students will be able to experiment with body percussion, including simple rhythmic patterns. 	<ul style="list-style-type: none"> • Teacher will observe students experimenting with body percussion, including comparing and contrasting; making; and replicating simple rhythmic patterns (eg. “clap hands two times”), initiated by either teacher or peers.
Essential Questions	<ul style="list-style-type: none"> • Why do sounds sound different or the same? • How can you create a simple rhythmic pattern? 		
Enduring Understandings	<ul style="list-style-type: none"> • Instruments create sounds when they are shaken, hit, rubbed, or scraped. • Instruments can be used to create a simple rhythmic pattern. (Examples: xylophone, tambourine, drums, triangles) • Our bodies can be used to replicate the percussion instruments/sounds. (Examples: tapping, slapping, clapping, stomping) 		
Materials and Needs	<ul style="list-style-type: none"> • videos of body percussion (see list in resources) • visuals representing movements • percussion instruments such as rhythm sticks, triangle, drum, xylophone and tambourine. 		
Advancing Vocabulary	<p>Music Vocabulary:</p> <ul style="list-style-type: none"> • instrument • pattern • percussion • body percussion 		

	<ul style="list-style-type: none"> ● rhythm ● tambourine ● solid ● timed movements
Support & Accommodations Inspired by Universal Design for Learning	<ul style="list-style-type: none"> ● Use of visuals ● Use of videos ● Hands-on use of instruments ● Listening to music ● Peer interaction/teaching
Lesson Plan Progression Details	<p>Introduction:</p> <ul style="list-style-type: none"> ● Teacher will hold up a drum and ask the students “Does anyone know what kind of instrument a drum is?” (DOK 1 - recall) ● Teacher asks “What do I need to do to make a sound from the drum?” (DOK 2 - infer) Students may say you have to hit it or bang it. Teacher asks “Can anyone think of another instrument that we may hit or bang?” (DOK 1 - recall) After hearing some student answers, the teacher can hold up pictures of the instruments that students might have mentioned. Help students to see which instruments may be similar. Introduce the term percussion to the students. Explain that percussion is a word to describe the sound created when you strike one solid item against another. What does the word solid mean? (DOK 1- define) For students who do not understand the word teacher can show items in the room that are solid. ● Percussion also means certain instruments that can be played. Teacher asks “Does anyone know of an instrument that might be called a percussion instrument?” (DOK 2- infer) Tell students the drum is a percussion instrument because you hit it to make a sound. If students name some instruments that are percussion either show the instrument (if it's available) or show a picture of the instrument. Show the students a tambourine. Ask for a volunteer to make a sound. Ask students, “How did _____ make that sound?” (DOK 2 - infer) “Now give the tambourine to a friend. Can you think of a way to make a different sound with the instrument?” (DOK 3 - investigates) “Do you think the sound ended up being the same or different? Why or why not?” (DOK 3 - tests hypotheses, investigates) Students and teachers will try out different instruments (triangle, drum, maracas, xylophone). Interject questions such as: “How are sounds from that the same or different? How can you tell?” (DOK 2 - compare and contrast) “What do you think would happen if we did _____ (show different ways of making a sound)?” (DOK 3 - predict) “What kinds of sounds do you hear?” (DOK 1 - describe) “How do some of the sounds make you feel? Why?” (DOK 2 - explain with example) ● Teacher tells the students “Today we are going to experiment with body percussion. Does anyone have a guess or possible idea of what that might mean?” (DOK 3 - draw conclusion) Explain that body percussion is when we use our bodies like an instrument. “What do you think using our body as an

instrument might look like? **(DOK 2 - infer)** What makes you think that is what it would look like?" **(DOK 3 - reasoning)**.

Examples:

- Teacher provides examples of **body percussion** and will play part of a video called [My Body Makes Music](#) to help students “see” what body percussion looks like. After watching the video, have students turn and talk with a friend about the video. What did they like? Dislike? What did they notice? Which body percussion sound was their favorite? **(DOK 1 - recall and DOK 2 - categorize/explain)** What parts of the bodies were used to make sounds? **DOK 1 - remember)** Ask students to define the word **percussion**. Ask students to identify **body percussion**. Teacher will ask students to describe what body part was used to hit against which other (**solid**) body part **(DOK 1 and 2 - remember and explain with examples)**.
- Teacher will say “Now we are going to experiment with making sounds using only our bodies.” Teacher gives students ground rules such as: be gentle, touch only feet, thighs, stomach, chest, head, hands to create music with their own bodies. Teacher will demonstrate by crossing arms and patting her shoulders one time: “See how I gently patted my shoulders. What kind of sound did I make?” **(DOK 1 - recall)** “Was it hard to hear or easy to hear?” **(DOK 1 - remember)** Students will probably say they couldn’t really hear anything. “What could I do to make the sound so you could hear it?” **(DOK 2 - infer)** (Teacher is trying to have the students understand that putting together several sounds, or tapping more than one time makes it easier to hear.) “Let’s try out some of your suggestions.” Teacher will have the student who gave a suggestion try it out to see if the rest of the class could hear it? **(DOK 3 - test hypothesis)**
- Have children watch part of [Body Percussion Warm-Up](#) Could you hear the different sounds better when one person was doing it or when several people were doing it? **(DOK 2 - compare/contrast)** Why do you think that happens? **(DOK 3 - reason with evidence)**

Experiment:

- Teacher will say to the students “Now I want you to try making a sound with your body. Remember to be gentle! Don’t forget you can use your feet and hands.” Students will share with the class the sound(s) they created. **(DOK 4 - design, create)** “Why did you make that choice?” **(DOK 3 - justify)** Have peers comment. Write choice on the board. Teacher will create a simple drawing of any child’s sound/action if no other picture is available. Teacher will ask the student to approve/OK the created picture. (Teacher will record on a data sheet which students were able to create their own sound/action.)
- Teacher will have a bank of pictures of possible student actions (ex. child clapping hands, slapping knees, snapping fingers, tapping toes). As the teacher points to each picture, students will try the action/sound. Do this as a group. (See appendix for pictorial resources.) Teacher will check off on the data sheet the students who were able to imitate one sound/action.)

- Teacher will say to the students “Let’s take the **percussion** sounds that we created and make a **pattern**. What is a pattern?” (**DOK 1 - remember**) “Yes, something that repeats.” Teacher does her/his/their movement/sound again and asks the children to mimic. “Now let’s add _____ sound to my sound. It will repeat my sound, _____ sound, my sound _____ sound. What did you notice?” (**DOK 2 - explain**) “When it repeated we made a _____ (**pattern**).” On the board teacher will place the picture cards in order of how the pattern was created (ex. teacher stomped feet and child snapped fingers, so on the board teacher will put up the pictures *stomp, snap, stomp, snap.*) Next, the whole class will try to do this as a group. (Teacher will record data on a sheet, the students who were able to imitate a two-sound/action pattern.)
- Teacher will say to the students “Let’s add another **body percussion** action to the board.” Pick a student to add a sound/action. “Why did you choose that sound/action?” (**DOK 2 - explain**) Teacher will place the picture cards on board for all to see. Teacher and two students will demonstrate the created pattern and then the class will join in. (Teacher will record data on the sheet which students could follow a three-sound/action pattern.) Teacher will then ask students to help arrange the picture cue cards to create different patterns which the class will do.
- Students will end the activity by watching a video of [Ollie from Beat Goes On](#). The teacher will tell the students that they are just like the kids in the video! Students can try to join in with the children on the video.

Reflect:

- To transition from this activity to the next, the teacher will ask each student one at a time to name one thing that they really enjoyed in the activity and why, and/or one thing they didn't like. Students will then give an example of a body percussion sound/action. (**DOK 3 - support with examples, and DOK 4 - create**) The teacher will do this until all students have transitioned. (To make the transition faster, both teachers, if more than one is present for the lesson, will call on students.)

Day 2

- The teacher will review from the lesson the day before. Students will be asked what **percussion** and what **body percussion** are (**DOK 1- recall and reproduction**). “Does anyone remember what **body percussion** sound you made yesterday?” (**DOK 1-recall**) “Today we are going to learn more about putting all of our **body percussion** sounds together to create music.”
- The teacher will place the students in a circle and say “You must be a very, very good listener for this activity. We’re going to start with (Josephine), and she is going to make a sound of her choice. It can be the sound she came up with yesterday or her favorite sound. Then we’re going to pass it around the circle and back to (Josephine). Then, we will give the next person a chance to choose their percussion

	<p>sound and we will all try it and pass it along.” Repeat until every student has had a chance to contribute to the circle.</p> <ul style="list-style-type: none"> • The teacher will say to the students “We are going to watch a video on students working together to combine their sounds together.” • Watch the video The Percussion Show. Teacher will ask students “What did you hear? What did you see?” (DOK 1 - remember) “What did you like? Dislike and why?” (DOK 3 - reasoning) “All of the people together made up a rhythm or pattern with their different body percussion sound/actions. Sometimes the rhythm can describe the timed movements that the people made. Can anyone explain what I mean by timed movements?” (This may be high above some students, however teachers can introduce the concept by giving live examples or referring back to the video.) Timed movements means that all the people have a certain time to add their sounds to make a rhythmic music piece. “What else did the people in the video do?” (DOK 1 - recall and DOK 2 - explain with examples). Point out that the body percussion sounds became like a dance piece. The people were moving around as they made their sounds. • The teacher will say to the students “We are going to try and add some more of our sounds together. Let’s choose several sounds and make our own body percussion dance.” Students will vote on at least five movements to create our rhythmic dance. The teacher can help students decide how many times to repeat a sound and the order of the sounds. • The students’ final product will be recorded.
<p>Resources</p>	<p>Meandgusshow. (2011, June 28). My Body Makes Music! (Sing-A-Long for Children). Youtube. https://youtube/quCL8DL7nu8</p> <p>Pass the Sound. (2017, November 9). Body Percussion_Warm Up #12. Youtube. https://m.youtube.com/watch?feature=youtu.be&v=zsXOehynKJ8</p> <p>The Percussion Show. (2012, October 12). THE PERCUSSION SHOW Presents : Body Percussion. Youtube. https://youtu.be/sb-2VsE2y-U</p> <p>Rutgers Today. (2014, September 26). Body Percussion Class Finds Rhythm at Rutgers. Youtube. https://youtu.be/J2GYnSWsxZc(for teacher use)</p> <p>Tunmer, Ollie. (2015, August 19). Ollie from 'Beat Goes On' teaching Body Percussion on CBeebies' 'Let's Go Club!' Youtube. https://youtu.be/sW2DY1Opgrl</p>

Appendix

Examples of pictures to show children: You will need to create your own cards or search online. (examples: slap, stomp, clap, snap, tap, etc.)

Body Percussion



Clap



Snap



Pat



Stomp

Sample Data Collection Sheet:

Student Name	Imitate 1 sound/actions	Imitate 2 sound/actions	Imitate 3 sound/actions	Created own sound/action	Additional Notes (Degree of difficulty/ease, understanding or assistance required etc.)

*Plan written by educators Amy Mandel and Lori Parrino
Plan edited by BRAINworks Curriculum Review Committee
Stamp design by AGRAND.ie*