

PizzIMMERSION

Professional Development Activities

Mini lesson plan

Title

Tempo - Leading and Following

Materials

A clear space in the classroom

Year level suggested

Years 5-10

Useful for

Brain breaks
Body coordination
Observing body language
Leadership and ensemble skills
Teamwork
Sense of pulse

Learning intention

To engage students in non-verbal and musical skills to communicate meaning, as well as practise holding a beat

Steps

1. Single group clap - aim to create a singular sound/clap at exactly the same time.
 - a. The teacher holds their hands out in front of their body as if about to clap, students hold their hands out in front of their bodies in a similar position
 - b. Teacher breathes in and claps one, deliberate clap and the students follow, trying to clap at the same time as the teacher
 - i. It is helpful if the gap between the teachers hands slightly expands as they breathe in so that the 'arrival' of the clap can be more easily predicted
 - c. Repeat, until a single group clap occurs
 - d. Students can lead the clap, and a discussion could occur about tactics for why the clap was successful/unsuccessful (were people watching, was the leading clear?)
2. Following a spoken tempo
 - a. Teacher counts to 4 and the students copy in a steady beat
 - b. Teacher counts to 4 at a different speed, but still steady and the students copy.
 - c. Repeat call and answer, with a different speed each time
 - d. Have a student lead the count in
3. Following a clapped tempo
 - a. repeat the above activity but use 4 claps to indicate the speed (no speaking)

Curriculum links**Music**

- Explore and Express Ideas
- Music Practices
- Present and Perform

Capabilities

- Personal and Social
 - Social Awareness and Management, Collaboration