

# PizzIMMERSION

## Professional Learning 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 regarding 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)

**Extension**Learning about beat subdivision

This activity could also be extended to teach students about beat subdivision and musical notation.

- A crotchet is a note that lasts for one beat. Its spoken rhythm name is TA. (pronounced tahhh) It looks like:
- A quaver is a note that lasts for  $\frac{1}{2}$  a beat, therefore we hear two quavers for each crotchet beat. Its spoken rhythm name is TI-TI. (pronounced tee-tee) It looks like:













Continued over...

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### Activities:

1. The teacher counts to 4 and the students respond with TA TA TA TA at the same speed indicated by the teachers count. Similarly to the previous activity, the speed could change.
2. The teacher counts to 4 and the students respond with TI-TI TI-TI TI-TI TI-TI at the same speed indicated by the teachers count. Similar to the previous activity, the speed could change.
  - a. The students could also clap this rhythm back
  - b. Other note values could also be used

Symbol	Rhythm Name	Notation Name
	ta	Crotchet
	ti-ti	Quavers
	---	Crotchet rest
	tika-tika	Semiquavers
	too	Minim
	ti-tika	Quaver and semiquavers
	tika-ti	Semiquavers and quaver
	tum-ti	Dotted crotchet and quaver
	syn-co-pa	Quaver crotchet quaver
	tim-ka	Dotted quaver and semiquaver

### Curriculum links

#### Music

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

#### Capabilities

- Personal and Social
  - Social Awareness and Management, Collaboration