



KEEP THE BEAT

Overview

Book: *The One and Only Ivan* by Katherine Applegate

Grades 4-6

In this fine arts lesson, students will create a rhythmic pattern that conveys a meaning.

Standards

MU:Cr1.1.4

Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context.

Objectives

Students will be able to create a rhythmic pattern.

Students will be able to relate that movement to a specific message it could convey.

Materials Required

Drums

Buckets, pans, or boxes

Sticks, mallets, plastic items, or metal spoons

Procedure

1. Ivan is proud of his chest beating. Gorillas do this to convey a warning, to show they are dominant, to express victory, and also to get his whole family's attention. Ask students for examples of how music can convey a feeling or message, as in a movie score, lullaby, marching band, etc.
2. Review concepts of rhythm and pattern.
3. Show students the various items available to create sound.
4. Ask students to predict which type of sounds each item will create.
5. Tell students that they are to create a rhythmic pattern that will also convey a message.
6. Allow time for students to create patterns.
7. Allow time for students to perform and convey the meaning of their patterns.

Extensions

1. Students may research different ways that animals communicate. (Bees dancing, dolphins use echolocation, etc.)
2. Have students create a list of percussion instruments that convey meaning around the world. (Gongs in Asia, church bells in Europe, drums in Africa, etc.)

Rubric

RUBRIC	Exceeds (3)	Meets (2)	Partially Meets (1)	Does Not Meet (0)
RHYTHM	Composition displays at least 3 elements of rhythm including pitch, interval, and repetitiveness.	Composition displays at least 2 elements of rhythm including pitch, interval, and repetitiveness	Composition displays at only 1 element of rhythm including pitch, interval, and repetitiveness.	Composition displays at no elements of rhythm including pitch, interval, and repetitiveness.
COMMUNICATION	Student completely aligns the rhythm with communication of an appropriate* feeling or message.	Student mostly aligns the rhythm with communication of an appropriate feeling or message.	Student vaguely aligns the rhythm with communication of an appropriate feeling or message.	Student does not align the rhythm with communication of an appropriate feeling or message.

	*Loud urgent sounds for an emergency, soft gentle sounds for a calm message, lively for a happy feeling, etc.			
Total N/6				

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