

Caitlin Joyner Sampson County Schools

# **Comparing Tempos Through Movement**



# **Comparing Tempos Through Movement**

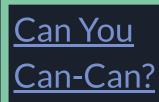
**3.ML.2.3** - Recognize standard symbols and traditional terms for dynamics, tempo, and articulation.

**4.ML.2.3** - Interpret standard symbols and traditional terms for dynamics, tempo, and articulation while performing music.

## **Comparing Tempo Through Movements**

### **Review Time!**

- I have, Who has?
  - Allows students to review both terms and the definitions
- In fast-slow order if students need a challenge
  - Put tempo words into practice, thinking about what they actually mean instead of just the definition.

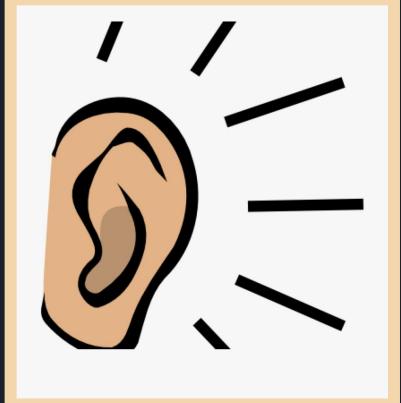


## **Comparing Tempo Through Movements**

Listen to two examples, write down what you think the tempo of each piece is.







# **Comparing Tempo Through Music**

Choose 1 to dance with:





## **Comparing Tempo through Movement**



 Students will have time to meet with their groups and choreograph their own movements

 Need to show understanding of tempo in the movements

- **3.ML.2.3** Recognize standard symbols and traditional terms for dynamics, tempo, and articulation.
- **4.ML.2.3** Interpret standard symbols and traditional terms for dynamics, tempo, and articulation while performing music.
- **5.ML.2.3** Apply understanding of standard symbols and traditional terms for dynamics, tempo, articulation, rhythm, meter, and pitch when reading and notating music.

- Tempo Terms
  Written on Flash cards
- No skips!
- Students should alternate each turn.



- Create the Ostinatos
  - Every child gets a rhythm instrument, pencil, and index card to record their creations
  - Limit the type of notes students can use to keep it simple for everyone
    - I.e. Quarters, Eighths, and Quarter Rests.



- Allow Students to choose which ostinato they believe fit the music the best.
  - If you're feeling adventurous, choose multiples and split the class into groups or "Sections"

 Have students memorize their four-beat patterns so they can play along without having to look at the card or board.

 Conduct the class while they are playing along with the recording.

 Once students are feeling comfortable playing along with the music, seek volunteers to conduct the class.

## Want a copy?

cjoyner@sampson.k12.nc.us