

AES Letterhead
Tick, Tock the Division Clock!
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Topic: Pulse Quick Reaction; responding to aural cues; responding to visual cues

Suggested Grade(s): 3-5

Objective: Students will demonstrate their ability to react quickly to musical changes by responding to verbal cues, the teacher playing a drum, and visuals.

Materials: A drum, projector (or posters), visuals, speakers

Approx time per lesson: 10 mins

State/National Standards: Georgia Standards of Excellence

ESGM3(4&5).RE.3 Move to a varied repertoire of music, alone and with others.

- a. Respond to contrasts and events in music with locomotor and non-locomotor movement.
- b. Perform choreographed and non-choreographed movements.

Directions:

These four lessons are scaffolded to help learners reach level four. If your students can already do lessons 1 and 2, briefly review them and move to lesson 3. It is essential that most students achieve mastery in level 2 before moving on to lesson 3. This series of lessons not only helps students practice dividing pulses and rhythms, but also helps them respond to aural and visual cues in music.

Lesson #1:

1. Discover student internal pulse
 - a. Students walk around the room exploring the space at their normal pace
 - b. Teacher copies the pulse of a student.
 - c. Students try to guess which student chooses a student to the pulse of the teacher's drum
 - d. Repeat this for several students
2. Matching pulse
 - a. Teacher plays a pulse on a drum and students match
 - b. Teacher changes the pulse, making it quicker and slower.
 - c. Teacher chooses a student to use the drum

Lesson # 2:

1. Play the game hip/hop
 - a. Students walk around the space to the pulse of the teacher's drum
 - b. When teacher says, "hip," students walk twice as fast
 - c. When the teacher says, "hop," Students walk twice as slow

Lesson # 3:

1. Introduce the clock
 - a. On a projector or poster, teacher displays the division clock

- b. Students begin walking a pulse (which becomes the quarter note) of the teacher's drum
 - c. Using the phrase "tick, tock," teacher moves the chips and salsa to smaller notes then up to longer notes
 - i. Quarter→eighth
 - ii. Eighth→sixteenth
 - iii. Sixteenth→eighth
 - iv. Eighth→quarter
 - v. Quarter→half
 - vi. Half→whole
2. After students demonstrate success, the teacher then moves the chips and salsa to random notes

Lesson #4

- 1. Divide the clock
 - a. Briefly review the previous lesson
 - b. Divide students into two groups. I like to do chips and salsa (I got this idea from Kay Piña)
 - c. Use the poster/clock visual to move the chips and salsa pictures to different spots on the clock
 - d. Students walk to the pulse of their picture
 - e. Teacher keeps a steady pulse
- 2. Add some music!
 - a. I suggest "Waka, Waka" by Shakira (Spanish or English)



Assessment:

Levels of Development	Not Yet	Making Progress	Mastery
Lesson 1: Matching pulses	Students correctly identify the pulse that the teacher plays with 7% accuracy	Students correctly identify the pulse that the teacher plays with 80% accuracy	Students correctly identify the pulse that the teacher plays with 90% accuracy
Lesson 2: hip/hop	Students react to the change in pulse with great delay. Students attempt to demonstrate the space with their body (e.g. using arms for half/whole notes) but need prompting from the teacher.	Students react to the change in pulse with some delay. Students correctly demonstrate the space with their body (e.g. using arms for half/whole notes) with 1-2 prompts from the teacher.	Students react to the change in pulse with little delay. Students correctly demonstrate the space with their body with no prompting from the teacher (e.g. using arms for half/whole notes).
Lesson 3: Tick, Tock	Students react to the visual change in pulse with great delay. Students attempt to demonstrate the space with their body (e.g. using arms for half/whole notes) but need prompting from the teacher.	Students react to the visual change in pulse with some delay. Students correctly demonstrate the space with their body (e.g. using arms for half/whole notes) with 1-2 prompts from the teacher.	Students react to the visual change in pulse with little delay. Students correctly demonstrate the space with their body with no prompting from the teacher (e.g. using arms for half/whole notes).
Lesson 4: Tick, Tock split	Students react to the change in pulse with great delay. Students attempt to demonstrate the space with their body (e.g. using arms for half/whole notes) but need prompting from the teacher. Students stay with their group 75% of the time	Students react to the change in pulse with great delay. Students attempt to demonstrate the space with their body (e.g. using arms for half/whole notes) but need prompting from the teacher. Students stay with their group 85% of the time	Students react to the change in pulse with great delay. Students attempt to demonstrate the space with their body (e.g. using arms for half/whole notes) but need prompting from the teacher. Students stay with their group 95% of the time.