

MAIN MENU

TEMPO

WHAT IT IS

HOW IT SOUNDS

HOW IT FEELS

HOW IT LOOKS

WHAT IT ISN'T



PRE-QUIZ

POST-QUIZ



© 2019 Jennifer Hibbard | The Yellow Brick Road

✓ Google Slides & PowerPoint Versions

Effortlessly teach the element of tempo:

- ✓ Fun playalongs
- ✓ Interactive audio
- ✓ Real-life images
- ✓ Pre & post quiz
- ✓ Sample lesson plans

Students make meaningful connections with **interactive audio** that connects to their daily lives outside of music class



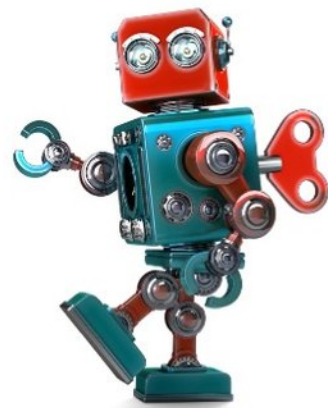
Ask students to **recreate**
each sound using their
bodies or voices.

Students **see** tempo via engaging videos

TEMPO **LOOKS** LIKE



TEMPO **LOOKS** LIKE



I teach music on a virtual platform. This resource was gorgeous and easy to navigate. I loved all the sound clips and links to videos.

Thank you.

– Jordan A.



Discuss the examples of tempo in each video.

Ask what they discovered.

Students play along with interactive audio



Have students break into multiple groups of instruments. Then experiment by creating slow and fast tempos.

Quick & easy assessments with immediate feedback

QUESTION #1

TEMPO IS THE _____ OF THE BEAT OF THE MUSIC

- A** VOLUME
- B** SPEED
- C** LENGTH



ANSWER #1

TEMPO IS THE _____ OF THE BEAT OF THE MUSIC

- ☒ VOLUME
- ☒ SPEED
- ☒ LENGTH



This was very helpful when preparing to introduce my students to tempo. It saved me a lot of time and was very thorough. Thank you!

— Anna A.



Play a quick game by having students separate into groups, answer each question, then see which group answered the most questions correctly.

Musical opposites with audio samples help students understand what is **NOT** tempo

TEMPO IS NOT
RHYTHM

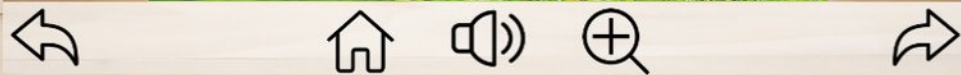
Listen to both rhythms. What is different about them?



Ask students to share some more examples of what is not tempo.

Bonus slides allow students to dig deeper
for even more interesting facts

TEMPO **SOUNDS** LIKE



FASTEST VIOLIN PLAYER

RIMSKY-KORSAKOV'S *FLIGHT OF THE BUMBLEBEE*

If a player is faster than another, does that make them better?
Is fast music better than slow music?



GUINNESS WORLD RECORD
FLIGHT OF THE BUMBLEBEE

1:30



Such a great way to introduce or review tempo! My students
especially loved the video about Big Ben!

– Kelli H.



Ask **early-finishers** to find all
the bonus slides and share
what they learned.

Challenge students with bonus questions

BONUS QUESTIONS

Click on the question you chose to check your answer

- A** What piece of music did the fastest violinist play?
- B** What animal can follow along to the tempo of music?
- C** What is body percussion?
- D** How do marching bands create shapes on the field?



These questions come from the bonus slides



Ask students to work in pairs
to answer all the bonus
questions.

BASICS OF TEMPO

SAMPLE LESSON IDEA

GRADE

2nd Grade General Music

OBJECTIVES

Students will identify, define, and perform slow, medium, and fast tempos. Students will identify, define, and perform the tempos of largo and presto.

SAMPLE LESSON FLOW DAY 1 (approximately 25 minutes)

1. Lead students through the "What it is" and "What it Sounds Like" parts of the [Basics of Tempo presentation](#).
2. Then, sing *Miss Mary Mack* to your students as you perform the following pared down version of the clapping game:
 - Miss arms crossed, touch shoulders
 - Mary pat lap and clap
 - Mack: "no movement"
 - Mack: "no movement"
 - Mack: "no movement"
 - Continue this hand clapping pattern throughout the rest of the song.
3. Sing the song again, but this time, ask the students to follow along with your hand movements.
4. Tell the students to pretend there's a clear wall in front of them. Model how they can use their right hand (your left) to clap on the wall (hand is flat against wall).
 - TEACHER TIP: When you face students to model this game, be sure that you're using the opposite hand to model. For example, if you tell students to use their "right hand," you will actually be using your left. This saves the students from a lot of confusion, and they can simply follow along from the start without wasting any time.
5. Continue modeling how to clap your hands against the clear wall using your right, left, and both hands. This will prep students for learning the rest of the movements.
6. Sing the song again, adding in the following movements slowly. Be sure students are confident in each movement before teaching the next. It's better to go slowly and have a strong foundation, then to move too quickly and have frustrated or disengaged students:
 - Miss arms crossed, touch shoulders
 - Mary pat lap and clap
 - Mack right hand claps/pats invisible wall
 - Mack left hand claps/pats invisible wall
 - Mack both hands claps/pats invisible wall
7. Finally, begin going around to each student and clapping with them for a few lines of the song, before moving on to the next person. This will give them a chance to see how it feels to play with a partner, which is great! Prep for the next class period.

----- End of Day One -----

© 2018 Jennifer Hibbard | The Yellow Brick Road

2 (approximately 25 minutes)

ep of the hand clapping game. Then, sing the song as hand clapping game without partners. Clap along with a few lines of the song (like last time), until each student play the game with you.

line is important for elementary students and is vital for nt. It helps students to use both sides of their body and munication between the right and left hemispheres of e activities, such as "hitting a tambourine" is just one ing the middle.

wo equal lines facing each other and have them play the with the person across from them. Then, have one of the one student moving to the other end, so that everyone pers. Play the game once more.

ve them watch this VIDEO as a quick review on how the partners.

clapping game to lead students through the "How it Basics of Tempo Presentation.

iving questions:

escribe the tempo we've been using for Miss Mary w, medium, or fast?

k would happen if we chose a faster tempo for the

for the clapping game again. Then, explain that you'll be tempo, but each time the song repeats, the tempo will get ssional judgment to decide how slow or fast to go.

ould be fun for the students and not discourage them.

h the "What It Looks Like" section of the [Basics of](#)

ng, allow students to break into partners of their choice ing game again.

a student who clearly struggles to find partners or is to play the game, excitedly ask if they will be your e together will give you a chance to build their confidence el valued.

----- End of Day Two -----

© 2018 Jennifer Hibbard | The Yellow Brick Road

3 (timing will vary based on student interest)

oceed with this day's lesson will largely depend on your ation. For some classes, I created a competition using he, in which the fastest and most accurate students won asses, I made it into a collaborative game, in which the ward earning points for speed and accuracy. If their eeded the pre-set number, then the whole class won the oth competitions are as follows:

rtners. spread out around the room, and stand to play e to repeat with a faster tempo, you will go around and tap students who clearly aren't on the beat. These students continue to play the game. This indicates that they're

after the fastest tempo are the winners. You may end up artners winning or none at all.

rtners and spread out around the room.

nts that they'll be working together to earn ____ points nds on class size and how many repetitions you plan to

as the opportunity to score two points for their class.

y with the beat and motions, and another point for effort. e points in this class period, offer to allow them to try u might also mention the benefits of practicing outside of

h the Quiz section of the [Basics of Tempo presentation](#). ead in continuing to explore the presentation. They may onus pages and learn about the fastest violin player, npo, marching bands, and body percussion.

----- End of Day Three -----

WORKS CITED

What Is Crossing Line Numbers And Why Is It Important? Child Development Centre. N. p. 2018. Web. 8 Nov. 2018.

© 2018 Jennifer Hibbard | The Yellow Brick Road

BASICS OF TEMPO

ADDITIONAL LESSON IDEAS

(approximately 50 minutes)

"It Sounds Like" slides from the presentation.

relevant activities (moving, singing, & playing) from the e.

"It Isn't" slides from the presentation. They discuss the at and rhythm.

e to rhythms in the "How It Feels" slides from the

at the end of the presentation.

IPD (spread out over multiple class periods)

hat it is" and "What It Sounds Like" slides from the

relevant activities (moving, singing, & playing) from the e.

ot It Isn't" and "How It Feels" slides from the

ew It Looks" slides from the presentation.

at the end of the presentation.

© 2018 Jennifer Hibbard | The Yellow Brick Road

BASICS OF TEMPO

ADDITIONAL LESSON IDEAS

CHOICES WITH BLOG POST LINKS

w. Then, follow the relevant activities laid out in the blog post.

e to rhythms in the "How It Feels" slides from the

(s, l, t, d) in 2/4

(s, l, t, d, r, m) in 4/4

r, m) in 4/4

©

Alton Adams, and Johannes Brahms

re No. 1 by Bizet

© 2018 Jennifer Hibbard | The Yellow Brick Road

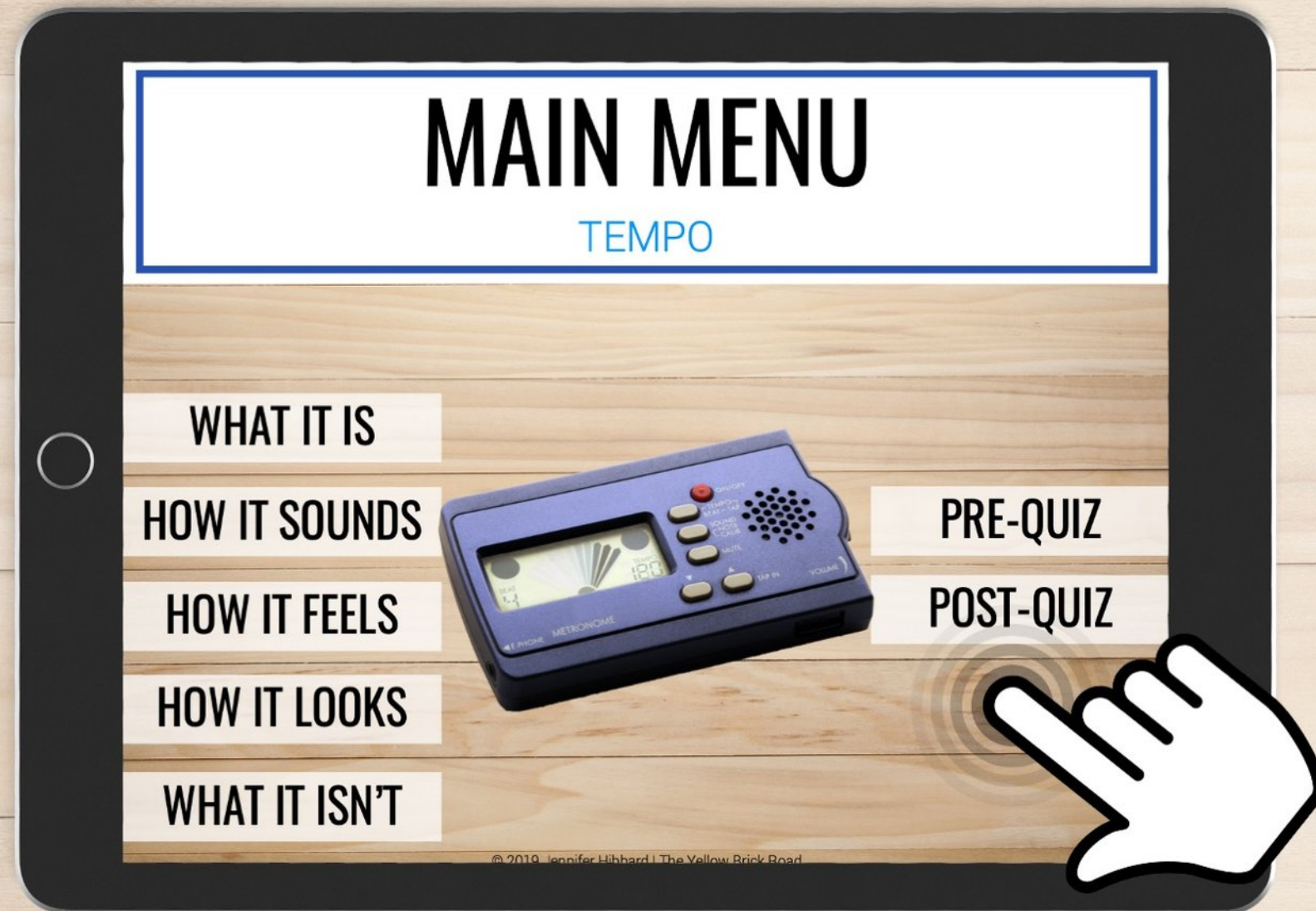
You've covered all the bases. There's audio, video, text, visuals, everything! Thank you for putting this together!

- Alison S.



Click on the blog post links in
the sample lesson for more
fun, movement-filled ideas!

It's so easy to navigate that students can use it during e-learning days!

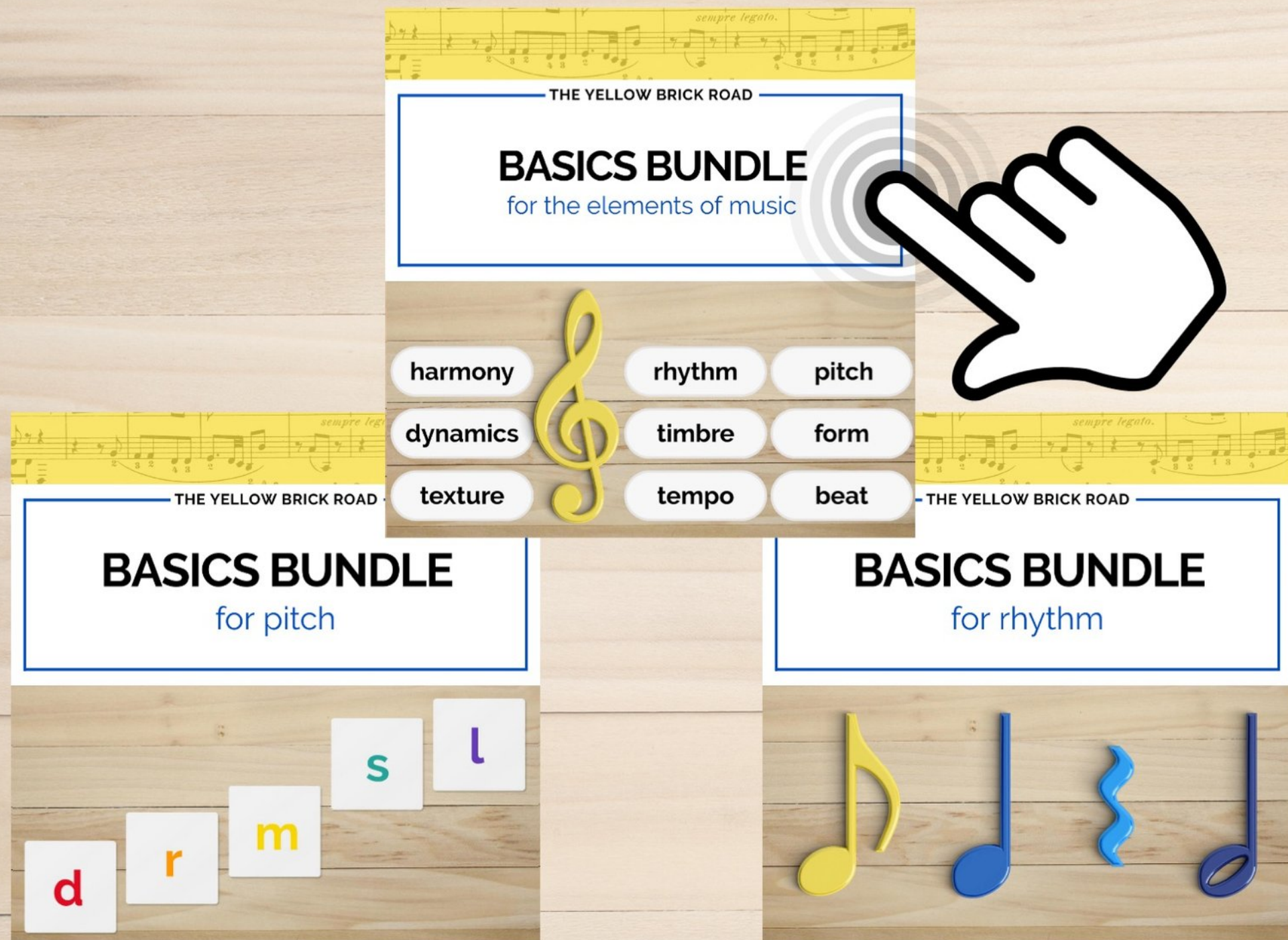


The entire basics series has been fabulous for distance learning!

– La Negra Con Puntillo



Use the presentation as a
no-prep activity for
e-learning days or for subs.



THIS RESOURCE IS THE ONLY REASON I HAVEN'T TORN ALL MY HAIR OUT YET. I am a teacher in a small private elementary school, and we have two classrooms for grades K-8. I am also the de facto music teacher on Thursdays, and I was FREAKING OUT about what and how I would teach such a wide variety of ages and skill levels. A GREAT place to start is the basics of music, and this resource has all the slideshows and links ready to go so there is minimal prep on the part of the teacher. Seriously, this is like my favorite thing in the whole universe, and I will never not recommend it to others.

– Kathleen N.



Save money by
grabbing the **BUNDLES**