

MAIN MENU

STEADY BEAT

WHAT IT IS

HOW IT SOUNDS

HOW IT FEELS

HOW IT LOOKS

WHAT IT ISN'T



PRE-QUIZ

POST-QUIZ



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Google Slides & PowerPoint Versions

Effortlessly teach every element of music:

- ✓ 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

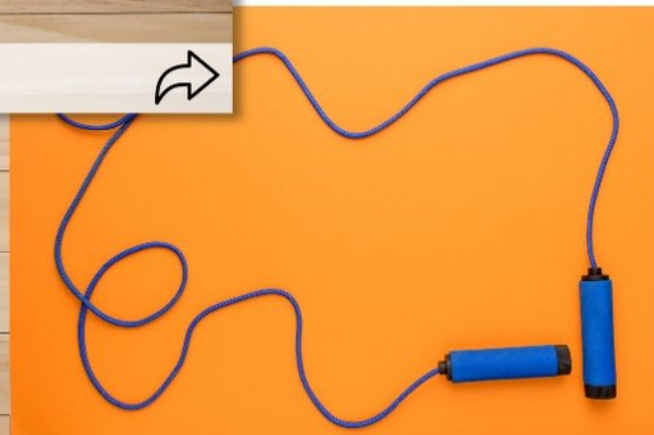
STEADY BEAT **SOUNDS** LIKE



T **SOUNDS** LIKE



BEAT **SOUNDS** LIKE



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

Students **see** steady beat via engaging videos

STEADY BEAT **LOOKS** LIKE



These slides were perfect when working on steady beat with my kinders, and as a review for my first graders. I used it during distance learning at first, and it was great to leave as an asynchronous assignment as well. Since then, I've used it in person and it's still great!

Excellent, clear, and very thorough. Thank you so much!

– Music with Mrs. Rhodes



Discuss the examples of steady beat in each video.
Ask what they discovered.

Students **move** to interactive audio

STEADY BEAT **FEELS** LIKE



Play the steady beat on a rhythm instrument

STEADY BEAT **FEELS** LIKE



Clap to the steady beat

STEADY BEAT **FEELS** LIKE



Tap to the steady beat



Have students **work with**
partners to clap to the
steady beat.

Quick & easy assessments with immediate feedback

QUESTION #1
Click on the letter that shows the correct answer

BEAT IS THE _____

A SLIGHT SPEEDING UP AND SLOWING DOWN OF THE BEAT

B STEADY PULSE OF THE MUSIC

C SOUNDS AND SILENCES THAT FORM PATTERNS

← 🏠

ANSWER #1

BEAT IS THE _____

☐ SLIGHT SPEEDING UP AND SLOWING DOWN OF THE BEAT

☒ STEADY PULSE OF THE MUSIC

☐ SOUNDS AND SILENCES THAT FORM PATTERNS

← 🏠 →



I bought this single resource to try out, and I am back for the bundle! I was able to adapt the product to use with the full range of my music students and felt like they were very engaged in the powerpoint and lesson. Great resource!

— Allyson V.



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** steady beat



Ask students to share some more examples of **sounds** that don't have steady beat.

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

STEADY BEAT IS **NOT**



FIREWORKS IN 1749

George Frideric Handel wrote music specifically for a fireworks display. It was called *Music for the Royal Fireworks*.



Music for the Royal Fireworks



People were so excited to hear the music, that they caused a three-hour traffic jam on the London Bridge.



This has been great to leave for my long-term sub in my music class! It's a great way to introduce and teach steady beat.

– Queen of Note



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 is a metronome and how is it used?
- B** What are the different types of bass drums?
- C** Who wrote *Music for the Royal Fireworks*?
- D** How do conductors show the steady beat in music?



These questions come from the bonus slides



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

Sample lesson and ideas to help you review, sequence, and extend the presentation



BASICS OF BEAT
SAMPLE LESSON IDEA

GRADE
1st Grade General Music

OBJECTIVES
Students will speak and move to the steady beat.
Students will identify steady beat versus no steady beat.

SAMPLE LESSON FLOW DAY 1 (approximately 25 minutes)
1. Lead students through the "What it is" and "What it Sounds Like" sections of the Basics of Beat presentation.
2. Then, speak *Engine, Engine* to students as they quietly tap the beat on their knees. Ask to listen for what the song is about (trains, tracks, engines, etc.)
3. Ask students what the chant was about (trains). Then, ask them what sounds a train makes. Demonstrate how some rhythm instruments can make sounds like a train. You could use hand drums, sandblocks, kokiricos (clatterpillars), egg shakers, maracas, cabaças, etc.
 If you're introducing this song in first grade, consider crossing the curriculum by referencing the word *popcorn*.
 Music Teacher Tip: If you aren't subscribed to *Bob Amchin's Youtube Channel*, I highly recommend it. He shares amazing lesson ideas (including *Engine, Engine*) and walks you through the process of how to teach them.
4. Pass these rhythm instruments out to students. Ask them to play the instruments to the steady beat as you speak the chant.
 Exchange instruments occasionally to maintain interest and ensure that all students have a chance to play each instrument.
 Encourage students to speak the chant with you if they feel comfortable, but don't force it.
5. Tell students that they're going to play the "tempo train game". While still in the circle, choose one student to be the "conductor" of the "tempo train". If you have a large class, you could break them into groups and have several "conductors".
6. Ask the "conductor" to keep a steady beat. Allow them to keep the beat individually for several beats or until they're maintaining a steady pulse. Then, when you call "all about the rest of the students have to match the steady beat of the conductor".
 If you don't have time for all students to play the part of "conductor", let them know often times, just preparing students for the idea that they might not have a turn, is enough to curb a meltdown. You can also ask students who didn't get a turn to raise their hands, so that you can remember to call on them in the next class. This acknowledgement is helpful for them to see that you haven't forgotten about them.
7. Ask students to step to the steady beat as they put the instruments away. Again, encourage them to speak the chant with you if they feel comfortable doing so.

End of Day One

SAMPLE LESSON FLOW DAY 2 (approximately 25 minutes)
1. Speak *Engine, Engine* to students as they quietly tap the beat on their knees. Encourage students to speak the chant with you. If all students are speaking the chant confidently, drop out and allow them to lead it from that point on.
 John Feierabend, the noted music education pedagogue "strongly recommends that teachers always sing for, not with, students." In fact, he goes on to say that the significance of not singing with the class cannot be overstated." (Feierabend, 2018)
2. Play the "tempo train game" again, but this time, students will march in line to the beat, the "conductor" being in the front.
 For an added challenge, you can speed up and slow down the beat.
3. Lead students through the "How it Feels" section of the Basics of Beat presentation up with the "What it Isn't" section.
4. Lead the class in a discussion of what items they see every day that show a steady beat. Have them compare and contrast items without a steady beat (such as popcorn) to the ticking of a clock.
 As students name objects or sounds, invite them to mime them through body movements or by creating their own sounds. For example, they might show the beat of windshield wipers by waving their forearms back and forth. Or they might show a clucking sound to mimic a car's turn signal.
5. Follow this up with the "What it Looks Like" section of the Basics of Beat presentation.
6. Encourage students to follow along with the videos in the presentation as appropriate. For example, they could move their forearms in time with the metronome. Or they could conduct with the video featuring the Berliner Philharmoniker.
 After the video featuring the heart monitor, guide students in finding their own steady beat.

End of Day Two

BASICS OF BEAT
ADDITIONAL LESSON IDEAS

FOR REVIEW OF BEAT (approximately 50 minutes)
Students review "What it Sounds Like" slides from the presentation.
Students perform the relevant activities (moving, singing, & playing) from the blog post of your choice.
Students review "What it Isn't" slides from the presentation. They discuss other objects that have no steady beat (popcorn popping, horns honking in traffic, etc.)
Students move to the steady beat in the "How it Feels" slides from the presentation.
Students take the quiz at the end of the presentation.

FOR INTRODUCTION OF BEAT (spread out over multiple class periods)
Students follow the "What it is" and "What it Sounds Like" slides from the presentation.
Students perform the relevant activities (moving, singing, & playing) from the blog post of your choice.
Students follow the "What it Isn't" and "How it Feels" slides from the presentation.
Students follow the "How it Looks" slides from the presentation.
Students take the quiz at the end of the presentation.

ADDITIONAL REPERTOIRE CHOICES WITH BLOG POST LINKS
Choose one of the songs below. Then, follow the relevant activities laid out in the blog post.
[Engine, Engine](#)
• Song (d,r,m) and chant in 4/4.
[Witch, Witch](#)
• Song (m,s) in 6/8.
[Plainsies, Clapsies](#)
• Song (m,s,i) in 2/4.
[Bow Wow Wow](#)
• Song (d,r,m,s,i) in 4/4.
[Charlie Over the Ocean](#)
• Song (s,l,d,r,m) in out time.



OMG! What an amazing resource! This presentation is so well put together, very professional looking and will make my introduction of beat stick! I love the real-world examples that you included. Thank you for all of your hard work. This is awesome.
– Emily H.

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

So easy to navigate that students can use it during e-learning days!

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PRE-QUIZ

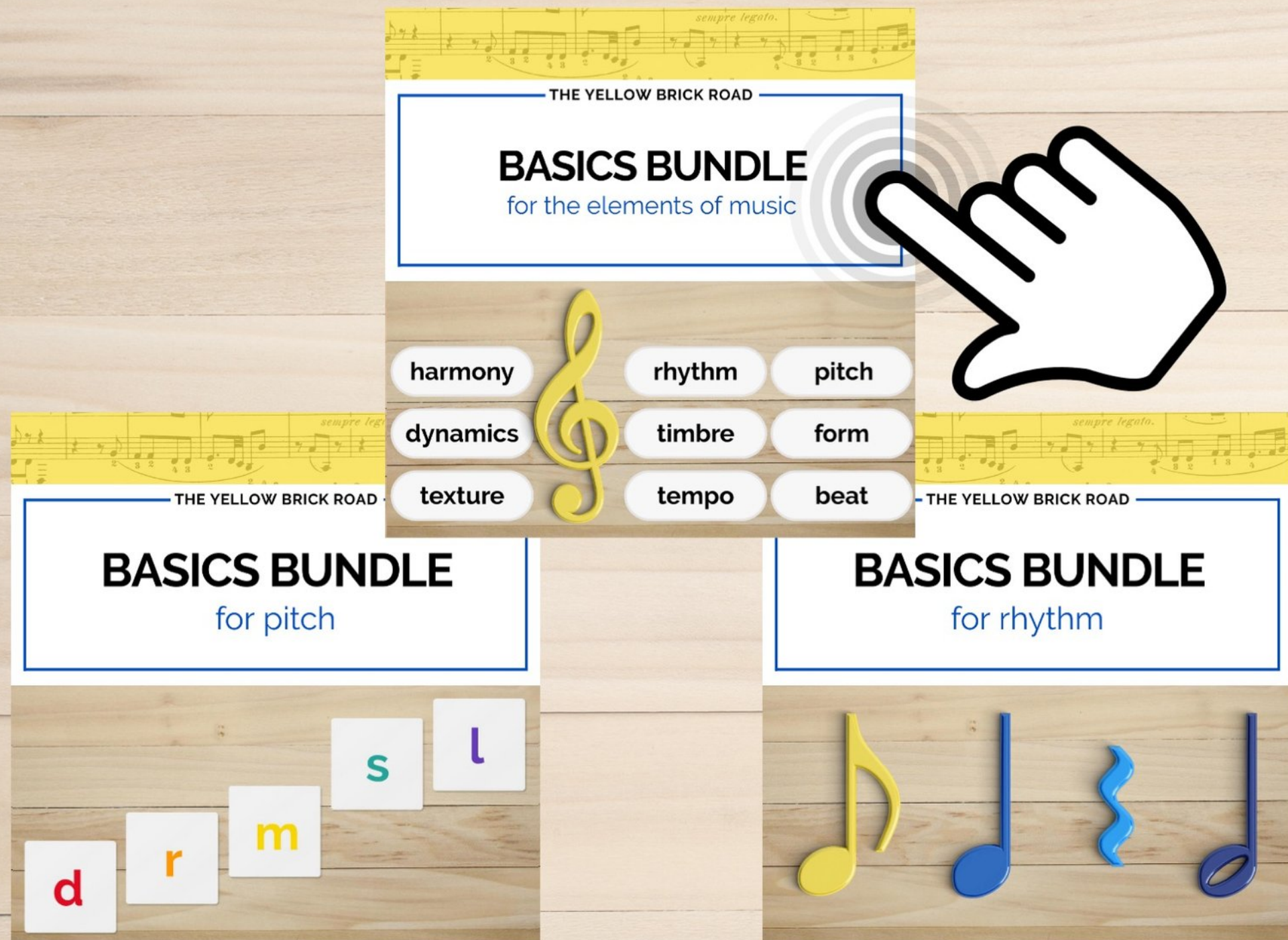
POST-QUIZ



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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**