

The following lesson is an excerpt from my full cart curriculum.

There are aspects of this lesson that are specifically designed to work with previous and future lessons (not shown here) and you will notice a few references to those things.

While it is possible to use elements of this lesson as a stand alone 'plug and play' resource I have designed it in such a way that I hope it will provide you with a framework to build your own unique lessons and curriculum.

Much of the COVID adaptations are, of course, only theoretical as I have not had an opportunity to try these concepts out in a live setting.

I have done my best to imagine and hypothesize the situation and develop a range of options and plans that may work. I chose to include only a small subset of options most likely to succeed options.

What follows is series of resources and references that supplement my presentation.

A more thorough breakdown of the lesson template.

A complete "Quick Guide" or "Cheat Sheet" to Lesson #4 of *The Cart Curriculum*.

An more in depth explanation of how this lesson is taught across the grade levels.

An example of the type of resource slides I use for these lessons.

In no way is this meant to be exhaustive nor does it need to be followed exactly.

It is designed in such a way that you can insert your own resources, ideas or variations.

The main focus is towards those teachers who are on a cart and trying to find a problem solving approach.

These principles and foundations have worked for me and I present them as a guide towards inspiration.

Email me at info@teachingoncart.com

Visit my website at www.teachingonacart.com

LESSON TEMPLATE

INTRO.

ATTENTION

Perform or show something exciting that demonstrates the main objective

WARMUP

Invite students to participate in a way that demonstrates the main objective

OBJECTIVE

GREETING

Adjust greeting song to highlight main objective

FOCUS

Direct Attention to the specific concept of the day

State the Objective

Introductory exercise or activity

CORE

FULCRUM

Teach the main component that will drive the rest of the lesson

Song, Rhyme, Chant

Internalizing activities

MOVEMENT

Students are directed to demonstrate concepts physically in ways that help internalize and integrate

Locomotor Skills

Movement Activities

Games

Mirroring

Snake Lines

TRANSFER

Skills are transferred to a musical instrument or COVID adapted analogue

CREATE

Using Instruments or COVID adapted movement activities, Students are encouraged to get creative with their movements, sounds and rhythms

WRAP UP

REFLECT & ASSESS

Reiterate key concepts while also directly assessing individual and class comprehension

GOODBYE

Perform greeting song while students demonstrate the main objective

Next is a “Quick Guide” for a lesson from the cart curriculum. It is designed to be used after you have studied and practiced the lesson as a quick 1-sheet reference and flowchart for how the lesson changes through each grade

It also serves as a visual example of how lessons can be planned around the idea of a template

Hopefully this format makes sense on it's own but I recommended you to study the *Lesson Guide* starting on page 12 if you require further clarification



The ribbon icon represent a ‘challenge’ portion of the lesson where I will try to push the fluency of my students.



The ice-cube icon reminds me that for these grade levels I am modifying the shared game to include a ‘freezing’ aspect.



KEYSTONE

RHYTHM

The Cart Curriculum

Lesson 4

OBJECTIVES

- Steady Beat
- Subdivision



Cross Curriculum Themes

Multicultural

Social studies

African Continent

Geography

African History

History

Songs

Funga Alafia

K/1st

Obwisana

2nd/3rd

Sansa Kroma

3rd/4th

Materials

Teacher

Students

African Drum
Heartbeat
Lyrics
Maps
Recordings (optional)

Pencils
Book

INTRO.

ATTENTION

Play African drum
Improvise different rhythms

WARMUP

Begin playing an obvious steady beat

"Can you clap every time I play the drum"

OBJECTIVE

GREETING

Sing Greeting Song

Make the steady beat VERY obvious

FOCUS

"What did you notice?"

Heartbeats

Point/Clap



Experience and demonstrate

Cross the midline

Song: Funga Alafia

Prepare ♪ (sh!)

Present ♪ (ta)

Practice ♡

K/1st

CORE

FULCRUM

Teach the song
Steady beat body perc.
Chanting (4 beat echos)

Body percussion

Clap
Pat legs
Pat head

Pat shoulders
Nod head
Tap foot

MOVEMENT

♪ = choose student
Stands NEXT to desk
Finds way to express ♪
Explore the Savannah!

Beat expression

March
Patting
jumping

Waving
Tapping
Nodding

TRANSFER

Stand-Sit Game
Play Recording
Mirror Movements
Stop Recording
Students cont. the beat

Sing Song again
Point to students on ♪
Students sit when chosen

Students keep beat on books with sticks

CREATE

Guide students into exploring different desk sounds and stick movements

Movements and sounds demonstrate ♪

Stick ideas

Click
book (together)
book (alternate)
Shoes
Wave (parallel)
Wave (counter motion)
Wave (above head)

WRAP UP

REFLECT & ASSESS

Students join chanting while keeping the beat

Teacher begins playing drum again

"Can you find a way to keep the beat while play?"

Challenge them to keep a beat against different rhythms

"Your heart beats steady all day long and keeps you alive and moving. What does music have that keeps it alive and moving?"

GOODBYE

Students keep obvious steady beat while teachers sings goodbye song

INTRO.

ATTENTION

Play African drum
Improvise different rhythms

WARMUP

Begin playing an obvious steady beat alternating ta and ti-ti

Begin playing a repeating rhythm

Direct students to find beat and clap it against the rhythm

Experience and demonstrate

Song: Sansa Kroma

Prepare  (ta-a)



Present  (ti-ti)

Practice  (ta)

2nd/3rd

OBJECTIVE

GREETING

Sing greeting song
First 2 bars = 
Last 2 bars = 

FOCUS

"What did you notice?"

Heartbeats 

Point/Clap

CORE

FULCRUM



Teach the song
Steady beat body perc.
Chanting (4 beat echos)

Body percussion

Clap
Pat legs
Pat head

Pat shoulder
Nod head
Tap foot

MOVEMENT

♩ = choose student
Stands NEXT to desk
Finds way to express  or 
Explore the Savannah!


Beat expression

March
Jump
Tip-Toe
Stomp

Wave
Tap
Nod
Pat

TRANSFER


Stand-Sit Game
Play Recording
Mirror Movements
Stop Recording
Students cont. the beat

Sing Song again
Point to students on ♩ 
Students Freeze first time
Students sit second time

Students keep beat on books with sticks

CREATE

Guide students into exploring different desk sounds and stick movements

Movements and sounds demonstrate 

Stick ideas

Click
book (together)
book (alternate)
Shoes
Wave (parallel)
Wave (counter motion)
Wave (above head)

WRAP UP


REFLECT & ASSESS

Teacher continues chant
Half the room plays ta
Half the room plays ti-ti

Students switch parts

Students are free to choose either

Teacher chants song and encourages students to chant along while they continue playing ta and ti-ti

Challenge students to echo more complex ta and ti-ti based rhythm variations 

GOODBYE

Teacher keeps steady beat while singing

Students play ti-ti

INTRO.

ATTENTION

Play African drum
Improvise different rhythms

WARMUP

Begin playing an obvious steady beat alternating ta and ti-ti

Begin playing a repeating rhythm

Direct students to find beat and clap it against the rhythm

Challenge them to clap ta & ti-ti here

OBJECTIVE

GREETING

Sing greeting song
Play different macro and micro beat divisions

FOCUS

"What did you notice?"

Heartbeats



Point/Clap

Challenge students to sustain sounds or try triplets and 16th

Experience and demonstrate

Song: Obwisana

Prepare (triplet) (ti-ca)

Present (ta-a) ta-a-a-a

Practice (ta) (ti-ti)

4th/5th

CORE

FULCRUM

Teach the song
Steady beat body perc.
Chanting (4 beat echos)

Body percussion

Clap
Pat legs
Pat head

Pat shoulder
Nod head
Tap foot

MOVEMENT

⌘ = choose student
Stands NEXT to desk
Finds way to express or
Explore the Savannah!

Beat expression

March
Jump
Tip-Toe
Stomp

Wave
Tap
Nod
Pat

TRANSFER

Stand-Sit game
Play Recording
Mirror Movements
Stop Recording
Students cont. the beat

Sing Song again
Point to students on ⌘
Students Freeze first time
Students sit second time

Students keep beat on books with sticks

CREATE

Guide students into exploring different desk sounds and stick movements

Movements and sounds demonstrate

Stick ideas

Click book (together)
book (alternate)
Shoes
Wave (parallel)
Wave (counter motion)
Wave (above head)

CHALLENGE



WRAP UP

REFLECT & ASSESS

Teacher continues chant
Half the room plays ta
Half the room plays ti-ti

Students switch parts

Students are free to choose either

Teacher chants song and encourages students to chant along while they continue playing ta and ti-ti

Challenge students to echo more complex 4 beat rhythm patterns

GOODBYE

Teacher keeps steady beat while singing

Students play ti-ti

Next are examples of the types of visuals that I use during the lessons. You can recreate these or insert your own personal favorite way to teach the concepts and objectives of steady beat.

These are just the specific resources and activities that I use for this lesson. But the lesson itself is not *dependent* on the individual components.


The real power of comes from the use of *The Cart Curriculum* and the *Lesson Template*. And this lesson is just one example of how it can be used.

In reality, lessons and curriculums are fluid and every lesson cannot follow the template *exactly* and sometimes it works better to shift things around or do things slightly different.

For the purposes of *example* these concepts have been strictly laid into the template, but do not feel like you *must* do it exactly this way!

K/1st

FUNGA ALAFIA

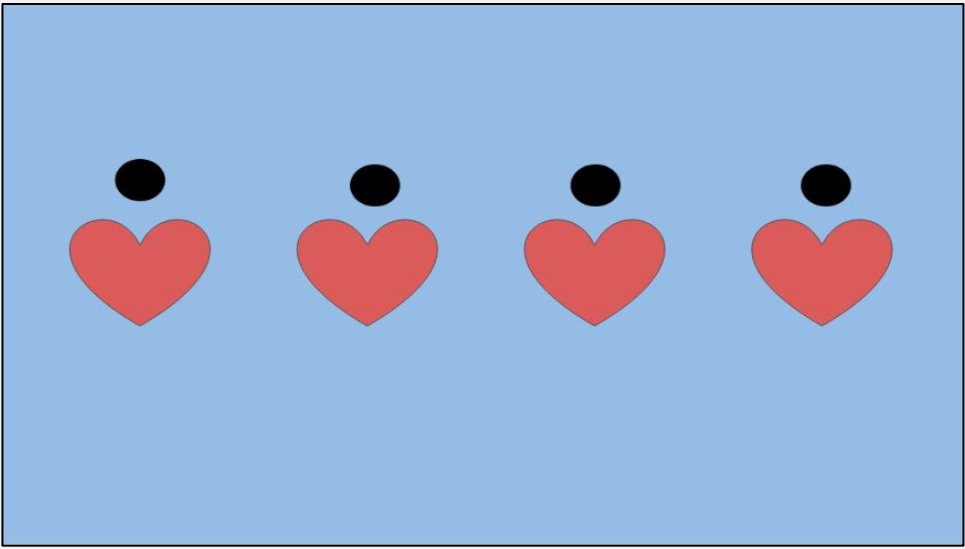


Fun-ga a- la-fia a- shay a- shay Fun-ga a la-fia a shay-a shay.

A visual of the lyrics and melody



A map highlighting Nigeria



A heartbeat visual with a single dot representing one sound or clap per "heartbeat" (ta)

2nd/3rd

OBWISANA

Ghanaian Folk Song

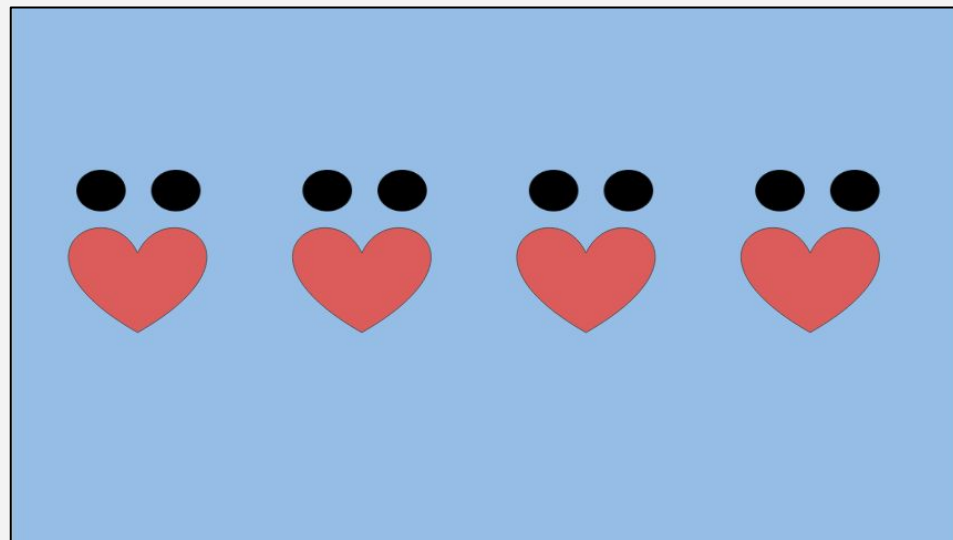


Ob-wi-sa-na sa na na Ob-wi sa na sa Ob-wi sa-na sa na na ob wi sa na sa

A visual of the lyrics and melody



A map highlighting Ghana



*A heartbeat visual with two dots
representing two sounds or claps per
"heartbeat" (ti-ti)*

4th/5th

SANSA KROMA



San - sa kro - ma Ne na woo aw che che kok - o - ma
Sah - sah kroh - mah nee nay woo aw-chay chay koh - koh mah



San - sa kro - ma Ne na woo aw che che kok - o - ma
Sah - sah kroh - mah nee nay woo aw-chay chay koh - koh mah

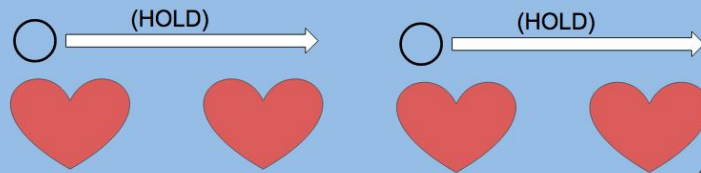
bethsnotes.com

A visual of the lyrics and melody

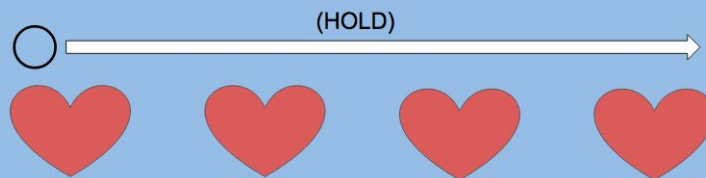
Used with permission from bethsnotes.com



A map highlighting Ghana



Heartbeat visual showing the concept of half note sustain



Heartbeat visual showing the concept of whole note sustain

LESSON GUIDE

The next pages step through each lesson in slightly more detail.

The detailed lesson that follows is for K/1st

For each grade, the format is essentially the same.

The main differences are the song used and the specific objectives being taught.

I believe the “Quick Guides” are clear enough that additional difference will be easy to intuit once you are familiar with the K/1st lesson.

If you have any questions, do not hesitate to contact me.

K/1st

ATTENTION

WARM-UP

1. Play an african drum in creative ways to get the students attention.
2. Begin playing a VERY OBVIOUS steady beat
3. Ask the students if they can clap along with you as you play the drum

GREETING

FOCUS

4. Continue playing a steady beat and over emphasise it while singing the Greeting Song
5. Ask the students “What did you notice?”
6. Direct their attention to the steady beat and name it
7. “That’s right, I was playing a *Steady Beat* on my drum while I sang”
8. “Today we will be learning steady beat using a traditional African song from of Ghana.”
9. Remind students of previous *Heartbeat* Lesson
10. Have students clap one time each time you point to a heart while the teacher sings the song

CORE

11. Explain rules of the stand-up/sit-down game. (*see 15*)
12. Teach the song with the teacher chanting.
13. Students mirror beat coordination movements on the body designed to help them internalize the beat.
14. Speak slowly and have students echo back the lyrics in four beat segments.
15. While singing, point to individual students on the last beat of bars 2 & 4 to have them stand.
16. Once standing we can march, tip-toe and stomp in place while standing beside the desk.
17. This is an Adventure through the Savannah!

CORE (cont.)

18. Students imitating teacher to “march with the lions”, “tip-toe with the flamingos”, and “stomp with the elephants”.
19. Normally I would be using a variation of the ‘stone passing’ game during this lesson but since is not possible I will be inserting a mirrored movement activity.
20. While the students are standing, perform different movements to the beat such as waving arms, beat keeping motions, crossing the midline, hands on opposite shoulders, criss cross arms, criss cross feet.
21. Stop the recording or singing and encourage them to continue keeping the beat.
22. Now the teacher begins singing Funga Alafia again.
23. Point to students on the final beat of bars 2 & 4 and they sit down.
24. Once sitting ask the students to pick up their sticks.
25. Instead of sharing instruments the students will be using what is theirs and is already at their desk.
26. Start by demonstrating some different desk sounds.
 - a. “Let’s keep the beat on a book!”
 - b. “Let’s keep the beat on your shoe!”
 - c. “Let’s keep the beat on your water flask!”
27. Once students are matching the teacher, she begins chanting while the students keep the beat.
28. Ask the students to join in chanting while they continue keeping the beat.

REFLECTION

29. Teacher plays African drum again.
30. “Can you find a way to keep the beat while I play?”
31. Teacher plays rhythmic patterns on the drums
32. Challenge students to keep the steady pulse beat while listening to the rhythm on them drum.
33. Observe and assess.
34. If the class demonstrates fluency, the teacher may try to speed up and slow down beat.
35. “You have a heart in your body that beats steady all day long and keeps you alive. What does music have that keeps it all together and alive?”
36. As the teacher sings the goodbye song, the students keep a steady beat.

GOOD-BYE