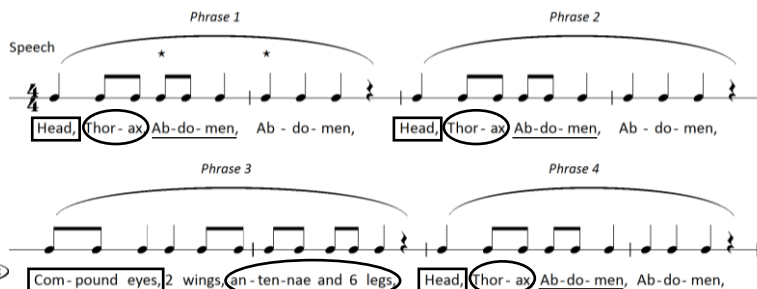
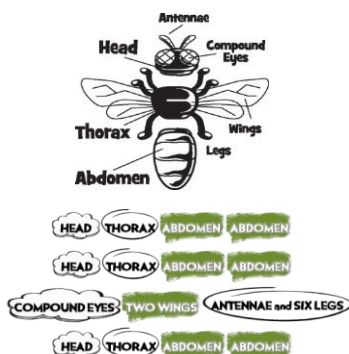










Let's Go Bugs (from F-U-N 'n Games Galore)

Adapted by: S. Harvie '13



Activity	F-U-N 'n Games Galore: Let's Go Bugs		Level: K-2	
Learning Intentions	<ul style="list-style-type: none"> Understand that music may move to a steady beat. (Beat) Understand that music may move evenly or unevenly and is made up of long sounds, short sounds and silences. (Rhythm) Experience and respond to beat through simple body percussion. Experience and perform rhythmic patterns in music. Experiences with Form: Music can be organized into sections—alike or different and may be organized into phrases. 			
Materials Needed	<ul style="list-style-type: none"> Visual of bug parts Beat/Rhythm Visual 			
Process	<ul style="list-style-type: none"> Read the bug poem and speak it out loud as you read. Play the beat of the poem: (remember – the beat is the heart beat or pulse of music, it never changes, it keeps the song alive!) <ul style="list-style-type: none"> Speak the poem by: clapping, patting and putting it in your feet (take the poem for a walk). Do the same thing but think the poem as you clap, pat or take it for a walk. Speak lines 1, 2 and 4 while thinking line 3; clap, pat or stamp the beat as you do. Try the reverse: Think lines 1, 2 and 4 but speak line 3. Play the Rhythm poem: (remember – rhythm is the long and short sounds and silences of the words). <ul style="list-style-type: none"> Clap, Pat, Snap or Stamp the rhythm as you say it. Do the same without speaking the poem. Try Clapping the rhythm of Lines 1, 2 and 4 and snapping or patting line 3. Think of another way to perform the rhythm. 		 	
Extensions	<ul style="list-style-type: none"> Using Rhythm/Beat visual teacher switches between the beat and rhythm with the students responding through body percussion; patschen → beat, clapping → rhythm. Transfer to Non-Pitched Percussion. 			
Assessment	Skills:	All the time	Sometimes	I have trouble
	I can: Play the beat while saying the poem			
	I can: Play the rhythm while saying the poem			
	I know: The difference between the beat and rhythm.	