



## Pipes and Drums- Feel the Beat

**Lesson Title:** Feel the Beat

**Grade Level:** 2<sup>nd</sup>-5<sup>th</sup>

**Purpose:** Teach age appropriate skills for fire and life safety while teaching to statewide learning standards.

**Materials Needed (Optional):**

- Wooden Spoons
- Buckets

**Standards:**

**Washington State Arts Learning Standards**

**Music**

**[Anchor Standard 1 Generate and conceptualize artistic ideas and work. Performance Standard](#)**

**[\(MU:Cr1.1.2\)](#)** a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose. b. Generate musical patterns and ideas within the context of a given tonality and meter.

**[Anchor Standard 4 Select, analyze, and interpret artistic work for presentation. Performance Standard](#)**

**[\(MU:Pr4.2.2\)](#)** a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

**[ANCHOR 7.2 RESPONDING a n a l y z e Anchor Standard 7 Perceive and analyze artistic work.](#)**

**[Performance Standard \(MU:Re7.2.2\)](#)** a. Describe how specific music concepts are used to support a specific purpose in music.

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Essential Question: How does understanding the structure and context of music inform a response?

Identify quarter notes and rests, paired eighth notes, and half notes when listening to music. Identify repetition and contrast in beat and rhythm.

**Washington State Health and PE Standards**

**Physical Education**

**[PE1.5.3](#)** Demonstrate rhythmic skills in a teacher- or student designed activity.

**Washington State Social Studies Standards**

**History**

**[H1.3.3](#)** Use timelines to explain the context of history.

**Safety:** N/A

**Objectives:** The students will demonstrate understanding of:

- History and Tradition
- Bass Drum
- Tenor Drum
- Snare Drum
- Bag Pipes

**Vocabulary:**

- **Tradition**-the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.



- **Honor-** to pay high respect; great esteem.
- **Measure-**any of the sections, typically of equal time value, into which a musical composition is divided, shown on a score by vertical lines across the staff; bar.
- **Tempo-**the speed at which a passage of music is or should be played.
- **Pitch-**the degree of highness or lowness of a tone.

**Time:** 45-60 minutes for presentation and demonstration.

### **Instructional Content:**

*\*\*Use this bulleted list to guide you and keep you on track and meeting all objectives for lesson. Everyone has their own style for teaching, the most important thing is the make it fun and engaging for the kids.\*\**

#### • **Warm up Activities:**

- **Mini KWL:**
  - Ask students to individually make a mini KWL chart about what they know about pipes and drums, and/or written music.
    - K-What do you already know about pipes and drums, and written music?
    - W-What do I want to know about pipes and drums and written music?
- **Bell Ringer:**
  - Pipes and Drums Bell Ringer:
    - Have students complete the Pipes and Drums Bell Ringer.
- **Entrance Ticket:**
  - Ask students to try to define: Tradition, Honor, Measure, Tempo, Pitch

#### • **Video:**

- Follow the link:
  - [http://www.snofire7.org/preparedness\\_education/home\\_education\\_lessons/lesson-details.cfm?record\\_id=12](http://www.snofire7.org/preparedness_education/home_education_lessons/lesson-details.cfm?record_id=12)
- Watch Video:
  - Run time: 40:37
- Have students fill out the worksheet as they watch.

#### • **Closure Activities:**

- **Pipes and Drums Bell Ringer:**
  - Have students look at their responses on the bell ringer. Have them correct and add to their responses now that they have watched the video.
- **Exit Ticket:**
  - Ask students to use what they learned to add more detail to the definitions they wrote at the beginning of class for the following terms: Tradition, Honor, Measure, Pitch
- **Mini KWL:**
  - Ask students to finish the last column for the KWL chart. L-What did you learn?

### **Homework and Enrichment Activities:**

- Pipes and Drums Notes and Vocabulary Worksheet
- Pipes and Drums Instrument Matching
- Pipes and Drums History Comprehension

### **Handouts:**

- Pipes and Drums Bell Ringer
- KWL Chart





# Pipes and Drums Bell Ringer

## HOME EDUCATION LESSONS

Name: \_\_\_\_\_



Answer the following questions before watching the video. If you don't know the answer, use your best guess:

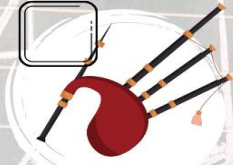
**DIRECTIONS:** PUT THE FOLLOWING IN THE ORDER IN WHICH THEY OCCURRED IN HISTORY BY NUMBERING EACH PICTURE 1-7.



No one wanted to hire the Irish.



America is Founded



Irish Traditions become a part of the fire service



Irish forced to take dangerous jobs like firefighting



END of the first wave of Irish Immigration to U.S.



Irish Potato Famine



Second Wave of Irish Immigration to U.S.

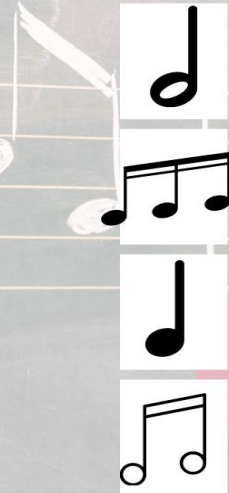
**DIRECTIONS:** DRAW A LINE TO MATCH THE NAME TO THE NOTE.

Quarter Note

Eighth Note

Sixteenth Note

Half Note



Curriculum developed by: Snohomish Regional Fire and Rescue



# Pipes and Drums Bell Ringer

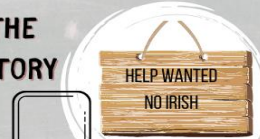
## HOME EDUCATION LESSONS

Name: \_\_\_\_\_



Answer the following questions before watching the video. If you don't know the answer, use your best guess:

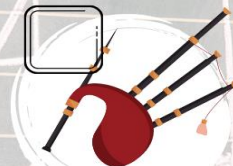
**DIRECTIONS:** PUT THE FOLLOWING IN THE ORDER IN WHICH THEY OCCURRED IN HISTORY BY NUMBERING EACH PICTURE 1-7.



No one wanted to hire the Irish.



America is Founded



Irish Traditions become a part of the fire service



Irish forced to take dangerous jobs like firefighting



END of the first wave of Irish Immigration to U.S.



Irish Potato Famine



Second Wave of Irish Immigration to U.S.

**DIRECTIONS:** DRAW A LINE TO MATCH THE NAME TO THE NOTE.

Quarter Note

Eighth Note

Sixteenth Note

Half Note



Curriculum developed by: Snohomish Regional Fire and Rescue

# MINI KWL CHART



NAME OF STUDENT:

SUBJECT:

LESSON:

**WHAT I  
KNOW:**

**WHAT I  
WANT TO  
KNOW:**

**WHAT I  
LEARNED:**

