

**Module 5: Messing Around With What We Found**

<https://youtu.be/xl7wrqrDfp8>



**Materials needed:** *Art supplies, metronome, whiteboard (optional), objects in classroom as noisemakers*

#	Time	Theme	Activities	Learning
1	Pre-video	There are no mistakes	<p>Teachers can lead students through a series of artistic activities that emphasize engagement rather than achievement.</p> <p>Art activity examples: finger painting, using marbles with paint to create different designs, paper snowflakes (each one is different), bead necklaces, tie-dye.</p> <p>After the craft, the teacher can lead an all-group discussion on</p>	<p><b>A1.3 Positive Motivation and Perseverance</b></p> <p><b>A1.6 Critical and Creative Thinking</b></p>

2	00:00-0:31	Sound everywhere!	Have students list the sounds they identify inside and the sounds they identify outside.	
3	00:31-1:00	Rhythm is a pattern of sounds	<p>Teachers can have students identify rhythms they can hear in the classroom. Some examples are tick-tock of the clock, heart beats, humming or clicking of computers.</p> <p>If there aren't organized sounds in the classroom, teachers can create rhythms. There isn't much restricting this, though teachers should avoid random placement of sound. Use a metronome for steadiness. Online audio</p>	
4	1:16-1:52	Using our hands to make rhythm	Teachers can continue this interactive example by using their hands to create simple	
5	2:29-3:00	Finding noisemakers	While the video is playing, students can walk around the classroom to find objects with which to make rhythm. Teachers may want to set parameters of what isn't a safe or appropriate choice, otherwise, teachers are encouraged to allow students to	

6	3:13-3:47	Introducing beat	<p>It is a good idea to distinguish rhythm and beat here. Rhythm is the bigger umbrella of all patterns of sound. The beat undergirds any rhythmic pattern. For teachers who would like to learn more in order to teach their students, there are many online resources, like this one: <a href="https://www.youtube.com/watch?v=4vZ5mlfZlgk&amp;ab_channel=VisualMusicalMinds">https://www.youtube.com/watch?v=4vZ5mlfZlgk&amp;ab_channel=VisualMusicalMinds</a></p> <p>The beat is the pulse, determined by the bottom number of the time signature. In</p>	
7	3:53 - 4:28	Matching the beat (1)	Students are encouraged to use their noisemaker to follow the beat.	<p><b>A1.2 Stress Management and Coping</b></p> <p><b>A1.4 Healthy Relationships</b></p> <p><b>A1.6 Critical and Creative</b></p>
8	4:45-5:06	Matching the beat (2)	Students are encouraged to use their noisemaker to play the beat or to play what the leader is playing.	<p><b>A1.2 Stress Management and Coping</b></p> <p><b>A1.4 Healthy Relationships</b></p> <p><b>A1.6 Critical and Creative</b></p>

9	5:20-5:56	Matching the beat (3)	Students are encouraged to use their noisemaker to play the beat, to play what the leader is playing, or to play their own matching rhythm.	<p><b>A1.2 Stress Management and Coping</b></p> <p><b>A1.4 Healthy Relationships</b></p> <p><b>A1.6 Critical and Creative</b></p>
10	5:57-6:14	Problem solving what might not be working	<p>Teachers might want to pause here and check in with students.</p> <p>Teachers are encouraged not to give too many instructions, but to have the students do the following steps if they are having trouble with the exercise: look at Beatty and follow his beat, change their noisemaker if they are not comfortable or the sound is too quiet, and feel free to play whatever they want. Some kids need help normalizing</p>	<p><b>A1.2 Stress Management and Coping</b></p> <p><b>A1.3 Positive Motivation and Perseverance</b></p> <p><b>A1.4 Healthy Relationships</b></p> <p><b>A1.6 Critical and Creative Thinking</b></p>
11	6:28-7:03	Matching the beat (4)	Students are encouraged to use their noisemaker to play the beat, to play what the leader is playing, or to play their own matching rhythm.	<p><b>A1.2 Stress Management and Coping</b></p> <p><b>A1.4 Healthy Relationships</b></p> <p><b>A1.6 Critical and Creative</b></p>

12	7:20	Generalizing musical play for home situations	<p>Teachers might choose to facilitate more socio-emotional learning activities here, focusing on being pulled out of stuck moments (e.g. thoughts, feelings, behaviours).</p> <p>Teachers are encouraged not to elicit too much verbal insight here, as musical play taps into a preverbal skill that can be</p>	<p><b>A1.2 Stress Management and Coping</b></p> <p><b>A1.3 Positive Motivation and Perseverance</b></p> <p><b>A1.6 Critical and Creative Thinking</b></p>
13	Post-video	Musical play rituals	<p>Teachers might want to introduce a time in the week that is set aside for musical play. Using free rhythm soundtracks from around the world, accessed online, there is no cost involved with this activity. The benefits of musical play (i.e. improvisation) include increased positive social interaction, processing pre-conscious thoughts and feelings, exploring options through music, normalizing the incidence of</p>	<p><b>A1.3 Positive Motivation and Perseverance</b></p> <p><b>A1.4 Healthy Relationships</b></p> <p><b>A1.6 Critical and Creative Thinking</b></p>