

I've Got Rhythm

First Grade Math and Music

CORE SUBJECT AREA

Math

ART FORM + ELEMENTS

Music
Rhythm

MSCCR STANDARDS

1.OA.8

MSCCR CREATIVE ARTS STANDARDS

MU: PR6.1.1 Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

a. With limited guidance, perform music for a specific purpose with expression.

Perform appropriately for the audience and purpose.

DURATION

30 minutes

OBJECTIVES

TSW add and subtract within 20 & determine the sum of difference.

TSW identify music notes and values of each

MATERIALS NEEDED

Pictures and value of each musical note (whole note= 4 pulses, half note= 2 pulses, quarter note = 1 pulse, quarter rest= 1 pulse of silence.)

Dry erase board or something to use to write out the math problem

Rhythm sticks (optional)

VOCABULARY

Whole note, half note, quarter note, quarter rest, addition/ sum.

RECOMMENDED RESOURCES

Music note charts (see attached)

Music note cards (pre draw with music note and value of each)

LESSON SEQUENCE

TTW have students look at the music note charts together and discuss the name of each music note and the value of each note.

TTW give a group of three students a music note card (with the picture of the music note and the value on the back of the card) and TSW add the three numbers to get the sum.

Introduce music notes and values of each (using attached chart or teacher choice) Group students (3 in a group) and give them each a note card with a music note on it and the value of the music note on the back Students will work as a group of three and add the numbers together (ex. half note + quarter note + quarter rest = whole note ($2+1+1=4$ so.. 2 pulses + 1 pulse + 1 pulse = 4 pulses) Students can clap the note value, stomp them out, or use rhythm sticks and tap each note value to get the total number of pulses Students will be given 5 minutes to figure out their problem and then will share by identifying the name of each music note, value of each, and the total in the group (or model by clapping, stomping, or using rhythm sticks)

EXTENDED LEARNING ACTIVITIES

Students could write the number of values out and model using drawings, manipulatives, or write story problems as math extensions

Students can swap a music note card with someone else to change their groups addition sentence and then solve.

SOURCES

Heather Holifield Poplar Springs Elementary Rachel Pomeroy Poplar Springs Elementary SMART Exchange
Rhythm Notes and Values Chart Pinterest.com Music Note Charts (various charts for teacher choice)

TIPS + FREQUENTLY ASKED QUESTIONS

The teacher may want to “group” students appropriately to have different ability levels in each group

The teacher may want to provide paper for the groups so if students would like to “write out” the math sentence using the numbers.