**Title/Description of Lesson**

**Patterns in Rhythms, Beats and Syllables**

The students will count and divide the beats in the rhyme. They will recognize patterns in the rhythms of the words. They will recognize two part (AB) form.

**Grade Level:** K-1

---

**Objective/Outcomes**

1. The students will feel and internalize the beat.
2. The students will notate the beats.
3. The students will distinguish the number of sounds (syllables) on each beat aurally.
4. The students will derive and notate the syllabic rhythm of the words.
5. The students will identify the patterns of rhythms and the form of the rhyme.

**Materials and Resources**

1. A copy of the words and rhythms of the rhyme, “Bee, Bee, Bumble Bee”.
3. Masking tape.
4. An area large enough for the students to sit and walk in a circle.

---

**Bee, Bee, Bumble Bee**

Stung a man upon his knee.

Stung a pig upon his snout.

I declare that you are out.
**Vocabulary**  
(Return to Links)
Beat  
Pattern  
Snout  
Ta  
Ti-Ti

**Procedures**  
(Return to Links)
1. Seat the students in a circle.
2. Say the rhyme for the students while modeling feeling the beat on the knees. The students should listen and feel the beat with the teacher.
3. Teach the children the rhyme one line at a time by the echo method.
4. Once the students can repeat the rhyme alone, have them repeat it several times while feeling the beat on various parts of the body (shoulders, elbows, head, etc).
5. Have the students say the rhyme while walking on the beat around the circle. If the children have trouble walking the beat, return to feeling the beat on the body.
6. Have half of the students count the total number of beats in the rhyme while the other half feels the beat and say the rhyme. Reserve the groups and see if the children come up with the same number of total beats.
7. After determining the correct number of beats in the rhyme, break the rhyme down into individual lines and have the students discover that there are 4 beats in each line.
8. On the white board, mark a small horizontal line for each beat in each line as the students repeat the rhyme. (See below)
   1.  
   2.  
   3.  
   4.  
9. Have children repeat the first line of the rhyme “Bee, Bee, Bumble Bee” while pointing to the beat notation of line one. Let the children determine whether there is one sound (Bee) or two sounds (bumble) on each beat of the line. This can easily be done by having them hold up one finger for one sound and two fingers for two sounds.
10. Explain that we will call one sound on a beat TA and two sounds on a beat Ti-Ti. Notate each “TA” as “l” and each “Ti-Ti” as l connected by a line across the top (a roof)
11. When each line has been completed have the children discover that the rhythm patterns of line 2, 3, and 4, or the same.
   Ta Ta Ti-ti Ta
   Ti-ti Ti-ti Ti-ti Ta
   Ti-ti-Ti-ti Ti-ti Ta
   Ti-ti Ti-ti Ti-ti Ta
12. Identify the rhythm of the first line as rhythm “A”. Identify the rhythm pattern or lines 2, 3, and four as rhythm “B”. Teach that this kind of rhyme is written in the AB pattern.
**Criteria for Assessing Student Learning**  
1. Can the children feel/walk the beat of the rhyme accurately?  
2. Can the children count the total number of beats in the rhyme accurately?  
3. Can the students count the number of beats in each line accurately?  
4. Can the students recognize and identify the number of sounds on each beat?  
5. Can the students recognize and identify the rhythm patterns that are the same and different.  
6. Can the students identify the pattern as an AB form?

**California Standards in Visual & Performing Arts**  
1.0 Artistic Perception  
   Processing, analyzing and responding to sensory information through the language and skills unique to music.  
   Students read, notate, listen to, analyze and describe music and other aural information, using the terminology of music.  
   **Read and Notate Music**  
   1.1 Read, write and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat).  
   **Listen to, Analyze and Describer Music**  
   1.2 Identify simple musical forms (e.g., phrase, AB, echo).

**California Standards in Math**  
1.0 Number Sense  
   **Students** understand and use numbers up to 100.  
   1.1 **Students** count, read and write whole number up to 100.  
2.0 **Students** sort objects, and create and describe patterns by numbers, shapes, sizes, rhythms or colors.  
   2.2 **Students** describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g. rhythmic, numeric, color and shapes).

**Other Resources**