



INSTRUCTIONS

Activity 2: The 5 Elements of Music

DETAILS

- **Time:** 1 hour (or more if you want!)
- **Materials/Equipment:** Just yourself!

WHAT WE BELIEVE (norms & values)

- Music is everywhere! It's in our bodies, in nature, and how we speak.
- Music can be just for you or it can be something to be experienced with others.

WHAT YOU WILL GET OUT OF THIS (objectives)

- Demonstrate rhythm, beats, tempos, pitch and dynamics

ACTIVITY

Introduction

The elements of music are all around us. They are in every part of our life, even our body! In order to earn this badge, you will first learn about the 5 elements of music and then you will teach them to someone else (in person or online).

Step 1 - The 5 Elements of Music

1. Beat (pulse)

Hold one hand open in front of you with your thumb pointed up and your palm facing your body. Now, put the first two fingers of your other hand on the thumb side of your wrist. Take a deep breath and gently feel for any movement. You should feel something beating. This is your heart's pulse, your very own musical beat!



Now, listen to your favorite song, or imagine the song in your mind if you cannot listen to it right now. Tap your foot to the song. Are you doing it? If so, you just found the beat! The beat is the steady pulse that you feel in the music. Listen to (or imagine) a few more songs and tap your foot to each one. Try to "feel" the beat, and experiment with the many ways you can keep track of the beat through movement. For example, nodding your head, or stomping your feet. Continue trying out new movements until you feel like you can easily find the beat.

2. Rhythm

Did you know your name has a unique rhythm? In fact, whenever we talk, we use rhythm! To find the rhythm in your name, say it out loud very slowly 3 times. On the third time, try to clap along with the syllables of your name. For example, if your name is Sophia Johnson, you will clap "so-PHI-a JON-son" (The bolded syllables should be clapped louder because they are emphasized, or accented, when saying your name). Practice clapping the syllables of your name until you can clap the rhythm without saying your name out loud. The combination of accented and unaccented sounds in your name, sentence, or musical phrase is called rhythm. When you repeat a rhythm over and over, you create a beat. After clapping the rhythm of your name, try to clap the rhythm of a friend or family member's name.

3. Tempo

Find your heartbeat (pulse) again on your wrist. Once you feel your heartbeat, jump up and down really fast 10 times. Now quickly feel for your heartbeat again. Did you find it? What did you notice? You should feel your heart beating faster than before you started to jump. You just felt a change in tempo. Tempo is the speed of a beat. A tempo can be slow, medium, or fast. Many songs start out at one tempo and change to a different tempo before the song is over, similar to the change you felt in your pulse after jumping up and down.



INSTRUCTIONS

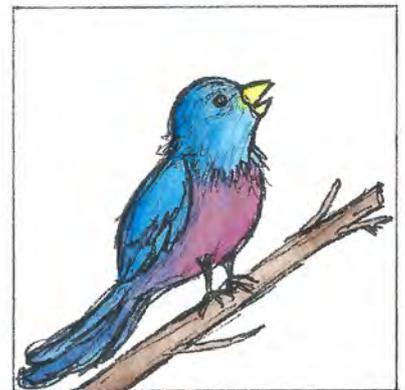
Activity 2: The 5 Elements of Music

4. Dynamics

Tap a beat with your foot or hand at a slow tempo. Then tap the same beat as quietly as you can. Now tap it really LOUD! Notice how this change in volume sounds and how it makes you feel. Dynamics refers to how loudly or how softly a word, statement, or musical phrase is played or voiced. In addition to changes in volume, dynamics also refers to the energy of a sound, e.g. is it a forceful or gentle energy, a serious or playful energy, or one that makes us feel brave or scared? Dynamics allows us to communicate different feelings in music through changes in volume and energy level.

5. Pitch

Imagine the sound of a big truck engine roaring by. Now imagine the sound of a small bird chirping. Hearing the difference between these sounds is a good way to understand low and high sounds and the concept of pitch. Low sounds can be powerful (like a truck engine), and may sound round and full. Sometimes you can even feel the sound vibrations in your body. High sounds can be shrill (like a bird chirping) and may sound thin. Sometimes really high sounds can even make your ears hurt! Pitch is used to describe how high or low a sound is played or voiced. We can hear a full range of pitches from very high sounds all the way down to very low sounds. Try to imitate the sound of a police car or ambulance siren by singing, "Wee-ooo, wee-ooo, wee-ooo!" Can you hear the change in pitch? The wee is a high pitch, and the ooo is a low pitch. When you sing a song, you are creating combinations of different pitches with your voice.



Step 2 - Teach What You Learned!

Now that you understand the 5 elements of music, it is time to teach it. You can teach it to someone in your house, call a family member or friend, or video chat with someone if possible! Teach them what you just learned about each of the 5 elements of music.

If no one is available for you to teach, you can practice teaching by recording yourself if you have access to a phone or camera. If not, find a mirror and practice teaching to yourself. If you have recorded a lesson, with permission from an adult, post the video online using the #amaniproject hashtag, or text it to a friend.



Hey Adults! Do you have a suggestion for how to improve this activity?
Or just want to tell us how much you liked it? [Click here.](#)



ACTIVITY CHECK

Activity 2: The 5 Elements of Music

INSTRUCTIONS: Use the questions below to make sure your young person has completed the activity. If they have missed a step, explain what is missing and what they need to do in order to complete the activity and earn their badge. Once they've successfully completed all the steps, congratulate them and award them the 1.2 Teach the 5 Elements of Music badge to glue onto their [Amani Project @ Home Badge Card](#).

Objectives:

- 1) Review and demonstrate the musical elements of beat, rhythm, tempo, dynamics, and pitch.
- 2) Teach the musical elements of beat, rhythm, tempo, dynamics, and pitch to a friend.

You must be able to answer "YES" to all questions below in order to award the badge.

1. Can they successfully find their heartbeat? (BEAT)

Yes No

2. Can they clap the rhythm of their full name (matching the syllables) without saying their name out loud? (RHYTHM)

Yes No

3. Can they show you how they can change the speed of their heartbeat? (TEMPO)

Yes No

4. Can they demonstrate how to change the volume of a beat or rhythm? (DYNAMICS)

Yes No

5. Can they demonstrate how they can use their voice to change pitch (making a siren sound, or singing a song)? (PITCH)

Yes No

Hey Adults! Do you have a suggestion for how to improve this activity?

Or just want to tell us how much you liked it? [Click here](#).