

Materials	Stick or item to use as a drumstick, bucket or bin
Learning Outcome	Practice moving to the tempo of music at different levels.

## Description

Ensure there is enough space to do the activity and check for safety hazards. Test the beat of your bucket or bin or consider making your own drum out of an empty tin can with a balloon pulled over the can and held with an elastic. Cut the neck off of the balloon and pull it over the tin can. Create a beat with the drum and ask the child to think about how to move while taking into consideration time and space. Specifically, they can think about the tempo of their movements by moving at a slow, medium, or fast pace, or even freezing. They can also think about their levels of movement by moving low, middle, or high. Encourage the child to listen and follow the beat of the drum to decide their movements. Below are some sample movements that can be utilized to support the child with discovering how to move differently in time and space. For older children, encourage them to create their own sequence of movements, communicating how to beat the drum for each section to align with their movements.

Time (Tempo) Slow, medium, fast, freeze	Space (Level) Low, middle, high
Slow	Low
Medium	High
Fast	Middle
Freeze	Low
Slow	High
Medium	Middle
Fast	Low
Freeze	High

## Physical Education Competencies



### MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



### THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



### FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



### ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



## Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the child the reflection questions below and discuss the answers together.

- Which movements were the easiest for you? Hardest?
- What parts of your body did you move to keep the beat?



## Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S	Space	T	Task	E	Equipment	P	People
	Complete the activity in a space with minimal distractions.		Keep the same drumbeat throughout the activity and the child moves any part of their body to the beat.		Place a chair or other stabilizing object beside the child to hold while performing the movements.		The child faces another individual and follows their movements.