

Bate Bate

Lesson Plan for Elementary Music

OVERVIEW & PURPOSE

The primary focus of this lesson plan is to perform and play a Mexican hand clapping game while reinforcing a steady beat at various tempo markings.

As for the details, you know your students best. I have the steps I would take for teaching this to second or third grade class; however, the game could be simplified or extended to other grades as well.

EDUCATION STANDARDS

MU:Cr2.1	MU:Re7.1
MU:Cr3.1	MU:Re7.2
MU:Pr4.1	MU:Cn10.1
MU:Pr4.2	MU:Cn11.1

OBJECTIVES

Students will

1. Identify traditional Mexican food.
2. Speak in rhythm with others and chant “Bate Bate.”
3. Add various rhythmic body percussion to “Bate Bate.”
4. Perform the chant at various tempi.

MATERIALS NEEDED

1. This [Link](#) for Visual
Used with permission from Hands to Hands: Hand Clapping Songs and Games from Around the World by Aimee Curtis Pfitzner through Beatin’ Path Publications. This book can be found at www.singsmileplay.com

LESSON TIME

30-45 minute lesson (or 2-3 lessons including the extension)

ACTIVITY

Introduction

CONNECT TO THE PREZI: Discuss the different Mexican foods the students may know. Then go to the “Food” section of the Prezi and discuss the various foods there. The Food section is located under

the Culture section; there is an icon that leads you to a section about traditional Mexican cuisine (“Food”). Introduce the new Spanish vocabulary “*bate*” which means to whisk or blend.

Music Classroom Activity

Project the link to the chant on the board. If you do not have a projection device, make copies of the chant for the students. While students are looking at “Bate, Bate,” model the chant for students without hand motions. Since this has three different hand clapping patterns for the chant, I recommend starting with the easiest and most fun! Repeat all of the words to the chant, but model the hand clapping of measures 3-5, inserting motions or shapes (poses) on each beat 4.

Repeat and model the pattern of measures 1 and 2. Once students have that learned, they will need to find a partner to rehearse measures 1-5 with the hand clapping patterns.

For measures 6 and 7, model the hand clapping in slow motion, then speed it up to insert it in the chant. With partners, students will rehearse the entire chant.

When performing: Connect to contrasting tempo terms - whatever your curricular goals are for tempo! Identify and define your tempo terms. Apply the tempo to your performance. The teacher should accompany the class on a drum to keep them grounded to the steady beat at the various tempi.

Slow/Medium/Fast or Lento/Andante/Allegro

Extension

- Partners can work together to take the hand clapping game as a framework to develop their own hand clapping game. This could be as simple as students recreating one of the sections to make something of their own, or they can redesign the entire game. When I did this with 2nd graders, we kept measures 1-2 the same, created team shapes for measures 3-5, and picked a group locomotor movement.
- Make some Mexican hot chocolate with your class while saying the chant! [Mexican hot chocolate and a molinillo | Homesick Texan](#)

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