Lesson Design Protocol Prepared by Brittany Cook

Age or Grade Intended Kindergarten

Lesson Topic and Source
Lesson Topic: Introduction to quarter notes, eighth notes, and meter.
Source: K.3.1: Read and perform a short pattern of quarter notes and eighth notes by clapping or by vocalizing using syllables.

Rationale for teaching this topic, lesson:
1. Why have you chosen this topic? It is a state standard that I will use in the future when I teach general music.

2. Why is it important for students to learn/achieve the objectives in lesson? For any student it is important to understand the basic idea of note values and rhythm and time. It can also be used as a math lesson, showing the students counting and basic addition.

3. Where does this fit in the overall school curriculum? By teaching the students to clap this pattern, they will learn to count to four, subtract and add, and learn simple fractions, which are math state standards for kindergarten students.

Performance/Behavioral Objectives

Professional Component:
After learning what a quarter note and an eighth note are, within the context of a four-four meter, students will clap at a tempo of 60 beats per minute a simple 4 bar pattern that is on the chalkboard, using quarter and eighth notes minute with an accuracy of three out of four measures correct.

Communication Component:
What we are learning today.
RHYTHM
- What a quarter note and an eighth note is.
- What meter and measure are.
- How to clap with a steady beat.

The Lesson Script:

Regular font= me speaking
Bold font= child speaking
(Parentheses with regular font) = action
(Parentheses with italics) = Bloom’s Taxonomy
Underlined, = Questions for guided lesson.
Ok class, today we are going to learn about rhythm and how to clap it. Can anybody here clap for me? Okay, John let’s hear your clap. (J claps four times slowly.) Very good Johny, ok now everybody let’s clap what Johny clapped. Class claps together. (Psychomotor Domain 3 guided response.) Very good class. Now what do you think it would look like written on the board? Yes Kaycie? Clap, Clap, Clap, Clap? Good, Kaycie, let me write that on the board. (I write it on the board.) Now let’s pretend each clap gets a number, how about 1,2,3, and 4? Ok, now that we have done that, let us put lines around these claps, this is the beginning of a measure. Measures are neat things, they allow us to group beats, or in this case claps, between lines, which allow us to count the beats easier. Now can anyone tell me how many beats are in this measure? Four? (Comprehension) Very good, Daniel. There are four beats in a measure, when we have that, we write a four with a four at the beginning of the measure. (I write this on the board.) Ok, now we are about half way there to seeing a measure of music. Can anyone tell me what is used to show a beat in music? A note? Very good Shawn. Does anyone know what a note looks like? A line with a circle, like a lollipop! Almost Courtney, however the circle for a note is on the side like this (I draw a note with a note head to the left) or like this (I draw an upside note with the note head to the right). Now we are going to learn about two different types of notes. The first type is a quarter note. Where else have you heard the word quarter? Money! That’s right Rebecca, now Rebecca I have a question for you again, I know your math teacher has been teaching a little about money, so how many quarters make up a dollar? Um, four? (Knowledge) Yes, that’s right. So, can anyone guess how many quarter notes go into one measure? Four. (Application.) Correct Kevin, just like four quarters go into one dollar, four quarters go into one of these measures. (I write one measure of quarter notes on the board). Ok, now class let’s clap this rhythm, remember one quarter note is one clap. (The class claps the four notes.) Very good class, that was wonderful. Now, let us learn about the eighth note. The eighth note looks similar to a quarter note, only it has a flag on the line, or stem. (I draw an eighth note on the board.) And what is really neat is that an eighth note is ½ of a quarter note. So, can anyone tell me how many eighth notes I need to make one beat? Four? Not quite, but you are close Carrie. Four eighth notes would make two-quarter notes. So, Carrie how many eighth notes would make one-quarter note? Oh, two. Right. (I draw a quarter note=two eighth notes on the board.) Ok, class if four-quarter notes make up a measure, how many eighth notes will you need to make a measure? Eight. (Analysis) Right Shawn. (I write eight eighth notes in a measure.) Now if a quarter note was clapped like this, (I clap once) how fast would you have to clap an eighth note? Twice as fast. Right Carrie. So this time I’ll clap the quarter note, and you guys clap the eighth notes on the board ok. (We clap, them clapping two claps inside my one clap.) Wonderful children. Now we get see something really exciting! In music measures can have both quarter notes and eighth notes in it. So it will look something like this (I write a measure with quarter note, two eighth notes, quarter note, two eighth notes.) Would anyone like to clap this rhythm? Go ahead Rebecca, I will clap the quarter note beat for you. (She claps the rhythm) Responding. Ok, very good, now let’s clap this rhythm together as a class. (They all clap the rhythm will I clap the quarter note.) Ok, class would anyone like to try writing their own measure of rhythm, Shawn, ok come up here and write a
rhythm. (He writes four eighth notes and two quarter notes.) (Synthesis) Very good Shawn this a wonderful measure. How about everyone try to clap this rhythm. (They do.) Ok, now let’s try something new, clapping two measures. (I write two measures on the board.)

Closing
We continue adding measures and clapping simple rhythms until ten minutes before the class is over. I ask students to explain to me what a quarter note, eighth note is and how it works in a measure. Then I have the students come up one at a time and clap a rhythm I have set up for them, this is their rhythm quiz, which I use for assessment to see if they understand today’s lesson.

Gardner’s Intelligences

During the lesson, I will use musical intelligence by having them learn about rhythm, since this is a music class. This is the focus for the lesson. Logical-mathematical will be used to show students how quarter notes and eighth notes relate to one another and within a measure. The students will be clapping rhythms so they will be using bodily-kinesthetic intelligence.

These three intelligences will combine to allow students to understand how a measure works, and gives them different ways of experiencing the idea of rhythm.

Accommodating Student Variability

Mental Disability:

Students with a mental disability will have an opportunity to clap at a slower rhythm, or I will clap with them, they also may clap one measure instead of four. This is so that I can “present learning tasks that contain a small number of elements” (Snowman p. 199).

Gifted and talented:

Students that are gifted and talented will have a chance to make up their own rhythm to clap at the next class, or they can lead the class during a rhythm exercise, this would be similar to having the “students act as tutors” (p. 216).