Lesson Plan

Lesson: Identifying the Beat  Length: 40 minutes

Age or Grade Intended: 6th grade

Academic Standard(s):
Music 6.3.1 Read and notate whole, half, dotted, half, quarter, dotted quarter, eighth, eighth note triplets, dotted eighth, and sixteenth notes and rests in 2/4, 3/4, 4/4 meter signatures. Read and notate eighth, dotted quarter and dotted half notes within a 6/8-meter signature.
Music 6.2.2 Play a given pitch pattern, rhythm pattern, or ostinato part, using appropriate tempo and dynamics while watching a conductor.

Performance Objectives:
The students will be able to recognize and identify the beat of 2/4, 3/4, and 4/4 meter, and will begin study of 6/8 meter and its relationship to duple meter when given musical examples correctly 90% of the time.
The students will be able to keep time with both music and a conductor on a wood block given to them by the instructor with 98% accuracy.

Advanced Preparation by Teacher:
The teacher will need one wood block (or related instrument) and one drum stick for each student in the class. "Identify The Meter" CD. There should also be one copy of "America the Beautiful" for each student, as well as one copy of "One Brick at a Time" for each student. (Both pieces should have the time signature marked out.)

Procedure:

   Introduction/Motivation: The teacher will begin by breaking the students into small groups. Have the students try to identify and list what they hear about musical selections the teacher will play for them.

   Step-by-Step Plan:
1. The teacher will ask the groups to express what they heard in the music out loud.
2. Then the teacher will ask specifically about the beat of the music. “Can you tap the beat of this piece?” “How many beats are there until an emphasized beat?”
3. Discuss emphasized beats and how they help you determine the meter of the music. Review meanings of numbers in the time signature from previous years study.
4. The teacher will hand out a copy of “America the Beautiful” with the time signature not indicated. The students will be asked to determine what the time signature is and be able to defend their answer.
5. The teacher will then hand out a copy of “One Brick at a Time” with the time signature marked out and ask if anyone can determine the time signature as it is played from the “Identify the Meter” CD.

6. The teacher will play the CD again, but this time will have the students tap the rhythm on the wood block with the music. (Bodily-Kinesthetic, Musical)
   - Ask “How many times did you strike the wood block per measure?”
   - Discuss the ability for time signatures to be broken down to a simple duple or triple meter.

7. The teacher will play more examples from the “Identify the Meter” CD and ask students to identify the meter and what other functions the meter may have.

**Closure:** The teacher will encourage the students to listen to music that day/night and try to determine the meter of the song, as well as asks them to write down the titles and meters of some of the songs that they listen to.

**Adaptations/Enrichment:**

**Self-Reflection:**