Music Twister

Grade Level: 3rd grade
Time: 10-15 minutes
Standard: 3.3.1 Read and write whole, half, quarter, and eighth notes and rests in 2/4 and 4/4 time signatures.

1. **Concept:** recognizing eight, quarter, half, and whole notes

2. **Learning outcome or Objective:**
   a. **Entry ability:** The students should have introductory knowledge of music notes and their values.
   b. **Exit ability:** The students will show recognition of eighth, quarter, half, and whole notes by pointing to each one when prompted.

3. **Lesson evaluation procedures:** The teacher will observe the students as they play Twister to see if they place their hands and feet on the correct note when prompted.

4. **Materials and board/space preparation:** Locate enough Twister boards so that everyone in the class can participate in the game. Cut six eighth notes, six quarter notes, six half notes, and six whole notes out of black construction paper for each Twister board. Use clear packing tape to randomly attach the notes to the Twister boards. On individual index cards, write “right-hand-eighth note,” “right-hand-quarter note,” “right-hand-half note,” and “right-hand-whole note.” Also write index cards for left hand, right foot, and left foot using the same note values. It is also necessary to clear a space somewhere in the room.

5. **Teaching procedures:**
   a. **Setting the stage:** “Today we are going to review eighth, quarter, half, and whole notes and learn to distinguish between these notes by playing Music Twister! Before first, we need to review these notes.”
   b. **Developing the Lesson:**

      **Step one:** Draw an eighth note, a quarter note, a half note, and a whole note on the blackboard.

      **Transition statement:** “We are now going to review the names of each of these notes and their values.”
Step two: Pointing to the eighth note, ask if anyone knows the name and value of it in 4/4 time. (The value of an eighth note is half of a beat in 4/4 time.) Prompt students if they need help. After a student answers, write “eighth=1/2” under the eighth note. Continue through all the notes in this manner. (In 4/4 time, the value of a quarter note is 1 beat, a half note is 2 beats, and a whole note is 4 beats.)

Transition statement: “Now that we can recognize an eighth note, quarter note, half note, and whole note and know the value of each, we are ready to play Music Twister.”

Step three: Ask the students to walk quietly to the back of the classroom (or cleared area). Divide the students into teams and lay out the Twister boards.

Transition statement: “I need to give you a few instructions before we start playing Music Twister.”

Step four: Give instructions, saying “I am going to shuffle index cards, then call out whatever the card says. You will perform whatever action I call out. For example, the index card could say right foot-eighth note. You will place your right foot on an eighth-note. The notes are randomly placed over the board, not just on one color. Sometimes, instead of saying the note name, I will call out the value of the note. For example, if I say left foot-four beats, then you will place your right foot on a whole note.”

Transition statement: “Does anyone have any questions before we start?”

Step five: Pull an index card out of the stack and call out what is written on it. Continue until one student falls. The students at that Twister board can start over, but the other students can continue until someone at their board falls.

Conclusion: “That is all that we have time for today. You all did a really good job of finding the correct notes on the Twister boards! Please walk quietly back to your seats.”

c. Assessment: The teacher observes as the students play Music Twister, watching for students that may be confused (those taking a long time to find the correct notes, putting hands or feet on the wrong notes, etc). The teacher will provide these students with extra help as needed.
Teaching Script for Music Twister

**Introduction:** “Today we are going to review eighth, quarter, half, and whole notes and learn to distinguish between these notes by playing Music Twister! Before first, we need to review these notes and their values.”

**Lesson:** “We are now going to review the names of each of these notes and their values in 4/4 time. Remember that in 4/4 time a quarter note gets one beat. (Draw an eighth note on the board.) This is an eighth note. In 4/4 time, how many beats would this note get? Right! An eighth note gets half of a beat. (Draw a quarter note on the board.) This is a quarter note. Can anyone tell me how many beats a quarter note get? Right! A quarter note gets one beat. (Draw a half note on the board.) This note is a half note. How many beats would a half note get? Right, it gets two beats! (Draw a whole note on the board). This is a whole note. Can anyone tell me how many beats a whole note would get in 4/4 time? Right, four! Now that we can recognize each of these four notes and know the value of each, we are ready to play Music Twister! Please walk quietly to the back of the classroom and divide yourselves into groups of three. (Walk to the back of the classroom with the students.) I need to give you a few instructions before we start playing Music Twister. I am going to shuffle index cards, then call out whatever is written on the card. You will perform whatever action I call out. For example, the index card could say right foot-eighth note. You will then place your right foot on an eighth-note. The notes are randomly placed over the board, not just on one color. Sometimes, instead of saying the note name, I will call out the value of the note. For example, if I say left foot-four beats, then you will place your right foot on a whole note. Keep playing until someone at your Twister board falls. The people at that board need to start over, but the other groups can keep going. Does anyone have any questions before we start? No questions? Let’s get started then.” (Shuffle index cards and call out what is written on them.)

**Conclusion:** “That is all that we have time for today. You all did a really good job of finding the correct notes on the Twister boards! Please walk quietly back to your seats.”