

# General Music Lesson Plan

**Conceptual Focus:**  
Meter Groupings

Grade Level:

\_\_ Title: Meter in 2 vs. Meter in 3

**Objectives:** SWBAT identify two-beat groupings in Yankee doodle and three-beat groupings in Blue Danube Waltz.

SWBAT define meter.

**Materials/Equipment:**

Projector/speaker, iPhone or computer

SWBAT distinguish between two-beat meters and three-beat meters aurally in recordings of popular repertoire such as "Stars & Stripes Forever" and "Sleeping Beauty" waltz.

**National Music Standard(s):**

Anchor Standard #7.

Perceive and analyze artistic work.

**Process:**

MU.3-5.10 Discover a variety of expressive qualities (e.g., dynamics, phrasing, articulation, form, and tempo) relating to musical performance.

**Mode of Knowledge Representation**

Enactive

Iconic

Symbolic

**Differentiated Learning**

Auditory

Visual/Spatial

Kinesthetic

Logical/Math

Verbal/Linguistic

Musical

Naturalistic

Interpersonal

Intrapersonal

**Musical Behaviors**

• Playing

Connecting

• Describe

Singing

• Create

Moving

• Listening

**Evaluation**

Identifying meter in recorded selections.

### Activity #1 Experiencing Two-Beat groupings in Yankee Doodle.

- T: will instruct students to stand in a circle and follow the leader in time with the song. Teacher sings “Yankee Doodle” while the class marches with the beat. T will ask students to raise their hand if they’ve heard this song before.
  - S: mostly will raise hands.
  - T: Will lead another performance with students also singing.
  - T: “Did you notice that when will you feel the beat of this song with our feet it seems to work really well even when we alternate? Let’s sing again and pay attention.”
- T: “Because the alternating seems to work really well, we can say this beat is grouped in twos. When we group beats together it is called meter. Many of the songs that we know have meter and they change how we feel the song. Let’s listen to an example.”

### Activity #2: Experiencing Three-beat Groupings in Blue Danube Waltz

1. T: plays a recording of the blue Danube waltz on the projector and models are feeling the beat without groupings on the tips of the fingers. “ This song uses a grouping. Can you guess what it is?”
  - S: Students don’t know.
  - T: “Let’s listen again and feel the beat in a different way.” Plays the recording again and models “fist-hand-hand” beat.
  - S: Students join in and shout out the grouping number.
  - T: “That’s right! How would you describe how these feels different?” “Can you come up with a different way to feel it?”

### Activity #3 Students Switch back and forth Between Groups of 2 and Groups of 3

1. T: “The way we group the beats changes how we feel the song and how we move with the music, but it can hard to feel at first. Let’s see if you can build our skills by switching back and forth”. T leads performances of each song while the students feel the beat in different groups.
2. T: “Once we can feel the difference the next challenge is to show the beat by just listening. This time I will sing one of our songs and your goal is the show me the beat as fast as possible. Let’s see how quickly we can do it.” Teacher switches back and forth between the songs and students show the beat in their bodies.

### Activity #4: Identifying Meter in Recordings of Stars and Stripes Forever and Blue Danube Waltz

1. T: “Now that we can feel the different beat groups quickly, I wonder if we can find them in some other songs. I will play a recording and help you feel the beat, but I won’t group it. After we start, listen for a while, raise your hand when you think you know how many beats are in each group.”
  - a. Students answer.

- b. Teacher plays the recording and leads the movement for the appropriate grouping type. Repeats for both examples.