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| **Teacher: Badovinac****Wk 3, 8/31/20**  | **2nd & 3th gr.** Choose an item. **Lesson Plan**  | Choose an item.**Subject: Meter, strong and weak beats,****Ta’s and ti’s**  |
| **Lesson Title: Meter** |
| **Focus Area**: *concept/skills emphasized*[x]  Singing [x]  Listening [ ]  Tone [x]  Moving [x]  Rhythm [x]  Reading [x]  Writing [ ]  Harmony [ ]  Melody [ ]  Dictation [ ]  Form [ ]  Pitch [ ]  Expression Accuracy[ ]  Composition [ ]  Style [ ]  Technology  | **Georgia Standards of Excellence:****Creating:**Choose an item.Choose an item.Choose an item.**Performing:**ESGM2.PR.2a. Perform steady beat and simple rhythmic patterns using body percussion and a variety of instruments with appropriate techniqueESGM4.PR.2a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate techniqueChoose an item.**Responding:**ESGM2.RE.2a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn) ESGM3.RE.1a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA, rondo)Choose an item.**Connecting:**Choose an item. Choose an item.Choose an item. |
| **Materials:** **Quaver,** **Vocabulary: Meter, 2/4, ¾, 4/4** **Quarter notes and rests,** **Eighth notes,** |
| **Essential Question: I recognize and explain the meaning of the meter signs: 2/4, ¾, 4/4 meters** **I Can recognize meter in 2’s and meter in 3’s aurally** **I can read rhythms using ta’s and ti’s****Learning Objectives:*** **Read quarter (ta) notes and rests, and eighth notes (ti-ti)**
* **Recognize meter sign and its meaning**
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| **Procedure**: TW review expectations for class* TW review meter signs: 2/4, ¾, 4/4 (3 min)
* SW watch 7 minutes of meter video
* SW sing songs in 2/3,3/4,4/4 meters
* SW identify meter of music aurally
* SW identify quarter and eighth notes, quarter rests
* SW play a game by clapping rhythm patterns
* SW learn about John Philip Sousa
 | **Justification/Differentiation:**Teacher will help indiv.St.  |
| **Assessment: Bloom’s Taxonomy Key - I: Remembering, II: Understanding, III: Applying, IV: Analyzing, V: Evaluating, VI: Creating** |
| **Supplement/Enrichment:** If Time: SW learn about John Philip Sousa and listen to marches |