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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*  Singing  Listening  Tone  Moving   Rhythm  Reading  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 technique  ESGM4.PR.2a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique  Choose 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** | | |
| **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 | | |