

Kyle Nesler

Grade: 3

Concept/Curriculum goal or outcome: TLW be able to recognize triple meter and contrast it to duple meter.

Materials:

Temple blocks

White board and markers

Barred instruments

Standards:

MU:Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

MU:Cr2.1.3b Use the standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

MU:Cr3.2.3a Present the final version of personal created music to others, and describe connection to expressive intent.

Lesson Outline

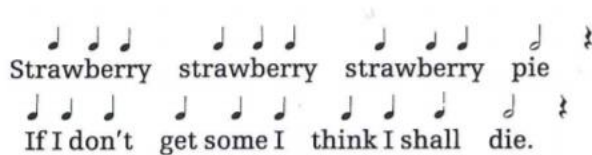
I. Introduction

- A. Ask the students to find their own space in the room
- B. Play, on the temple blocks, a duple rhythm and ask them to move to it
- C. Next play a triple rhythm and have them move to it
- D. Students will move around the room and move to whichever rhythm the teacher is playing (duple or triple) as they see fit
- E. Stop, and have them get in groups of 2 as teacher plays a duple meter
- F. Have them move to groups of 3 as teacher plays a triple meter

- G. Next, they will move around the room in groups corresponding to whichever meter teacher is playing

II. Presentation

- A. Speak *Strawberry Pie*, teacher first



1. Everyone say it together, repeating as necessary
- B. Ask students to determine where the accents lie
1. Write the notes on the board and introduce the bar lines
 2. “What’s different about this song than other songs we’ve learned?”
 - a. This one has 3 notes between bar lines instead of 2 or 4
- C. Draw 4 measures on the board and ask the class to fill in the 1st bar, 2nd bar, etc.
1. If they do not write down 3 quarter notes in a row, present that to them
 - a. Ask them what would happen if the 3 notes were tied together
 - b. Ask if it can be written any other way (half note tied to quarter)
 - c. Go further and show them a dotted half note

III. Exploration

- A. Divide into groups of 2 or 3
1. Groups may go to barred instruments, one per person
 2. Take off bff’s
- B. Groups will compose a 4-bar melody using triple meter
1. Requirements:
 - a. Start and end on C

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- b. End on a dotted half note
- c. Make it interesting (more than straight quarter note rhythms)

IV. Culmination/Closing

- A. Ask for groups to play their compositions
 - 1. Teacher plays C-G accompaniment