Music Lesson Plan

Teacher Name | Subject | Date

State Standards

Standard:

Objective:

Assessment:

Learning Objective

Students will learn the visual notation and aural sound of a dotted quarter note in simple time signatures.

Demonstration of Learning (Assessment)

Students will perform dotted quarter notes on their instruments in the context of a band arrangement. Students will clap dotted quarter rhythmic patterns at sight.

Guiding Question

What does a dotted note mean? What does a dotted quarter note sound like?

Lesson Sequence

Hook:

Warm up: as an ensemble, play a scale in 3/4, with a dotted half note for each pitch. Repeat the same scale, maintaining 3 beats per pitch, but articulating each quarter note. Vary the articulations on the quarter notes (staccato, legato, marcato) to complete the warm up.

Activity:

Reinforce the meaning of a dotted note in music notation.
1. Split the class into two groups and turn on the metronome. Have one group maintain a steady pulse with the metronome. The other group will clap first on every beat, then every other beat (imitating half notes), then every third beat (imitating dotted half notes). Switch groups and repeat.
Continue the exercise by having one group maintain a steady eighth-note pulse against the metronome. Then have the other group clap on every eighth note, every other eighth note, and every third eighth note as before.
Advanced students can try clapping every third eighth note with the pulse removed.

Notes & Materials

- Metronome
- Computer
- Projector
- SmartMusic
- Method books (Tradition of Excellence)
- Instruments
- Baton

NAfME	TI:ME Standards	Lesson Sequence (cont.)	Notes & Materials
Standard: NCAS Anchor #5 *Objective:* Develop and refine artistic techniques and work for presentation *Assessment:* Students will perform dotted quarter note rhythms on their instruments as a group to demonstrate their ability to .		*Activity:* Set up SmartMusic for display on the board. Project exercise #103 from Tradition of Excellence. Have one section clap the pulse on the lower staff, while another section claps the rhythms on the top staff. Rotate through sections so that each section both provides the pulse and claps the notation on the top staff. Next, repeat the process with one section clapping the lower staff and one section playing the upper staff. This can be done with or without the metronome. *Activity:* Apply the dotted quarter rhythm to a piece. Project "Ecossaise for Military Band" (also from Tradition of Excellence) and have students find a partner on their instrument. Students will practice the first four measures of the piece with a partner clapping quarter notes, then switch. Once every student has had a chance to practice the rhythm, split the ensemble into two groups and assign one group to play the "A" staff and one to play the "B" staff. Perform the first four measures. As time allows, continue sight reading the piece. *Wrap up:* Return to the topic of notation. Have students complete the sentence "If a whole note gets 4 beats, a dotted whole note gets ____ beats."	
		Differentiation Advanced students may partner with each other and practice without an audible pulse. Weaker students may practice counting out loud while clapping to reinforce beats. One pair of students who are struggling can read "Ecossaise" off the board. Students who are on-task can be paired with off-task students in the 3rd activity. Additional exercises for concept reinforcement: #104, #109.	
		Homework Assign exercise #108 to students in SmartMusic. To make sure students are playing all the way through the duration of the dotted half note, add a "rhythm" category to your rubric to customize the assessment.	