

LESSON PLANS

Math is Music to Our Ears: Lesson 1

Lesson Title: Shape Dance

Length: 50 minutes

Age Group: Grade 2

Materials Needed: drum, yarn, big clock, big circle visual, big common time and measure visual, circle handouts, easel & marker, music, journals

Standards:

Math	Music	Movement
<p>CCSS.Math.Content.2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>CCSS.Math.Content.2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>2.1 Imitate rhythmic and melodic patterns on pitched and unpitched instruments.</p> <p>2.2 Perform on pitched and unpitched instruments in rhythm while applying a steady beat.</p> <p>2.3 Perform rhythm accompaniments by ear.</p>	<p>1.1 Perform axial movements (e.g., bend, stretch, twist, turn, swing, collapse).</p> <p>1.3 Demonstrate eight basic loco-motor movements (e.g., walk, run, hop, jump, leap, gallop, slide, skip) traveling forward backward, sideward, diagonally, turning.</p>

Learning Objectives:

Cognitive	Affective	Psychomotor/ Artistic
<p>(1) Determine the shape of a clock. (2) Partition a circle. (3) Keep the beat in common time. (4) Perform loco-motor and non-locomotor movements.</p>	<p>Students will be engaged by using their voices and bodies appropriately to represent shapes.</p>	<p>Students will speak rhythms and perform loco-motor and non-locomotor tasks to learn about shapes.</p>

Assessment Criteria for this lesson:

Cognitive	Affective	Psychomotor/ Artistic

Can students determine the shape of a clock, partition a circle, keep the beat in common time, and perform loco-motor and non-locomotor movements?.	Will students be engaged by using their voices and bodies appropriately to represent shapes?	Can students speak rhythms and perform loco-motor and non-locomotor tasks to learn about shapes?
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Introduce Lesson's Target Learning:

How will you introduce your lesson's concept?

- I will introduce this lesson by describing that the whole purpose of the unit is to observe patterns in math, music and movement. This class, students will be guided to understand shapes by learning about sounds and movements.

Why are you studying this?

- To help students understand the connections between music, dance, and math.

Integrated Activities

Whole group discussion

- What do you already know about clocks, rhythm, and movement? What do you want to learn about clocks, rhythm, and movement?
- Write ideas on front board. (3 separate webs)

I like people who...

- The entire class will form a circle
 - Let's think about space.
 - Inside = stand in the middle
 - Outside = stand outside the circle
 - Circle = the students
- Person in the middle says, "I like people who... (are wearing green)." Everyone wearing green would switch places, the person left in the middle is the next leader.

Movement Warm Up

- Self-space
 - Find your self-space -- How high is your space? Low? Wide?
 - Non-locomotor movements and shapes
- General space
 - Loco-motor movement
 - "No touching the walls, furniture, or each other."
 - Use drum.
 - Find three other people near you to make a group of four. If the number of students is not divisible by 4, make some groups of 5.

Shape Movements

- Using string, the groups of students will form the shapes that the teacher calls out
 - square, rectangle, circle
- Collect string

Alternating Sounds

- Using their bodies, the students will form a sound instead of making a shape or saying, "1, 2, 3, 4" to the beat.
 - clap, snap, click, hiss

Whole Group

- Students will sit on the floor facing the instructor.
- Hold up big analog clock.
 - “Today, you formed some shapes with your bodies and did a wonderful job. Who can raise his or her hand and tell me what shape this is?” Circle. If an analog clock is hanging up in the classroom, point it out.
- Pass out circle handouts.
- Hold up big laminated circle the size of the big clock.
 - Model folding it into two halves. Then into four fourths.
 - Students will fold their circles
- Draw on the easel a circle and “1/4, 2/4, 3/4, 4/4” in each quadrant of the circle. This represents how the students said, “1, 2, 3, 4” around their circles earlier. This circle was folded into 4 pieces.
- Hold up a picture of a staff with the “common time” symbol. Emphasize the word “time.”
 - In music, this is called “common time.”
 - Explain what a measure is.
 - Have the students count the pattern of “1, 2, 3, 4” while pointing to the circle
 - Each beat is one out of four. Just like how on the circle, each piece is one out of four pieces.

Culminating Activity:

Create a Shape Dance

- In small groups of 4 or 5 students, groups will together decide on six shapes.

Perform a Shape Dance

- Students will practice making the shapes together. They will hold them for four beats while music plays. Instructor will say “switch” when 4 beats are up.
- Half the room will perform for the other half. Audience will comment on the shapes they saw. The roles switch.

Assessment

The following assessments will be used to measure students’ ability to tell time and understand tempo and movement.

Whole Group Reflection

- Whole group discussion on what we learned today. Will add to the webs of clocks, rhythm and movement. What are some of the shapes we learned?

Written reflections

- One thing that the students liked or did not like about the lesson.
- One thing they learned about the lesson.

Adapted from Lesson Plan Template by Eric Johnson 2002