

METER, METER, PUMPKIN EATER

(I couldn't help it in light of the month...)

In the last few years I have been interested in meter. It is fascinating to me that we take a simple steady beat and emphasize every 2 or 3 or 4 or whatever to create a different pattern AND it is this pattern that creates a different feel in music. Have you ever tried to sing a 3/4 song in 4/4 or vice versa? It doesn't really work...obviously, but still...how incredible. In fact I sang "My Country Tis Of Thee" in 4/4 and the kids couldn't even recognize the song. The power of meter!

Being the rebel that I am, I created a lesson plan for 1st and 2nd graders around meter. We had a great time doing it and the seeds have been planted for later on when we do dive into it and explain what it actually is! Click below to check it out!

OVERVIEW

❖ Concept

- Meter

❖ Objectives

- To understand a steady beat is like your heart beat, a repeated pulse
- To understand the difference between a strong beat and a weak beat.

❖ Vocabulary

- Strong Beat
- Weak Beat

❖ Meeting Standards

- Mu.K-4.5a,6c
- MU:Pr4.2.1a,1b

❖ Classroom Materials

- A steady beat composition that you wrote for demonstration
- Steady beat compositions from last class

MOTIVATE

❖ Move | Emphasizing Strong And Weak Beats Mu.K-4.5a,6c MU:Pr4.2.1a,1b

1. Review the definition of a steady beat from last week
2. Explain that beats can either be strong or weak. Strong beats are those that are accented more than the others. They occur in a pattern throughout a song. "Let's see what I mean:
 - a. Walk to a steady beat and once you figure out the pattern, stomp on the note that I say the loudest." (First say | **RED**, red, | **RED**, red, | **RED**, red | and so on. Then | **RED**, red, red, | **RED**, red, red | and so on. Then a 4/4 pattern.)
 - b. Demonstrate for students.
 - c. Highlight that this is a pattern.
3. Switch around many times. Students will have fun stomping their feet

DEVELOP

❖ Analyze | Notate Strong Beats Mu.K-4.5a,6c MU:Pr4.2.1a,1b

1. Gather everyone back into the circle.
2. Ask students "If we wanted to show strong beats in a row of red Note Knacks, how could we do that?"
 1. Take out 12 red Note Knacks

2. Choose a meter. Example: | **RED**, red, | **RED**, red, | **RED**, red |
3. Ask students "Who can show me which reds to put a strong beat marker under?" (I used a cap eraser because it was the closest thing I had ☺)
4. Choose a student to come up and show you.
5. Put your marker under every other one, again highlighting the pattern.
6. Do the same for 3/4 and 4/4.
7. After each, ask students if it is still a steady beat while accenting the strong beat. (This questions really makes students think!)

APPLY AND CLOSE

❖ Notice | What are we looking at?

- a. You can do this again, but put pencils in between each group creating measures
 - a. Ask children "What do you notice?" (Things like:
 - i. There is a strong beat at the beginning of each group
 - ii. Each group has the same number of reds in it)
 - b. Ask "How many groups are there?"

(You don't need to mention measures or meter at this time, but it is a solid introduction to each concept. Answer with a "Hmm, interesting" and you can pack it away for another day....stay tuned!)