

MUSIC LESSON PLAN
Comparing and ordering music notes and fractions
GRADE FOUR

Course & Grade:	Music & Grade 4/5 split	Date:	December 1, 2020
Unit/Topic:	Musical Notation	Time:	10:50-11:10

1. Learning Outcomes and Cross Curricular Competencies

1. *Given* direct instruction and class activities, *students will* be able to *compare* the difference of the relationship between sixteenth, eighth, quarter, half, and whole notes, *as evidenced by* their ability to complete activity one to an acceptable level.
2. *Given* direct instruction and class activities, *students will* be able to order fractions by *recognizing* their value *as evidenced by* their ability to complete the worksheet associated with activity two to an acceptable level.

Music: Thinking- Critical and Reflective Thinking, Profile 2 : “I can use evidence to make simple judgments”, Dance, drama, music, and visual arts are each unique languages for creating and communicating, notation to represent sounds, ideas, movements, elements, and action, and adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences.

Math: Thinking- Critical and Reflective Thinking, Profile 2 : “I can use evidence to make simple judgments”, Fractions and decimals are types of numbers that can represent quantities, ordering and comparing fractions, and communicate mathematical thinking in many ways.

FPPL: LEARNING INVOLVES PATIENCE AND TIME

Hannah: My professional growth goal is to present the lesson in a way where it flows so all students can understand.

Riley: My professional growth goal is to learn how to speak loudly and in a way where all students are motivated to participate and engage in their learning.

Stephanie: My professional growth goal is to learn how to communicate my thoughts more clearly so all the students understand.

2. Assessment and Evaluation

1. After completing activity 1, students will successfully understand how to compare music notes, if they complete the worksheet associated with the activity and half or more of the worksheet is

correct. Students will exceed expectations if they complete the bonus questions clearly.

2. After completing activity 2, students will be able to recognize how to order fractions using music notes by comprehending the lesson as well as being able to order from smallest to greatest and vice versa, correctly. The students will be able to demonstrate this by answering the three questions provided.

3. Considering Student Learning Needs

Modification for activity one: Bonus level for children who want to challenge themselves.

Adaption for activity one: If a student has a hearing impairment we will provide a written copy of the lesson with pictures included.

Modification for activity two: For students who are finding the questions too difficult, use the same set of music notes (ex: only use quarter note, half note, whole note) for the first two questions so they are just focusing on ordering from smallest to biggest or vice versa instead of having to recognize all five different music notes and their values.

Adaption for activity two: If a student cannot draw (not good with penmanship) have printable music notes and have them order them like that.

4. Required Resources

- Whiteboard/ Markers
- Comparison worksheets
- Ordering worksheets
- Sheet with Fraction values in terms of circles
- Sheet with music note names

5. Content and Teaching Strategies of Lesson

Introduction:

Good morning everybody, today we will be learning how to order and compare music notes as well as fractions by understanding their value.

Hook:

In previous years we have learnt what a fraction is and how it represents an amount or quantity and we have also learnt the numerical values associated with different music notes, now we are going to be learning how to compare and order fractions as well as music notes. Before we start we would like you to take a look up at the board, we have placed different music notes and we want you to decide which one has the smallest value and which one has the biggest value. Now take a look at the fractions up on the board and decide which one has the same value as

the smallest and biggest music notes that you decided on in the previous slide.

Warm up- (Hook)

3 minutes

(Guided Practice)

LEARNING INVOLVES PATIENCE AND TIME- we as “teachers” wait for the students to reply with answers. We do not rush and we make sure everyone has a chance to think about the answer.

Lesson (teaching points)-

5 minutes

-Explain to students the concept of a fraction and what they actually represent.

-Explain to students how the different music notes represent different amounts of beats so that they understand which ones are worth more in order to complete the activities.

-Explain to students the correlation between music notes and fractions by using the manipulatives of pie charts and how sixteenths, eighths, quarters, halves, fit into a whole.

Activity 1-

5 minutes

(Cooperative Learning)

LEARNING INVOLVES PATIENCE AND TIME- we as “teachers” wait for the students to complete the activity. We do not rush and we make sure everyone has enough time and a chance to complete the questions to the best of their ability.

On this page there are different musical notes laid out. In regards to how many beats music notes have, decide and write down which music notes are greater than, less than, or equal to the music note beside it. Work in groups of three.

1. Half note vs. quarter note
2. Sixteenth note vs. whole note
3. Eighth note vs. eighth note
4. Whole note vs. quarter note
5. Sixteenth note vs. sixteenth note
6. Sixteenth note vs. half note

Bonus Question:

Try marking down which music notes are greater than, less than, or equal to the music note beside it, except there's a twist, to make it more difficult we have two musical notes vs. one musical note.

1. Whole note vs. half note and quarter note
2. Quarter note vs. two sixteenth notes
3. Half note vs. two quarter notes
4. Whole note vs. eighth note and quarter note

Activity 2-

5 minutes

(Guided practice/Self-check)

LEARNING INVOLVES PATIENCE AND TIME- we as “teachers” wait for the students to answer all the questions. We do not rush them and we make sure everyone has a chance to understand, complete and think about their answers.

-Draw and order these notes from smallest to greatest

Ex. eighth note, full note, quarter note

-Now, draw and order these notes from greatest to smallest

Ex. half note, quarter note, sixteenth note

-Now, draw and order these notes from smallest to greatest again

Ex. sixteenth note, quarter note, whole note

Closure-

2 minutes

In today's lesson we learned how to compare and order music notes and fractions by completing 2 activities. For homework, we want you to tell one person in your household what you learned about either comparing or ordering music notes and mathematical fractions. In our next lesson we will be learning how to add fractions and musical notes. Are there any questions before we move on? As you can see from today's lesson, integrating music into math can be a beneficial way of learning as it brings these concepts to life in a fun and engaging way.

Resources link: (google slides)

https://docs.google.com/presentation/d/1aKRDhYr7ZYcJpfXXwhuSIXIRp_b37Zk8xAAIz2990mA/edit?usp=sharing