

## Sample Lesson: Grade 4, Respond Domain

Song Title	Boccherini Minuet
Standard(s)	4.GM.R1.B Demonstrate and explain how specific music concepts (such as form, timbre, etc.) are used to support a specific purpose in music (such as social and cultural contexts) through various means (such as manipulatives, movement, and/or pictorial representation).

### Unpack the standard to set learning targets

What will the students <b>know</b> ?	Steady beat Meter of 3
What will the students <b>understand</b> ?	Students will understand that music can have a steady beat that is divided into groups, which we refer to as meter.
What will the students be able to <b>do</b> ?	Students will be able to step to an assigned beat within the meter of three (i.e. step on beat 1, 2, or 3)

### Consider what the learning will look like

<b>Presenting Content</b> How will students engage with the content?	Stepping according to the meter
<b>Activities, Space, and Materials</b> What level of choice will students have?	Open space and a recording of Boccherini's Minuet
<b>Academic Feedback</b> What feedback will students get from the teacher about their learning? How will students give feedback to each other? How will students give feedback to the instructor?	In this game, the process of the game itself gives the students feedback regarding where they are at in the form.

### Connections

Literacy	
Reflections and Assessment	

## Standard:

4.GM.R1.B Demonstrate and explain how specific music concepts (such as form, timbre, etc.) are used to support a specific purpose in music (such as social and cultural contexts) through various means (such as manipulatives, movement, and/or pictorial representation).

## Lesson Guidance:

The music game for Minuet is an example of how to use a movement game as a type of kinesthetic listening map to get children to listen to and experience the meter of a piece of Classical music. In reference to the standard, the “specific musical concepts” in this lesson are steady beat and meter, the “specific purpose” is the social and cultural context of classical music and dance associated with it, and “means” is movement.

The music for this game is “Minuet”, by Boccherini

1. This game begins with the teacher playing a steady beat on a hand drum while the students step to the beat.
2. When successful, the teacher then plays the hand drum in a meter of three by accenting beat 1. The students should count the meter out loud while stepping.
  - a. Transfer to the recording
3. When successful, the students then step on beat 1, freezing on beats 2 and 3. Once the class shows accuracy, the same process should be practiced by stepping on beat 2 and then finally on beat 3.
4. Divide the class into three groups and assign each group beat number
  - a. Extension - if the class is showing success at this challenge, have them add physical connections whenever possible (i.e. hands touch another’s shoulders, foot, etc.)