

Listening **Music Lesson Plan**

Title: Listening for Beat

Grade Level: 2nd Grade

Source: Mr. Henry Music World & Gracie W.

Materials needed: speaker, Mr. Henry Music World “Primary Elementary Music Lesson: Steady Beat Game” Video

Procedure:

A.S: (G) Can we have everyone sit still and put our hands over our heart. Feel your heart for a few seconds. Can someone raise their hand and tell me what they are feeling? Yes, you are feeling your heartbeat! Your heart goes “boom boom boom”. Like a heartbeat, songs also have a beat. The beat is the underlying pulse that is found in most music. Today we are going to turn on our listening ears and try and find the beat of the music.

Procedure

1. (G) First, have the class stand up and go over the words of the song “Let’s all keep a steady beat”. The teacher sings it first then has the class sing it.
2. (G) Now, sing the song and clap on the beat. The teacher does it first then the class
3. (G) Have students practice a few times
4. (G) After students understand the beat, we will show them movements (stomp, stomp, pat, pat, clap, clap, pat, pat) to do with the second part of the song. The teacher does it first then the students
5. (G) Check to understand that every student knows the movements.
6. (G) Next, do the movements to the music. (1:14-1:37)
7. (L) Explain how we are going to play a game that tests their listening skills and identifying which sound has a beat.

8. (L) If the students hear a beat, they will do the movements (stomp, stomp, pat, pat, clap, clap, pat, pat). If they don't hear the beat, they pretend like they are floating around in space.
9. (L) Ask the class if they understand their tasks before proceeding with the game.
10. (L) Play the audio (2:17-4:58)
11. Repeat the game until it is over.

Closure: (L) Why do you think we pretended to be floating around in space when there was no beat? The beat is the structure of the music. Without the beat, the music feels lost and has no direction... like you are floating. What other things have a steady beat? Walk, run, our heart, clock.

Educational Objective: By the end of this lesson, students will have learned . . . how to identify the beat in music and why it is important.

Music Standards Utilized:

	Essential Question	<u>Anchor Standard:</u>
CREATING		
PERFORMING	Essential Question How does understanding the structure and context of musical works inform performance?	<u>Anchor Standard:</u> PK.MU:Pr4.2 With substantial guidance, explore, and demonstrate awareness of musical contrasts such as high/low, loud/soft, fast/slow.
RESPONDING	Essential Question	<u>Anchor Standard:</u>

Anchor Standard:

Essential Question

CONNECTION

Social Emotional Learning (SEL standards)	CR/SoA 11 à Demonstrate an awareness of the expectations for social interactions in a variety of settings.
Cognitive Learning	Students will have to think about the pattern of clapping, listening to the beat of the music, and performing/staying on beat. Students will also have to maintain the beat as they do hand movements/stomp.
Physical Learning	Students will be standing, using their hands for movements like patting, clapping, and stomping and moving around the classroom as ‘astronauts’.
Non-Musical Subjects	PE Standard 1.17 à Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.
Universal Design for Learning (UDL)	Language and Symbols 2.1 à Clarify vocabulary and symbols.