

Episode 6: Count beats in different meters

Student Learning Objectives:

I can identify different musical meters.

I can perform in different musical meters

Activity 1: 15-20 min

-Teacher explains that music has lots of different patterns called meters or time signatures that musicians follow to stay together.

-Teacher writes or shows examples of each meter (4/4, 3/4, 2/4)

and explains that the top number shows how many beats are in the meter pattern.

-Students identify how many beats are in each meter.

-Teacher plays/performs listening examples twice and counts the beats out loud to the class.

-Have students stomp and clap each meter to the listening examples:

4/4 – Stomp, clap x3

3/4 – Stomp, clap x2

2/4 – Stomp, clap

-Create a class composition with different meter combinations (i.e. 4, 3, 2, 3, 4).

-Teacher demonstrates combinations stomping, clapping, and counting.

-Students perform meter combinations (individually, in groups, or as a class).

Activity 2: 10 – 15 min

-Teacher has students fill in quarter notes or equivalent beat symbols into each meter measure.

-Students count beats and add or take away beats to complete the meters.

2
4

3
4

4
4

Recommended Items:

-Character cards/powerpoint

-Listening example:

[Christian Scott – Diaspora](#) (4/4),

[Tchaikovsky – Waltz of the flowers](#) (3/4),

[Francis “Frank” Johnson – Johnson’s March](#)

(2/4)

-[Digital drum machine](#) or metronome

Extended lesson: Francis “Frank” Johnson spotlight - Johnson was the first African American composer to have his works published as sheet music and to give public concerts.