

David Bobay
MUSE 350
3/07/14 - 1pm
Frankton Jr. High - 8th Gr.

Prerequisite Knowledge and Skills for this rehearsal

- Meter & time signature (4/4)
- Beat (basic understanding)
- Quarter, half, whole note durations

Behavioral Objective(s) (with correlated national standards indicated)

At the conclusion of this lesson, students will be able to:

- aurally identify meter in 4/4 and 2/2 (cut or half time) and notate examples of them properly with correct time signatures (NS 2,5)
- understand and discuss the musical characteristics of dubstep as a genre (NS 6,8)
- compare and contrast basic musical elements between a cover and original piece (NS 6,7,8)

Materials

laptop & speakers
perception charts
white board and markers
blank staff paper

Procedures

1. :00
Generate need to know - "Radioactive"
 - a. (radioactive & apocalypse definitions)
 - b. dubstep & communicating musical interests
2. 1:30
Students fill out perception chart while listening to "Radioactive"
3. 4:30
Discuss perception chart
4. 7:00
Listen again to excerpt highlighting concept (0:14)
5. 8:00
keep beat in acoustic opening (clap)
6. 9:00
keep beat in dubstep portion (pat)
7. 10:00
separated into halves, have each half keep a different beat (quarter or half),
 - a. switch actions
8. 12:00

Accommodations

*adjusted perception chart with simplified terminology and observations, or alternate ways to demonstrate their comprehension

*have a specified peer partner lead the student through each activity

- discuss meter (known < 4/4, quarter notes, half notes, to new < 2/2, half time or cut time),
9. 14:00
discuss dubstep characteristics (musical elements)
 10. 15:30
students help fill in board examples and on own staff paper (pre-made)
 11. 18:00
partners walk on quarter and half beats with arms linked (beat & division)
 12. 20:00
listen to new piece with cut time feel and find the beat ^, partners switch roles
 13. 22:00
review of cut time, (definition, symbol, notation)

*the blank staff paper for this student can be more of a fill in the blank effort, with examples partially provided

*have space and direction decided in advance

--extension (time permitting)--

14. 22:00
students listen to Pentatonix cover of "Radioactive" and write/draw out changes in musical elements based on last week's lesson (category prompts on board - pitch, rhythm, texture [melody, harmony], dynamic, timbre)
 15. 26:00
we discuss their analysis of the cover and its musical elements
- 30:00

Assessment

1. perception charts (walking around during / discussion of)
2. formative assessment of clapping, patting, beat walking
3. group and individual response to board examples
4. beat identification in new piece
5. spiral/scaffold of last week's 'musical elements' lesson throughout

Follow-up

-Activities involving more meter/time signature variety, finding beat in compound meters, as well as going into beat division with notation