**Lesson Title: Musical Fractions**

**Grade Level**: 2 **Time Required**: 45-55 minutes

**Content Objectives:**

Students will be able to identify equivalent fractions.

Students will be able to compare fractions to musical notes.

**Fine Art(s) Objectives:**

Students will be able to recognize and play ¼, ½, and whole notes on the chimes.

**Additional Applications:** *(connections with other content areas)*

Students will use instruments to tap and hold notes to ¼, ½, and whole musical notes and relate them to equivalent fractions

**Materials:**

Musical chimes

 Boom Whackers sticks

Chart paper and markers for group discussion answers

 cut and paste musical notes sheet.

**Lesson Development/Procedures**

 **Pre-assessment:**

 Discuss and review music notes as fast or slow and why. Also know what those note speeds are called.

 Discuss and review sizes of each fraction when comparing to each other.

 Discuss and review how to use the instrument.

 Discuss and review the phrasing used for each 1/2, 1/4, and whole.

 **Engagement:**

 Have a clay cutting activity in whole group on the carpet.

Ask students what happens when we put the 2, 3, or 4 pieces back together.

Discuss equivalence that 2 halves equal 1 whole just as 3 thirds equal 1 whole etc.

Show the Boom Whackers and discuss the visual comparisons of fractions.

 **Activity:**

 In a large group, discuss equivalencies from the clay demonstration. Teacher will write the answers on the chart paper. Example: “2 pieces equal or are equivalent to 1 whole, 3 pieces are equivalent to one whole, 4 pieces are equivalent to one whole”.

Teacher will demonstrate how to use the instruments and how each note sounds and write the comparison fraction on the chart.

Then students in small groups will try each note to get a feel for how the notes and chimes work using the information they have about fractions.

 Perform – one group of three students at a time, will show one whole by tapping the chime and saying “whole-note-four-beats,” where each word is one beat. Repeated by each group for ¼ (“quarter, quarter, quarter, quarter”) and ½ (“half-note; half-note”).

Perform – in smaller groups, students will try to make the beats all correlate so they hit on the same beat to make musical fractions.

 **Transition:**

 Put students in a group to do all three notes together in front of the large group. Ask other students to guess who did which note and how is that note labeled as a fraction.

 **Closure:**

 As a class, discuss the fractions and notes what they learned about fractions and how they relate to musical notes. Make a cut and paste chart of notes as a resource to tell how the notes are written as and equivalent to fractions.

**Assessment:** *Review of Anticipation Guides; Post-tests; BCRs; quizzes; tests; Projects; Essays: Performance Assessments; etc.*

Students can identify fractions as equivalent to musical notes.

Students match the note to the correct fraction.

Students will demonstrate their understanding by performing the chime notes for the correct fraction named.

**Differentiation:**

Work with a small group to create musical creations of fast and slow notes.

Illustrate your creations with the class or your group.

**Teacher References:**

**Arts Integrated Lesson Plan**