

CONDUCTOR FOR A DAY

LESSON/ACTIVITY PLAN

OBJECTIVES:

1. Students will demonstrate understanding of both time signatures and beat patterns by conducting in three different time signatures.

ACTIVITIES:

1. Explain that music is often organized into groups of beats. The time signature tells a musician how the beats are organized and helps them count. If this is a new concept, start easy with $2/4$, $3/4$, and $4/4$. Feel free to substitute a quarter note for the bottom number in a time signature, at least at first. It's a good way to reinforce the fact that the quarter note gets a beat. If students have more experience with time signatures, include $6/8$, mixed meter, or asymmetrical meters.
2. Look at some examples of printed music and notice the time signatures. Talk about how you would count the rhythms in each piece you select.
3. Watch Classical MPR's Class Notes Video: [What Does a Conductor Do?](#)
4. Practice a few simple beat patterns. The basic $2/4$, $3/4$, and $4/4$ are included in the Concordia Wind Quintet PowerPoint. Trace in the air. Count each beat aloud to give kinesthetic reinforcement to the beat placement.
5. Integrate conducting into classroom rehearsal and performance. Ask a student to conduct a favorite classroom song. Give constructive feedback to the conductor. Was the beat pattern clear? Were performers able to follow the conductor?



STANDARDS

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These activities incorporate several aspects of many Minnesota Standards for the Arts. The work with time signatures most directly meets the following standard:

1. Grades 4–5. 1. Artistic Foundations. 2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable. Music. 4.1.2.3.1. Read and notate music using standard notation such as quarter, half, and eighth notes and rests, the lines and spaces of the treble clef and time signatures.





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