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| **Grade** | **Content Areas Being Integrated** | | |
| **2nd** | **Music and Mathematics (Geometry/Fractions)** | | |
|  | | **Arts Discipline** | **Other Content Area** | |
| **Standards**  **Addressed in the Integrated Lesson/Activity** | | **Music - 1.0 Artistic Perception**  **Read & Notate Music 1.1:** Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rest. | **Mathematics - Geometry 3:** Partition circles and rectangles into 2,3,or 4 equal shares, describe the shares using the words halves, thirds, fourths, half of, a third of, etc. and describe the whole as 2 halves, 3 thirds, 4 fourths. | |
| **Student Objectives in Each Discipline** | | Students will be able to understand that music has a written language for rhythm and melody and will use that language to write music notes down on paper. | Students will be able to divide a circle or "pizza" into halves, thirds, or fourths and be able to describe the parts using the correct terms. | |

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| **Integrated Student Objective** | ***What is the objective of the integrated activity? Look at connections being made between the two content areas.***  At the end of the integrated activity, students will be able to see the connection between fractions they are familiar with when dividing shapes and musical notes that are named similarly. | |
| **Essential Question** | ***What is the question you want the students to be able to answer at the end of this lesson?***  "How do we write music down on paper? What do music notes look like and what are their names?" | |
| **Materials/Resources** | | |
| Books about fractions; fraction manipulatives; a music note chart showing a whole note, half note, quarter note, eighth note and rest; whole paper pizzas and fractioned pizzas; rhythm sticks. | | |
| **Lesson/Activity Description** | |
| As an introduction to the lesson, the teacher will read a story based on simple fractions: halves, thirds, fourths, etc. After the read-aloud, the students will explore fraction manipulatives in pairs or small groups and properly use the vocabulary learned to identify and discuss the fractions. After reviewing/learning the correct terms for the equal shares of circles, rectangles, etc., the teacher will teach the class that there are also musical fractions. The Musical Fractions chart will be discussed and reviewed: on the left side, there are drawings of a whole pizza, a half of a pizza, a quarter of a pizza, and an eighth of a pizza. In the middle column of the chart, the words whole, half, quarter, and eighth are posted, and on the last column, the appropriate musical notes are listed next to the correct terms. The students will participate in a Think, Pair, Share (TPS) activity in which they compare and contrast pizza fractions and musical fractions. After TPS, students will explore and manipulate the pizza slices that include a note and a label of that note. The teacher will guide a lesson, using rhythm sticks, to show the rhythm of the notes and how the rhythm changes when the notes are organized in a different order. As an extra activity, students can work in pairs or small groups to create rhythms by arranging the musical pizza fractions in different patterns, which they will then attempt to duplicate with rhythm sticks. | |