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| **Grade** | **Content Areas Being Integrated** |
| **6th- 8th General Music Class** | Music, Dance, Math |

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|  | **Arts Discipline** | **Other Content Area** |
| **Standards**  **Addressed in the Integrated Lesson/Activity** | Music 1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.  Dance 1.3 Identify and use force/energy variations when executing gesture and locomotor and axial movements.  1.4 Use the principles of contrast, unity, and variety in phrasing in dance studies and dances. | Math 5: Apply properties of operations as strategies to multiply and divide  Math: Write, read, and evaluate expressions in which letters stand for numbers. |
| **Student Objectives in Each Discipline** | Students will be able to demonstrate a great dynamic range in movement utilizing space, time and force. | Students will be able to add, subtract, multiply and divide using musical notes. |

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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.***  Students will be able to solve mathematical problems using musical notes.  Students will be able to move in different time. |
| **Essential Question** | ***What is the question you want the students to be able to answer at the end of this lesson?***  What is the time value of musical notes? Whole, half, quarter, eighth, sixteenth notes. |

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| **Materials/Resources** |
| Dice with musical notes. |

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| **Lesson/Activity Description** |
| * Start the class with BrainDance- Breath, Tactile, Core-Distal, Head-Tail, Upper Lower, Body Side, Cross-Lateral, Vestibular * Play different music and have students make different moves.  1. Locomotor (move around)- walk, slide, jump, hop, stomp, march, skip, gallop, tip toe, leap, crawl, roll 2. Non locomotor (stays)- sway, wiggle, descend, ascend, swing, shake, melt, rise, spin, stretch, spiral, lift, twist, bend, drop, pop-up 3. Teacher- call out the name of the musical notes/ rests, and students move accordingly.  * Chance Dance with Dice  1. Create several dice with different musical notes. (whole, half, dotted half, quarter, 8th, 16th notes) 2. Roll 2-3 dices at the same time and create mathematical equations. 3. Students will solve the math problems on the white board. |