

MATH & MUSIC | Lesson 11: Eighth Notes & Rests

3-6

Introduce the symbols for eighth notes and eighth rests, as well as how to count/clap them. Explore these notes through physical movement and show their place on the note tree and the paper plate.

Standards listed on next page

Supplies:

- Paper and a marker
- Scissors

Objective

Students will learn to recognize, draw, and count eighth notes.

Outline & Procedure *using the video*

1. Recall the music notation you already know: quarter, half, dotted half and whole notes.
2. Ms. Liz introduces the eighth note (00:35). Gather the supplies listed above (00:46).
3. Look at the note tree a review the values of the whole (4), half (2), and quarter (1) notes. From the top of the tree, we divide by 2 for each new layer. How many notes would you have if you divided four quarter notes in half? (1:27). Eight eighth notes!
4. Cut a large circle in a piece of paper (or use a paper plate) for the next activity (1:56).
 5. This will represent our whole notes. Fold the circle in half (2:21). This will represent half notes. Then fold the halved circle in half again (2:33), this represent quarter notes. Fold the paper in half one more time, (3:03) representing eighth notes. Open the circle and see it looks like a pie with 8 slices on the fold lines (3:23).
 6. Trace down the center line. On the left side draw a $\frac{1}{2}$ symbol and a half note (3:57). Trace the second fold on the right side and draw a $\frac{1}{4}$ symbol and quarter note (4:20). Trace over the third fold and draw a $\frac{1}{8}$ and an eighth note (4:45).
7. There are several ways to draw eighth notes. Two or more next to each other can be connected with a beam. Try drawing these (6:20).
8. We use the count “and” in between beats to count out eighth notes. Try counting and clapping the rhythm with Ms. Liz (7:03). Try counting a new rhythm with quarter notes mixed in (7:35). Try a third rhythm (9:12).

DIY: Listen for eighth notes in music, then try to clap the rhythm and write the rhythm down!

Kentucky Standards:

KKY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

KY.3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

KY.4.NF.1 Understand and generate equivalent fractions. a. Use visual fraction models to recognize and generate equivalent fractions that have different numerators/denominators even though they are the same size.

Ohio Standards:

K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds such as claps, acting out situations, verbal explanations, expressions, or equations.

3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

4.NF.1 Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{n \times a}{n \times b}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.