

# “Third Grade Rhythm and Beats”



Math/Music Grade 3  
Core Concept/Music Math Integration

**Objective:** The students will be able to understand note value by participate in movement, while a story is being told, that will teach about the whole note, half note, quarter note and eighth note.

## 3 Grade Core Curriculum Math Standard

Develop understanding of fractions as numbers.

## Art Form: Creating Standard 3

Create original music and add expression and timbres to existing music.

### Objective 1

Create original music and add expression and timbres to existing music.

a. Create simple rhythm and/or melody patterns together.

## Equipment and Materials needed:

Pictures of whole notes, half notes and quarter notes.

Examples of different notes and the mathematical value assigned to them.

Song book with basic songs for children, example: ([www.makingmusicfun.net](http://www.makingmusicfun.net))

Paper and pencils

## Procedures:

1. Show the students pictures of whole notes, half notes, and quarter notes. Explain that in a 4/4 song, the whole notes are worth 4 beats, half notes are worth 2 beats, and quarter notes are worth 1 beat. Do the same for whole rests, half rests, and quarter rests. Show a measure. Show examples of different notes and rests in one measure.

2. Use claps to represent notes. Have students listen to teacher clap, than copy the notes in a measure. Show how you can change the beats in a measure into a multiplication problem. One whole note in a measure would be  $1 \times 4$ , 2 half notes equal  $2 \times 2$ , and 4 quarter notes equal  $4 \times 1$ . After a few times together, clap out 2 or more measures together and have students figure out the multiplication problems. (4 quarter notes in 4 measures is  $4 \times 4 = 16$  beats.)

3. Find basic songs ([www.makingmusicfun.net](http://www.makingmusicfun.net)) and print them out. Divide students into groups. Pass out songs to groups and let them write multiplication problems based on their songs. When done, have each group share with the class.

Expansion: Introduce eighth notes and different meters ( $2/4$  or  $3/4$ ) for more challenging problems.

-Have students write their own rhythms and have the class guess the multiplication problem.

-Have groups combine rhythms to make a song, and perform for the class.

For younger students: Use basic addition problems.

For older students: Use beats as fractions.