



## Lesson:

# Rehearsing & Conducting Meter & Tempo Changes

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### OVERVIEW

Students will learn conducting patterns to recognize, interpret and perform meter and tempo changes in music, relating such changes to *Through All Things*. This lesson correlates with Lesson Plans for Creating Music: Meter & Tempo.

### LEARNING GOAL

After individual exploration, students will demonstrate 3/4 and 4/4 conducting patterns and show how the speed of the pattern matches changing tempos in the music.

### RESOURCES & MATERIALS

Student copies of:

- [Conducting Patterns Handout](#)
- [Conducting Patterns Student Assessment & Reflection](#)

### PROCESS

1. With a simple explanation of duple and triple meters, demonstrate conducting patterns in 3/4 and 4/4 with students practicing along. Provide [Conducting Pattern Handout](#) and [Conducting Patterns Student Assessment & Reflection](#).
2. Allow students to conduct the meter changes in *Through All Things* switching between 3/4 and 4/4 as indicated in the music. Sing or use the recording.
3. Once students are comfortable with the conducting patterns, have them break into small groups of 4-8. Ask groups to then sing a phrase from the piece a cappella and have each student take a turn conducting their group and experimenting with tempo.
4. Allow time for students to complete the Conducting Patterns Student Assessment Rubric & Reflection
5. If time allows, choose students to conduct the full choir.

### EXTENSIONS

- Sing a familiar piece of music, and then ask students to conduct it in various tempi. Ask them to talk about what they notice about performing the song with a different tempo and what they prefer.

- Have students take turns conducting and rehearsing the entire piece with the possibility of a student conductor for a performance.
- Incorporate expressive conducting signals to include with the meter patterns
- Using the link below, students can explore and create their own metronome.

## LINKS

Free online metronome: <http://www.metronomeonline.com/>

# CONDUCTING PATTERNS

Time signature

Number of beats  
per measure

Beat pattern

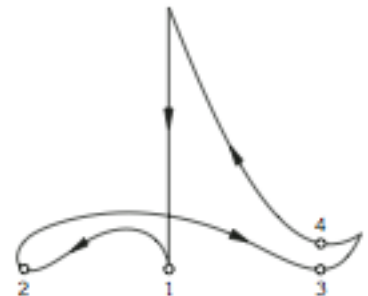
$\frac{3}{4}$

3



$\frac{4}{4}$

4



## CONDUCTING PATTERNS STUDENT ASSESSMENT AND REFLECTION

	EXEMPLARY	PROFICIENT	EMERGING	BEGINNING
<b>3/4 METER: PATTERN DEFINITION</b>	Demonstrates precise conducting patterns in 3/4 with defined hand placement for each beat of the meter and displays style which suggests expressive direction	Demonstrates precise conducting patterns in 3/4 with defined hand placement for each beat of the meter	Demonstrates a conducting pattern that suggests 3/4 pattern with moderate definition of hand placement for each beat of the meter	Demonstrates a conducting pattern that shows a beat pattern with undefined hand placement for each beat of the meter
<b>3/4 METER: TEMPO</b>	Maintains a consistently steady tempo 100% of the time	Maintains a consistently steady tempo 80% of the time	Maintains a consistently steady tempo 60% of the time	Maintains a consistently steady tempo less than 60% of the time
<b>4/4 METER: PATTERN DEFINITION</b>	Demonstrates precise conducting patterns in 4/4 with defined hand placement for each beat of the meter and displays style which suggests expressive direction	Demonstrates precise conducting patterns in 4/4 with defined hand placement for each beat of the meter	Demonstrates a conducting pattern that suggests 4/4 pattern with moderate definition of hand placement for each beat of the meter	Demonstrates a conducting pattern that shows a beat pattern with undefined hand placement for each beat of the meter
<b>4/4 METER: TEMPO</b>	Maintains a consistently steady tempo 100% of the time	Maintains a consistently steady tempo 80% of the time	Maintains a consistently steady tempo 60% of the time	Maintains a consistently steady tempo less than 60% of the time

Reflection:

- After practicing the conducting patterns in 3/4 and 4/4, I found that I was able to... (Relate impact on your musical understanding of the piece *Through All Things*)
- I feel more comfortable conducting 3/4 or 4/4 (circle one) because...
- Based on the rubric above, I would rate my conducting performance as
  - Exemplary
  - Proficient
  - Emerging
  - Beginning

I would/would not be interested in conducting a piece for a concert someday.

