

Contextual Listening Plan

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- I. **Objective** - The Students will be able to aurally identify meters and tell if they are compound or simple and whether they are duple or triple.
- II. **Pre-Requisite Material** – The students must know what a time signature is and be able to identify it as simple or compound and duple, triple, or quadruple by sight.
- III. **Plan** – The teacher will explain the process by which a meter can be identified including a brief explanation of conducting patterns. The teacher will demonstrate the following procedure and the students will mirror: 1) Tap foot to beat. 2) subdivide with nonsense syllables, if division of beat is 2, it is simple; 3 is compound. 3) vary conducting patterns until one fits. This will tell duple or triple.
 - a. **Simple duple example:** [Beethoven: Symphony No. 5, IV](#), Paul Simon “You can call me Al”; etc.
 - b. **Simple Triple:** Shostakovich, “Waltz from the Return of Maxim”; Miles Davis, “Someday My prince Will Come”; etc.
 - c. **Compound Duple:** [Offenbach: Barcarole](#); Sting, “Brand New Day”
 - d. **Compound Triple:** [Brubeck, D: "Blue Shadows"](#); [Bach: Prelude 20 from Well Tempered Clavier, I](#)
- IV. **Follow-up Lessons** – the students will continue to identify meters in listening examples. They will also extend this identification to asymmetrical/ irregular meters.