



## Playing with Numbers: In 6 MOZART Theme from Sonata in A Major, K.

### CLASS ACTIVITY: STEP TO THE BEAT! 6/8

#### OVERVIEW

In this activity, students will work on understanding 6/8 meter.

SPACE CONSIDERATIONS: Students will need space to move around the room. Consider moving chairs/desks to one side of the room to create an open space.

#### ACTIVITY

Begin with modeling a 6-beat pattern by stepping forward on beat 1, clapping on beats 2 and 3 while standing in place, then repeating that pattern for beats 4, 5, and 6. This should highlight the strong beats (beats 1 and 4) and weak beats (beats 2 and 3, and 5 and 6) in 6/8 meter. If you like, you can change the movement on beat 4 to emphasize the 6/8 feel, versus simply two groups of 3 beats. After repeating this pattern a few times, ask students how many beats they hear in the pattern (6).

Then have students join in and model the 6-beat pattern with you. Be sure to keep the pattern steady, not letting students rush as they go. Once they have modeled the pattern in place a few times, have students try moving around the room by stepping on beats 1 and 4, but staying still on the claps on beats 2, 3, 5, and 6.

Once students have gotten comfortable with keeping the beat pattern at a steady pace, add music and have students move in time with the beats.

Have students play along with the full piece from this episode:

[MOZART Sonata No. 11 in A Major, K. 331, 1st movement](#)

Additional suggestions for music in 6/8 meter:

[QUEEN "We are the Champions"](#)

[THE BEATLES "Oh! Darling"](#)

[BEETHOVEN \*Für Elise\*](#)

[GRIEG "Morning Mood" from Peer Gynt Suite](#)

[PROKOFIEV "Tarantella" from Music for children, op. 65, no. 4](#)