

# Unit 1: Rhythm

Content Area: **Fine and Performing Arts**  
Course(s): **Exploratory Music**  
Time Period: **September**  
Length: **1**  
Status: **Published**

## Unit Overview

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In this unit the students will define traditional and non traditional forms of rhythm. They will learn how to identify and differentiate among traditional notes and rests. They will also learn to apply this information and write four beat rhythm patterns. They will practice rhythmic dictation as well as the performance of basic rhythm patterns. Concluding the unit they will try to create their own not traditional rhythmic system.

## Essential Questions

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How do musicians make creative decisions?

## Enduring Understandings

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Musicians' creative choices are influenced by their expertise, context and expressive intent.

## Standards/Indicators/Student Learning Objectives (SLOs)

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MU.6-8.1.3A.8.Cr1	Generating and conceptualizing ideas.
MU.6-8.1.3A.8.Cr1a	Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
MU.6-8.1.3A.8.Cr2	Organizing and developing ideas.  Plan, Make
MU.6-8.1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
MU.6-8.1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.

## Lesson Titles

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- Analyzing Rhythms
- Creating a non-traditional notation system
- Defining Rhythm - use of both traditional and non-traditional rhythms.

- Examples of rhythm from a variety of cultural, ethnic, and religious backgrounds
- Introduction of Basic Notes
- Introduction of Basic Rests
- Review
- Writing 4 beat rhythms

## Career Readiness, Life Literacies, and Key Skills

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CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
TECH.9.4.8.TL.2	<p>Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.</p>

## Inter-Disciplinary Connections

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In this unit students connect to math by creating 4 beat rhythms. They will need to add both whole number and fractions.

MA.7.NS	The Number System
MA.7.NS.A	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
MA.7.NS.A.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

## Equity Considerations

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## Asian American Pacific Islander Mandate

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## **LGBTQ & Disabilities Mandate**

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## **Climate Change**

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## **Holocaust Mandate**

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## **Amistad Mandate**

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### **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

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Students will reach level 6 of Bloom's by the conclusion of the unit. They will be able to create their own rhythms using parameters that are stated. They will also be able to analyze rhythms written by others, find the errors in these rhythms and rewrite these rhythms to produce correct outcomes.

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### **ELL Modifications**

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- Create alternate rubrics for assessments
- Offer alternate/modify assignments and assessments where possible
- Read aloud assessments
- Repeat, reword, clarify
- Use flashcards
- Use graphic organizers
- Use of Quizlet, musicteacher.com, and kahoot as well as other online resources with instruction provided in both English and their native language
- Use visuals

### **IEP & 504 Modifications**

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## **G & T Modifications**

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- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Encourage students to make transformations- use a common task or item in a different way.
- Higher level discussion questions
- Listening Journal responses related to higher levels of Bloom's Taxonomy
- Student led/directed discussions

## **At Risk Modifications**

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- Academic Enrichment
- Hands-on Instruction
- Modeling
- Non-verbal redirection of behaviors
- Reducing homework length to just those tasks most important for review
- Retest
- Review, restate, reword directions
- slower pacing of materials
- Speaking to students privately when redirecting behaviors
- Study guides
- Testing modifications
- Visuals

## **Formative Assessment**

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- Exit ticket
- Indicate your level of understanding pockets

- Thumbs
- Written rhythms

## **Summative Assessment**

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- Creating an original non-traditional notation system
- Unit Test

## **Alternative Assessments:**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Benchmark Assessments:**

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Skills-based assessment

Reading response

Writing prompt

Lab practical

## **Resources & Materials**

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- Index cards
- Note and rest chart
- Rhythm Review worksheet

## Technology

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- Blooket
- Chromebook
- Google Classroom
- Promethean Board
- Quizlet

TECH.8.1.8

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.CS1

Understand and use technology systems.