Cut Time (Gr. 6 Review)

Content Area: **Instrumental Music**
Course(s): **Generic District Course, Instrumental Music**
Time Period: **Week 1**
Length: **4 Weeks**
Status: **Published**

Unit Overview

The students will learn the 2/2 time signature (cut time), where all of the note values they encounter will be half of their normal value as compared to common time. They will play cut time examples of varying difficulty. They will be required to write in the subdivision of all examples played.

Standards

VPA.6-8.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
VPA.6-8.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.6-8.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

Essential Questions

1) Why do we have cut time?

2) Is cut time necesary? Why or why not?

Application of Knowledge and Skills...

Students will know that...

- 1) the elements of the cut time signature, based on prior knowledge of time signatures.
- 2) how to play in cut time.

Students will be skilled at...

- A) demonstrate knowledge of counting in cut time through written-in sub division for all examples played.
- B) play in various cutime examples using the subdivision discussed in class.

Assessments

- Cut Time Examples Formative: Exhibition Students will play examples in cut time, subdividing in two. 1.1.8.B.2 1.3.8.B.1 1.4.8.A.2
- Pre-assessment: What does the 2/2 (cut time) time signature indicate? Diagnostic: Other written assessments Students will describe the 2/2 (cut time) time signature based on prior knowledge of time signatures. 1.1.5.B.2
- Unit Test Summative: Exhibition Students will be performance tested on cut time. 1.1.5.B.2 1.3.5.B.1 1.4.5.A.2 1.4.5.B.2

Activities

Cut time examples: "Cut and Paste"; "Oats, Peas and Beans"; "The Victors", "High School Cadets March", "Danish Roll", "Manhattan Beach March"

Activities to Differentiate Instruction

- Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.
- Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example, while a student who excels will play challenging examples.

Integrated/Cross-Disciplinary Instruction

- Sound production and Pitch (Vocal Music, Science)
- Note Reading (Vocal Music)
- Note Values (Vocal Music, Math)

Resources

Standard of Excellence, Book 2

Neil A. Kjos Music Company