

Unit 5: Rhythm

Content Area: **Unified Arts**
Course(s): **Music 1**
Time Period: **November**
Length: **30 Weeks**
Status: **Published**

Unit Summary

Students will study and explore rhythm during all activities in the music room such as singing games, movement/dance, playing instruments, reading/writing notation, improvising, composing, and listening. New rhythmic learning will continue throughout the entire year as it spirals and builds upon prior knowledge from first grade. Each rhythmic concept is introduced in a specific sequence to increase understanding. In first grade, students will focus specifically on eighth notes, quarter notes and quarter rests. Students will begin the year reviewing pre-rhythm reading skills introduced in kindergarten such as using picture representation in place of tradition notation and identifying sounds and silences as being longer and shorter. Students will identify that rhythm is "the way the words go" and steady beat is "the pulse of a song". When traditional terminology is learned, students will identify that a quarter notes as "TA" and paired eighth notes as "TI-TI". Students will read, perform, and decipher rhythmic notation contained in traditional folk song repertoire. In addition, students will solidify their learning while singing, playing instruments, movement/dance, listening, composing, improvising, and reading/writing notation.

Student Learning Objectives

Students will learn ...

- maintainance of a steady beat
- pulses of "stepping songs" move in 2's over the beat (simple meter)
- pulses of "skipping songs" move in 3's over the beat (compound meter)
- Eighth Notes
- Quarter Notes
- Quarter Rests

Essential Questions

- What is the difference between beat and rhythm?
- What are the traditional terms and note values of the rhythms in our classroom repertoire?
- How does rhythmic literacy allow me to read and perform music more accurately?
- What do Ta, Titi, and Quarter Rest sound like?
- How can I use Ta, Titi, and Quarter Rest to create new rhythm patterns?

Enduring Understandings

Students will understand ...

- How to read, notate, and perform all grade level/age-appropriate notation (listed above)
- How to identify specific rhythms in traditional terms (Example : "Quarter Note", etc.)
- The correlation between rhythm and mathematics
- How to organize rhythm patterns

- How to compose and improvise rhythmic sequences when given specific guidelines
- Rhythm is a pattern of long and short sounds that are combined to create music.

Application

Students will be able to independently use their learning to ...

- Read rhythmic notation
- Notate rhythmic notation
- Perform rhythmic notation using speaking voices, singing voices, and/or instruments while maintaining a steady beat
- Identify rhythmic notation through visual prompts using both rhythmic solfa (ta, ti-ti, etc.) and traditional terminology (quarter note, eighth notes, etc.)
- Identify rhythmic notation through aural prompts (ear training exercises)
- Compose original works of music using known rhythmic concepts

Skills

Students will be skilled at ...

- Performing rhythms with accuracy
- Reading rhythms with accuracy
- Writing notation
- Identifying rhythms aurally
- Grouping/Counting
- Maintaining a steady beat and consistent tempo

Resources

- Student Materials
- Teacher Materials
- Technology
- Professional Texts
- Lesson Plans
- Listening Maps
- Library of Listening Samples from Varying Cultures and Time Periods
- Professional Organization Resources
- Teacher Collaboration Sharing Sites and Social Media Resources
- Practice Website Links on Mrs. Repsher's CTSD Teacher Page

