

Unit 5: Rhythm

Content Area: **Unified Arts**
Course(s): **Music 2**
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. Students will experience rhythmic concepts through a sound before symbol approach, by taking part in activities such as singing games, movement/dances, etc before being presented with the vocabulary and notation symbol. This will allow our second grade musicians an opportunity to have prior knowledge to relate their learning to.

Student Learning Objectives

Students will learn ...

- To maintain a steady beat
- That pulses of "stepping songs" move in 2's over the beat (simple meter)
- That pulses of "skipping songs" move in 3's over the beat (compound meter)
- Eighth Notes
- Eighth Rests
- Quarter Notes
- Quarter Rests
- Half Notes
- Half Rests
- Fermatas
- Time Signatures, bar lines, double bar lines, repeat signs

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?

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", "Half Note", etc.)
- The correlation between rhythm and mathematics
- How to organize rhythm patterns into measures using time signatures and bar lines

- How to compose and improvise rhythmic sequences when given specific guidelines

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, half note, 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
- Understanding Meter
- 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

