

# Unit 5: Rhythm & Steady Beat

Content Area: **Unified Arts**  
Course(s): **Music K**  
Time Period: **December**  
Length: **8 Weeks**  
Status: **Published**

## Unit Summary

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In this unit, students will explore rhythm by coming to the understanding that sounds and silences can be *longer* or *shorter* (in preparation of the rhythm syllables Ta and Titi). Students will identify that rhythm is "the way the words go" and steady beat is "the pulse of a song". Students will differentiate between steady beat and rhythm through visual icons. Students will identify, notate, perform, compose, and improvise rhythm using their voices, body percussion, classroom instruments, movement/dance, and visual aides.

## Student Learning Objectives

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Students will learn to...

- understand and explore folk song literature containing quarter notes and paired eighth notes
- understand that songs have an underlying steady beat and will demonstrate the beat while moving to classroom repertoire
- perform the rhythm, understanding that it represents the words of a known song
- differentiate between beat and rhythm using visual icons
- identify that some beats contain two short sounds and some beats contain one longer sound
- perform rhythmic patterns on percussion instruments
- compose and improvise their own their own rhythm patterns

## Essential Questions

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- What is rhythm?
- How can long and short patterns of sounds and silences be organized?
- How does rhythmic literacy allow me to read and perform music more accurately?

## Enduring Understandings

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Students will understand that...

- rhythm is a pattern of long and short sounds that are combined to create music
- rhythms can leave a lasting impression and draw the listeners in
- music has an underlying pulse called a steady beat

## Application

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

- Identify rhythm using visual and aural cues
- Perform rhythm patterns using simplified notation
- Compose and improvise rhythmic patterns
- Discover the overall form and structure of a piece of music
- Move and dance to rhythmic elements
- Maintain a steady beat with consistent tempo

## **Skills**

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Students will be skilled at...

- Performing rhythmic patterns using visual cues such simplified notation
- Performing rhythmic patterns using aural cues such as echo clapping/call and response
- Making kinesthetic connections while performing rhythms through movement and dance
- Recognizing that sounds and silences can be longer or shorter (principles of rhythm)

## **Resources**

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- 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