

Unit 3: Rhythm

Content Area: **Unified Arts**
Course(s): **Music 3**
Time Period: **October**
Length: **37 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. Rhythm is a key concept in music, and will continue throughout the entire year as it spirals and builds upon prior knowledge from second grade. Each rhythmic concept is introduced in a specific sequence to increase understanding.

Standards

MU.3-5.1.3A.5.Cr	Creating
MU.3-5.1.3A.5.Cr1	Generating and conceptualizing ideas.
MU.3-5.1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
MU.3-5.1.3A.5.Cr2	Organizing and developing ideas. How do musicians make creative decisions?
MU.3-5.1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
MU.3-5.1.3A.5.Pr	Performing
MU.3-5.1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
MU.3-5.1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
MU.3-5.1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
MU.3-5.1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). Rehearse, Evaluate, Refine
MU.3-5.1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
MU.3-5.1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
MU.3-5.1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
MU.3-5.1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the

	structure, the use of the elements of music, and context (i.e., social, cultural, historical).
MU.3-5.1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
MU.3-5.1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
MU.3-5.1.3A.5.Cn	Connecting
MU.3-5.1.3A.5.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Student Learning Objectives

Students will learn to:

- Keep a steady beat
- Identify
 - Simple vs. compound meter
 - Eighth Notes
 - Quarter Notes
 - Quarter Rests
 - Dotted Quarter Notes
 - Half Notes
 - Half Rests
 - Sixteenth Notes
 - Dotted Half Notes
 - Whole Notes
 - Tempo
 - Syncopation
 - Time Signatures, bar lines, double bar lines, repeat signs

Essential Questions

- 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 can we use to create music?

Enduring Understandings

Students will understand that:

- There are ways to read, notate, and perform all grade level/age-appropriate notation (listed below).
- There are ways to identify specific rhythms in traditional terms (Example : "Quarter Note", "Half Note", etc.)
- The correlation between rhythm and mathematics.
- Rhythm patterns can be organized into measures using time signatures and bar lines.

- When given specific guidelines rhythmic sequences can be composed and improvised.

Application

Students will independently be able to:

- Read rhythmic notation (half notes, quarter notes, eighth notes, sixteenth notes)
- Notate rhythmic notation (half notes, quarter notes, eighth notes, sixteenth notes)
- 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 syllables (ta, ti-ti, etc.) and traditional terminology (quarter note, half note, etc.).
- Identify rhythmic notation through aural prompts (ear training exercises).
- Compose and perform rhythm compositions

Skills

Students will be skilled at:

- Reading/performing rhythms with accuracy
- Notating simple rhythmic dictations
- Aurally identify rhythms
- Visually and aurally identify simple vs. compound meter
- Maintain a steady beat when performing rhythmic exercises