

4th Grade - Unit 1 (Rhythm)

Content Area: **Music**
Course(s): **Music 4**
Time Period: **Generic Time Period**
Length: **3 Lessons**
Status: **Published**

Established Goals/Standards

MU.3-5.1.3A.5.Cn	Connecting
MU.3-5.1.3A.5.Cr	Creating
MU.3-5.1.3A.5.Pr	Performing
MU.3-5.1.3A.5.Cr1	Generating and conceptualizing ideas.
MU.3-5.1.3A.5.Cr2	Organizing and developing ideas.
MU.3-5.1.3A.5.Pr4	Selecting, analyzing, and interpreting work.
MU.3-5.1.3A.5.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
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.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
MU.3-5.1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
MU.3-5.1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
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).
MU.3-5.1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Questions

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How does understanding the structure and context of musical works inform performance?

Enduring Understanding

- Explore beat vs rhythm, orient students to the music classroom, and prepare them for a successful

year.

- Introduce students to triplet rhythms and combinations using triplets.
- Provide an opportunity for students to sing, play, create and move to sixteenth note rhythms.

Purpose

- The purpose of this lesson is to explore beat versus rhythm, orient students to the music classroom, and prepare them for a successful year ahead.
- The purpose of this lesson is to introduce students to triplet rhythms and combinations using triplets.
- The purpose of this lesson is to provide an opportunity for students to sing, play, create and move to sixteenth note rhythms.

Key Student Objectives

- Define Sixteenth Notes.
- Define Triplets.
- Describe how to hold, take care of, and play two classroom instruments.
- Describe the purpose of a steady beat.
- Explain the difference between beat and rhythm.
- Explain the purpose of a meter sign.
- Improvise a rhythm pattern independently on a classroom instrument while others play a steady beat.
- Perform rhythmic patterns in a song based on sixteenth notes.
- Recall the Quaver Five.
- Recognize and perform rhythm patterns that include triplets.
- Recognize the reason for rules.