

Unit 4: Rhythm

Content Area: **Music**
Course(s): **Sample Course, Chorus**
Time Period: **FebMar**
Length: **8-10 weeks**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Rhythm

General Music Grade 6-8

Belleville Board of Education

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Board Approved Revision: August 22, 2016

Unit Overview

- Rhythm allows musicians to perform together at the same time. Keeping a steady beat to simple and complex meters is the core to keeping any performing group together. Students will complete counting activities, allowing for the understanding of different methods to counting rhythms. Reading and writing rhythms will be explored in this unit. Students will understand basic rhythms, building up to complex rhythms that they will create and perform individually and in groups. Rhythmic patterns will be learned and recognized, making sight reading, and reading music easier over time. Students will critically listen to identify rhythmic patterns from a professional performance

NJSLS

| | |
|-----------------|---|
| VPA.1.1.8.B.1 | Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. |
| VPA.1.1.8.B.2 | Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions. |
| VPA.1.1.8.B.CS1 | Common, recognizable musical forms often have characteristics related to specific cultural traditions. |
| VPA.1.1.8.B.CS2 | Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules. |
| VPA.1.2.8.A.CS1 | Technological changes have and will continue to substantially influence the development and nature of the arts. |

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|-----------------|--|
| VPA.1.3.8.B.1 | Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation. |
| VPA.1.3.8.B.2 | Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. |
| VPA.1.3.8.B.3 | Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. |
| VPA.1.3.8.B.4 | Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style. |
| VPA.1.3.8.B.CS1 | Western, non-Western, and avant-garde notation systems have distinctly different characteristics. |
| VPA.1.3.8.B.CS2 | Stylistic considerations vary across genres, cultures, and historical eras. |
| VPA.1.3.8.B.CS3 | Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy. |
| VPA.1.3.8.B.CS4 | Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music. |
| VPA.1.4.8.A.3 | Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. |
| VPA.1.4.8.A.4 | Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. |

Exit Skills

By the end of unit 4, students will be able to:

- Read and write basic rhythms in simple and compound meter
- Perform basic rhythms in simple and compound meter
- Create rhythms in simple and compound meter
- Identify and perform rhythmic patterns in concert music
- Create groups of rhythmic patterns
- Analyze professional recordings for basic rhythmic patterns
- Count rhythm patterns in simple and complex meter

Enduring Understanding

Definition: *Enduring Understandings*

Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to the content area.

- Rhythm is the heartbeat of music
- Rhythm can be simple or complex
- Starting with a heartbeat, rhythm exists all around the universe
- Rhythms are prevalent in all areas of music, and some areas of music are solely rhythmic

Essential Questions

Essential Question: A question that lies at the heart of a subject or a curriculum and one that promotes inquiry and the discovery of a subject.

- They can help students discover patterns in knowledge and solve problems.
- They support inductive teaching—guiding students to discover meaning, which increases motivation to learn.
- They are one of the most powerful tools for helping students think at more complex levels.
- They engage the personal intellect—something that traditional objectives usually fail to do.
- Have no obvious “right” answer
- Raise other important questions, often across subject-area boundaries
- Address a concept
- Raise other important questions
- Naturally and appropriately recur
- Stimulate critical, ongoing rethinking
- Are framed to provoke and sustain student interest

What makes a Questions "Essential?"

- Continues throughout all our lives
- Refers to core ideas and inquiries within a discipline
- Helps students effectively ask questions and make sense of important and complex ideas, knowledge, and know-how
- Engages a specific and diverse set of learners

Two Types of Essential Questions:

- Overarching: The overall “Big Idea”
 - More general, broader
 - Point beyond specific topics or skills
 - Promote the transfer of understanding
- Topical: Unit or lesson specific but still promotes inquiry
 - Unit or lesson specific - used to guide individual units or lessons

- Promote inquiry
- Resist obvious answers
- Require explanation and justification

- Rhythm is the heartbeat of music
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Learning Objectives

Tips on Writing Good Learning Objectives

Bloom's Taxonomy

Applying Bloom's Taxonomy to Learning Objectives

Effective learning objectives need to be observable and/or measureable, and using action verbs is a way to achieve this. Verbs such as “identify”, “argue,” or “construct” are more measureable than vague or passive verbs such as “understand” or “be aware of”. As you develop your syllabus focus on articulating clear learning objectives and then use these objectives to guide class assignments, exams and overall course assessment questions.

Sample Learning Objectives for a Lower Division Course

After completing Nutrition 101 *Humans and Food*, students will be able to:

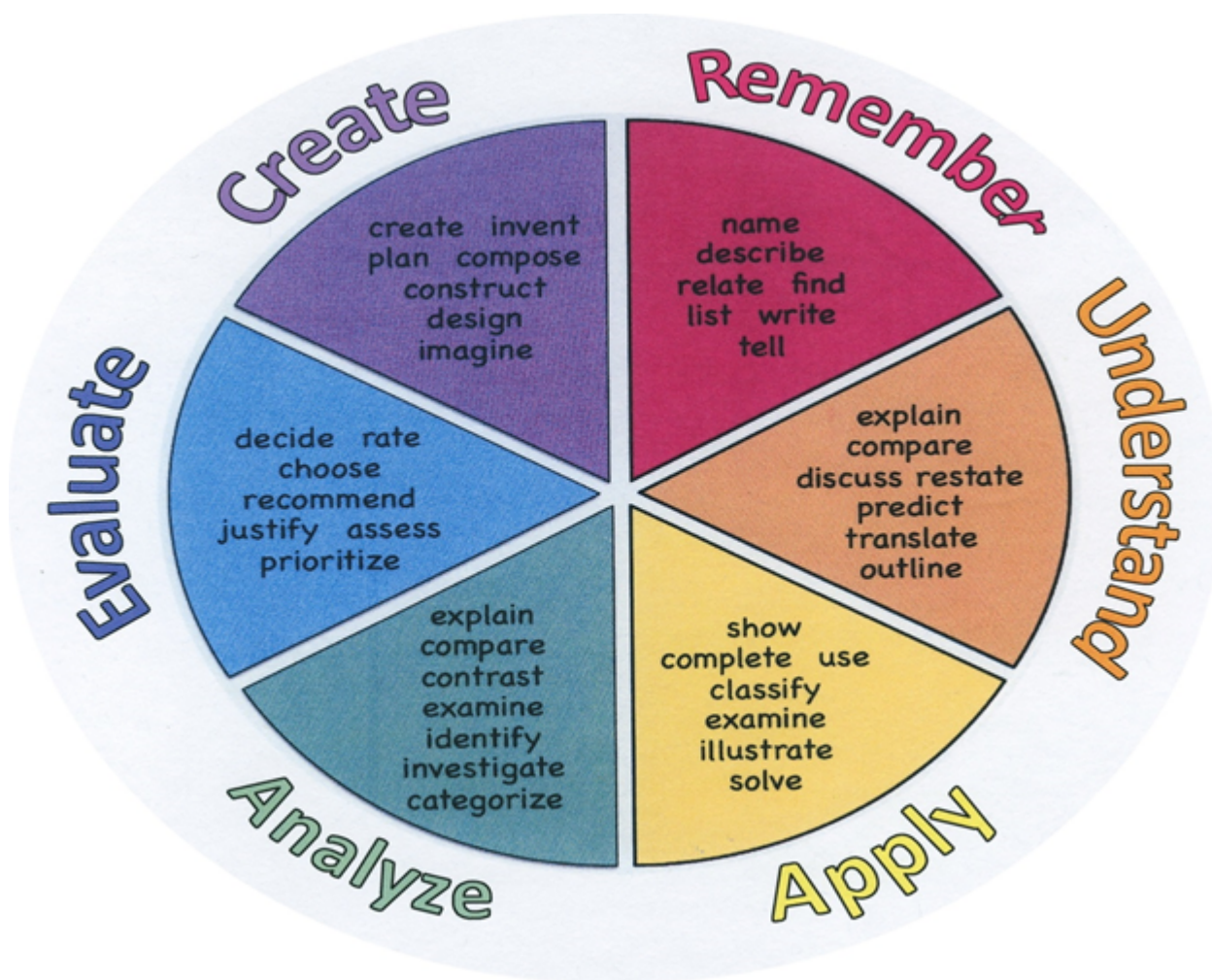
- **Identify** nutrients found in common food sources via the product's nutrition label
- Use computer dietary analysis to assess a 2-day dietary intake and **summarize** results
- **Locate** nutrition-related information on the Internet and use **evaluative** criteria to **identify** reliability of the information

Action Verbs

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|----------|---------------|------------|---------------|-----------|-------------|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |

| | | | | | |
|-----------|-------------|-------------|--------------|-----------|-------------|
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |



- Identify, read, write and perform basic rhythmic patterns in simple meter
- Identify, read, write and perform basic rhythmic patterns in complex meter
- Perform rhythmic patterns in concert music
- Analyze rhythm patterns in written music
- Analyze professional recordings of rhythmic music for rhythmic patterns
- Discuss rhythm in nature
- Create rhythm ensembles in small groups

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

| | |
|----------------|--|
| LA.WHST.6-8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| LA.WHST.6-8.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| MA.6.SP.B.5b | Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. |

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

What technology can be used in this unit to enhance learning?

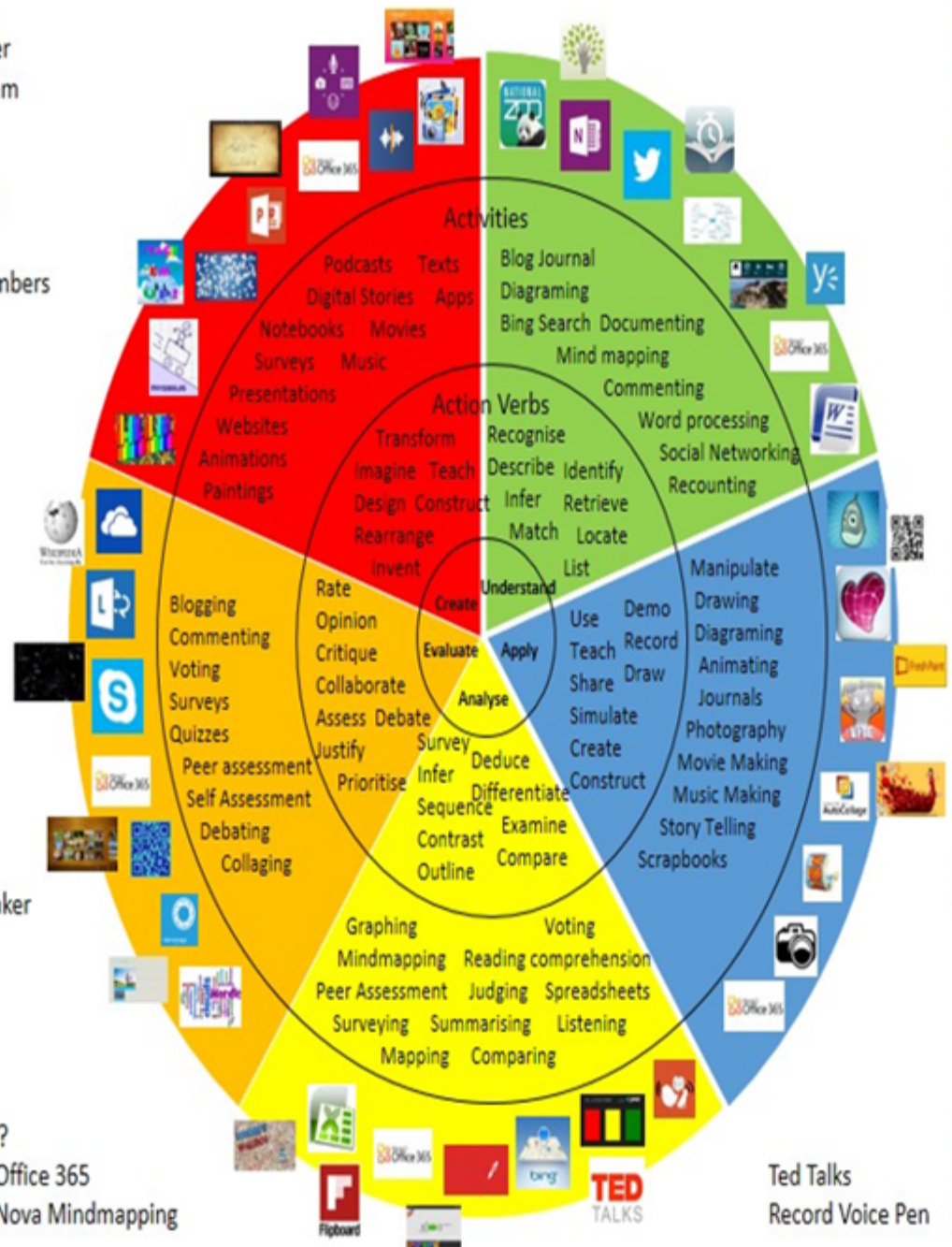
Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

Please list all resources available to you that are located either within the district or that can be obtained by district resources.

- Reading and Writing Music

Ancillary Resources

Please list ALL other resources available to strengthen your lesson.

-Professional recordings via cd or other media

- youtube.com

-musictheory.net

Sample Lesson

Unit Name:

Rhythm Review

NJSLS:

See Link

Interdisciplinary Connection:

Music and World Culture

Statement of Objective:

SWDAT compose and improvise basic rhythmic structure based on rhythmic dictation

Anticipatory Set/Do Now:

Identify the following rhythmic values on the board, and write the amount of beats each note gets.

Learning Activity:

1. Complete and review Do Now (quarter, half, whole and 8th note).
2. Complete a simple demonstration of improvisation, either with instruments, clapping, or singing, based on the class and maturity level.
3. Assess students as they perform, do they understand the rhythmic concepts? (following the call and response method of Will Schmidt's world drumming curriculum)
4. Apply the counting and rhythmic methods into concert literature (African Bell carol, Cantate Canon, or method book).
5. Analyze proper counting.
6. Final run through
7. Return materials.

Student Assessment/CFU's:

Analysis during improvisation- do they keep a steady beat? Do they complete the improv during the assigned time (4 beats).

Materials:

Music, instruments, board

21st Century Themes and Skills:

See Link

Differentiation:

Advanced students will lead the improvisation, demonstrating more difficult rhythmic patterns

Integration of Technology: Websites, professional recordings