Unit 2 - Compound Rhythm

Content Area: **Music**
Course(s): **Music Theory 2**
Time Period:
Length: **8 Weeks , Grades 10-12**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Music Theory 2, Grades 10-12

Unit 2: Compound Rhythm

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Mr. Raymond Sentina

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

Unit Overview

The focus of this unit is to build off of Simple Meter Unit from Music Theory 1. Meter and Rhythm is how we measure time in music. As Simple Meter operates under the premise of note values in halves (or twos), Compound Meter operates in groups of three. After reviewing concepts of Simplet Meter, students will learn counting structure, note values, and practical performance skills to decipher and perform exercises in compound meter.

Enduring Understandings

- Rhythm is time through music
- Meter is how we measure time
- Time signatures decide our meter in a given section of music
- The amound of time in music is decided with pulses/beats in groupings called measures.
- Note Values is simple and Compoun Meter
- Simple Meter operates in note values that can be divided by two.
- Compound Meter operates in note values that can divided by three
- Compound Meter Counting form and structure

Essential Questions

- What are the differences between Simple and Compound Meter?
- How do we differentiate between the beat division and the subdivision?
- What contexts do we encounter music in compound meter, and how do we decipher it?

Exit Skills

- Identify and explain the differences between Simple and Compound Meter
- Use counting methods to decipher rhythmic exceprts in compound meter
- Conduct and perform excerpts in compound meter

New Jersey Student Learning Standards (NJSLS)

VPA.1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic

	progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
VPA.1.3.12.B.3	Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.
VPA.1.3.12.B.CS2	The ability to read and interpret music impacts musical fluency.

Interdisciplinary Connections

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

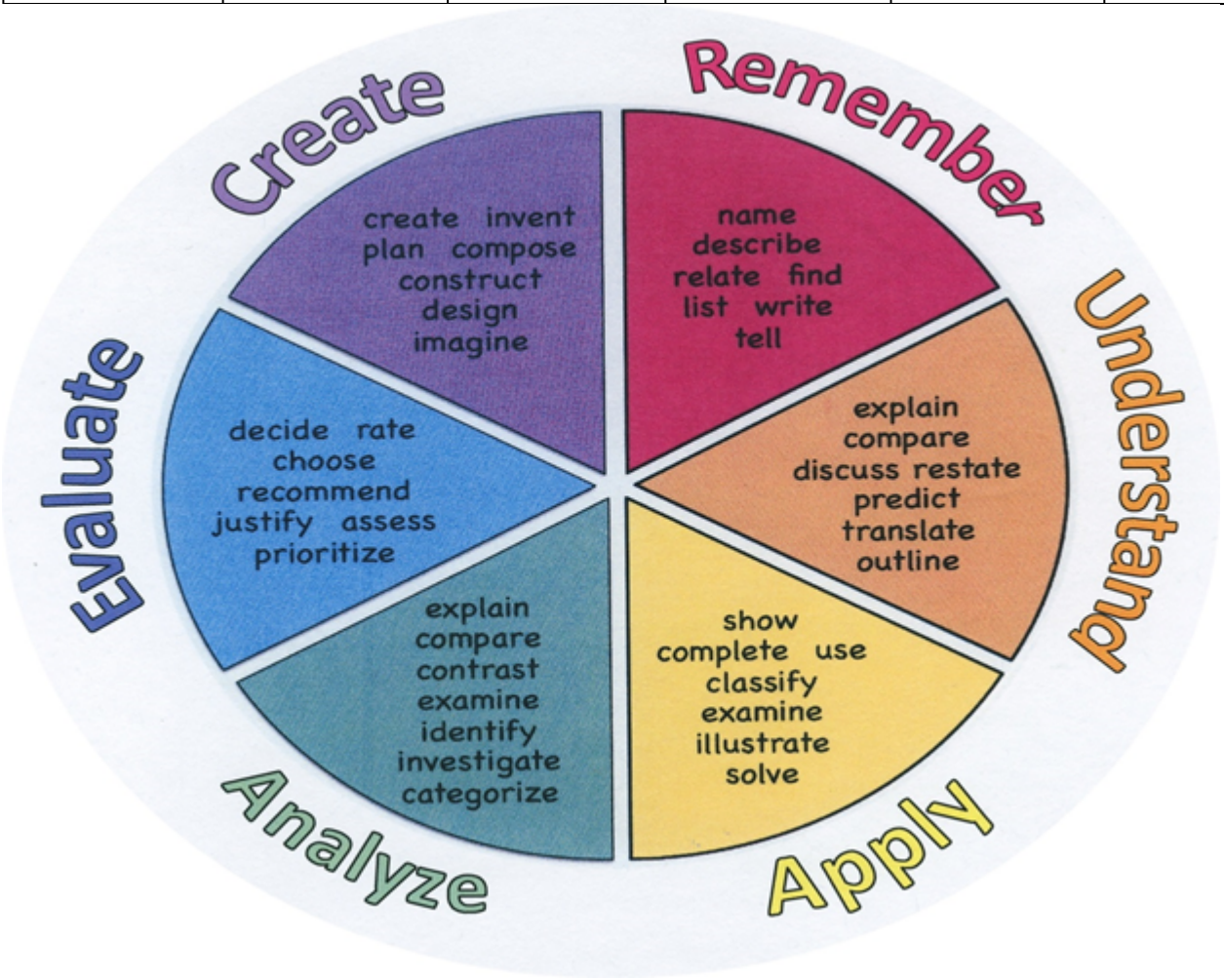
Learning Objectives

- Identify and utilize Compound Rhythm Note Values
- Decipher rhtyhmic excerpts fromt the Ottman and apply counting techniques
- Perform rhythmic excerpts combining basic sight reading and practice skills

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

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 Discuss Estimate Extrapolate Generalize Predict	Manipulate Modify Operate Subtract			



Suggested Activities & Best Practices

- Allow students the opportunity to use musical examples from their own licves, cultures, context when introducing the SImple VS> Compound methods
- Teach basic Duple, Triple, and Quadruple, conducting patterns to assist with counting and beat placement

Assessment Evidence - Checking for Understanding (CFU)

Unit Tests: Students will take a unit test to determine the amount of information they have retained regarding musical form and analysis.-summative assessment

Think, pair, share-formative assessment

Written reports-alternate assessment

Create a Multimedia poster-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments

- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- AP Music Theory by Barron
- Music: An Appreciation by Roger Kamian
- Music for Sight Singing by Ottman and Rogers
- Tonal Harmony

Ancillary Resources

- Teacher generated worksheets
- Scores of choral and instrumental music

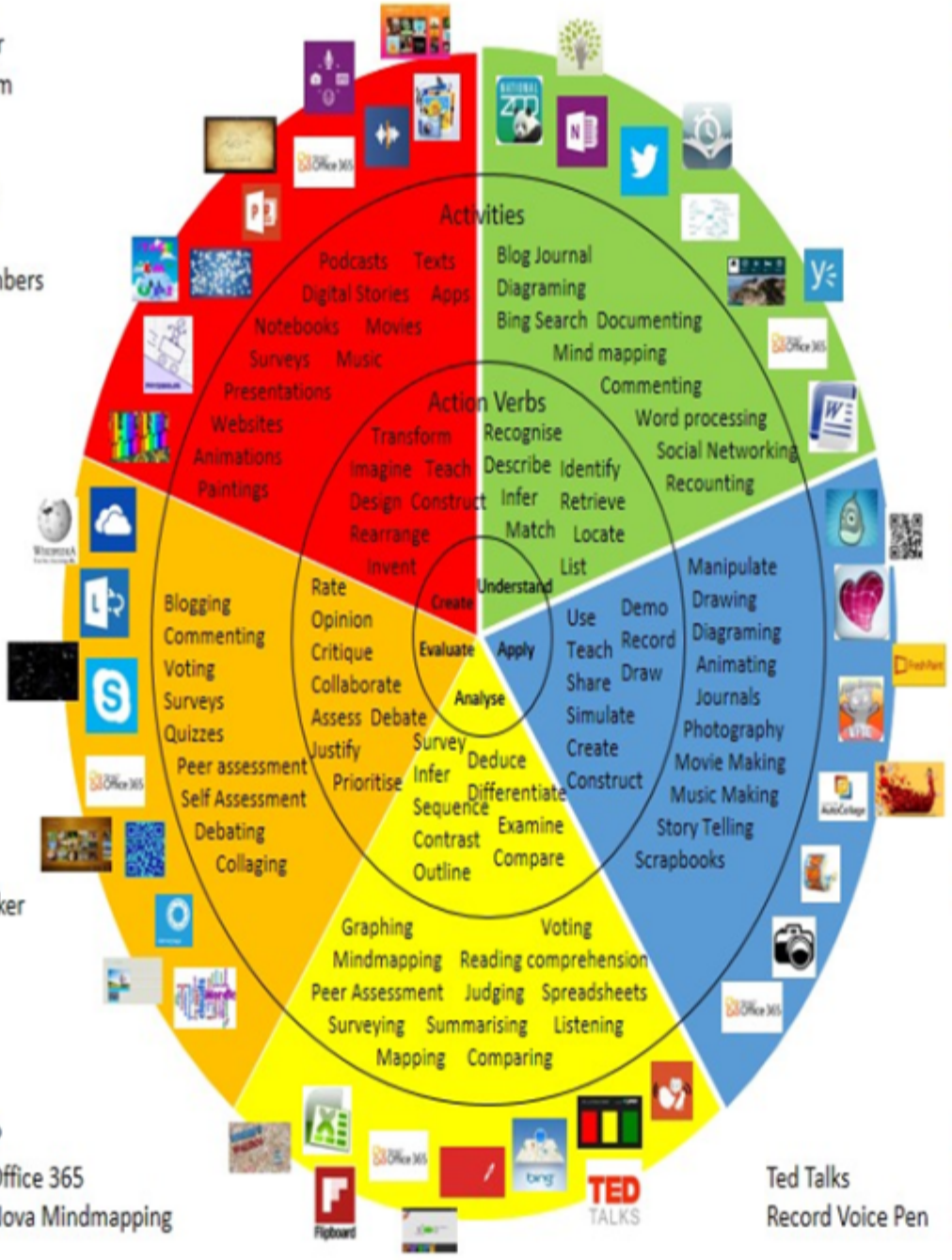
Technology Infusion

- Assignments posted on Google Classrooms
- MusicTheory.Net games and Puzzles
- Chrome Music Lab for Music Creation
- Online Digital Pianos

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 Office 365
Flipboard 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

Alignment to 21st Century Skills & Technology

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

21st Century Skills/Interdisciplinary Themes

- 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

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.

21st Century Skills

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

Differentiation

- Repeat directions: Students will repeat directions to ensure they understand the task at hand.
- Study guides: Students will be provided study guides as needed.

- Varried Supplimentat materials: The teacher will present the students with a varaiety of supplimental materials that is equal to the students' individual experience and ability levels.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes

- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Teacher initiated weekly assignment sheet: The teacher will created a weekly assignment sheet, for those students in need, to help ensure students are copleting their assignments on time.
- Qualified students will recevive extra time for assignments and assessments
- Qualified students may also use notes for open book.

- 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

- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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

English Language Learning (ELL)

- Decreased workload of writing based assignments. Allow a verbal option for option for assessment for students to show mastery.
- Students may receive less writing assignments regarding the elements, but more note identification problems.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

At Risk

- Decreasing the amount of work presented or required: The amount of work required will be reduced for the students that require such a reduction in product

- Student may break up assignments into smaller pieces
- Readings may be optional with summarizing powerpoint given instead,

- 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 workpresented 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

Talented and Gifted Learning (T&G)

- Advanced students will be responsible for creating examples for other students to identify/decipher/solve
- Students will be encouraged to work on their own out of the AP Music Theory book when ahead of plan.
- Allow students to work at a faster pace: Students that are able to work ahead of the rest of the class will be allowed to do so.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text

- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name:
Compound Rhythm

NJSLS:
1.3.5.B.3 - Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts
Interdisciplinary Connection:

1.3.8.B.3 - Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.

1.2.12.B.1 - The ability to read and interpret music impact musical fluency

Statement of Objective:
SWBAT to determine and write in the counts to given rhythmic excerpts.

Anticipatory Set/Do Now:
Students log into the google meet, and have open the stream/classwork page

Learning Activity:
Discuss and utilize the following concepts

Review Simple Meter

Time Signatures

SImple Duples, Triples, and Quadruple

Rests in parentheses

Counting 8th/16 notes in Simple Meter

Compound Meter is a subdivision of 3 as opposed to 2

Counting each individual 8th note in each bar with emphasis on the first of every group o 3

Compound Duples, Triples, and Quads

Counting exercises in Compound Meter

Student Assessment/CFU's:
Hand Signals
Students rate reps and performances by scale of 1-5

Materials:
Laptop
Whiteboard
Staff Paper

21st Century Themes and Skills:
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP12. Work productively in teams while using cultural global competence.

Differentiation:
Vocalizing before writing
Notes will be printed/posted on GC after lesson.

Integration of Technology:
Students are using Chromebooks