Unit 03: Rhythm in the String Ensemble

Content Area: **Music**
Course(s):
Time Period:
Length: **Ongoing**
Status: **Published**

Brief Summary of Unit

Students will explore ensemble rhythmic concepts expanding upon on their prior knowledge of rhythm and meter. Areas of study will include developing rhythmic independence through sight-reading, rhythmic notation and construction, and rhythmic improvisation. Students will analyze and interpret rhythm in various configurations and metric contexts, deepening their understanding of the function of rhythm in music. Musical skills will focus on the use of appropriate bowing patterns and articulations as explored in other units and their proper technical execution.

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

1.3C.12int.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
3	Social Awareness
1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
4	Responsible Decision-Making
1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3E.12acc.Pr6a	Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and

	improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.

Transfer

- Analyze rhythms based on the metric context of a musical passage
- Construct rhythms using metric conventions and parameters
- Identify patterns of rhythm and connect them to bowing patterns explored throughout the course
- Relate and synthesize rhythms in their own instrument part with those of other instrument parts in the ensemble
- Apply technology as a tool

Essential Questions

- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do different rhythmic layers fit into the context of the ensemble?
- How do I perform rhythm with a steady pulse?
- How do rhythmic patterns and phrases relate to the meter of the composition?
- How does altering the bowing change the sound of the rhythm to the audience and the execution of the rhythm to the performer?
- How does rhythmic articulation fit into the visual metronome provided by the conductor?
- How does the ensemble perform overlapping layers of rhythm?
- What is rhythm? What is meter? How are these musical elements articulated in music?
- What is the most appropriate bowing pattern for a rhythmic phrase?
- How do musicians improve the quality of their performance?
- How do performers select repertoire?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Essential Understandings

- Bowing patterns can be articulated to facilitate rhythmic accuracy as an individual performer, as a performer within a section, and in an ensemble.
- Rhythm is an important element of composition and creates musical affect and expression.
- Rhythm is performed and experienced (as a listener) within a metric framework.
- Rhythm organizes musical time and is expressed within a musical meter.

- ● Rhythmic units interconnect and fit together to produce longer musical phrases and larger musical sections.
- ● Rhythmic unity is an essential aspect of a coherent musical performance.
- ● Rhythms may reinforce or weaken a sense of meter.
- ● The ability to audiate a pulse and project rhythm is essential to musical performance.
- ● The metronome is a tool that creates a steady pulse and can be used creatively to develop rhythmic accuracy.
- ● The sounding point and bow distribution are important considerations when performing rhythm on a string instrument.
- ● There is interplay between the various rhythmic phrases performed within a piece of music.
- ● There is vertical alignment of rhythm in a piece with two or more parts.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Technology can be applied to reflect upon and improve performance.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Students Will Know

- A metronome is a tool for understanding and improving rhythm
- Bowing patterns can be determined by rhythm.
- Conductors perform patterns that follow metric types and may change as appropriate.
- Level 1 (approximately the 6th grade year): ● Rhythm must be performed with a steady beat. ● Rhythms may be subdivided during performance. ● The metronome provides a framework through which rhythms can be interpreted accurately. ● Performers count and subdivide rhythms in various ways to produce greater accuracy. ●Not all rhythms are performed in rhythmic unison. ● Ties extend the duration of a rhythmic value.
- Level 2 (approximately the 7th grade year): ● There is vertical alignment of rhythm between the sections of an orchestra. ●Subdivisions help an ensemble refine the vertical alignment of rhythm. ● Rhythmic note values can change with different meters. ● Conductors perform patterns that illustrate the meter and may change as appropriate.
- Level 3 (approximately the 8th grade year): ● Bowing patterns can be determined by rhythm.
- Not all rhythms are performed in rhythmic unison.
- Performers subdivide rhythms in various ways to produce greater accuracy.
- Rhythm must be performed with a steady pulse.
- Rhythmic note values can change with different meters.
- Rhythms may be subdivided in various ways during performance.
- The metronome provides a framework through which rhythms can be interpreted accurately.

Students Will Be Skilled At

- Articulating rhythms with appropriate articulations, bowings, and style
- Identifying subdivisions of the pulse
- Level 1 (approximately the 6th grade year): ● Performing various duple rhythms and rhythmic combinations with a steady pulse and accuracy, including eighth notes, quarter notes, dotted-quarter notes, half notes, dotted-half notes, whole notes, and the corresponding rests. Patterns may also include ties. ● Performing Level 1 rhythmic phrases in daily warm-ups, exercises, and concert music ● Performing Level 1 rhythmic phrases with awareness of proper bow distribution ● Using a metronome to effectively execute rhythms in unison and in ensemble texture
- Level 2 (approximately the 7th grade year): ● Articulating rhythms with appropriate articulations, bowings, and style ● Performing Level 1 rhythms plus sixteenth notes, combinations of eighth notes and sixteenth notes, dotted-eighth sixteenth patterns, and the corresponding rests. Patterns may also include ties. ● Performing Level 2 rhythmic phrases in daily warm-ups, exercises, and concert music ● Performing Level 2 rhythmic phrases with awareness of proper bow distribution ● Identifying subdivisions of the pulse with a metronome
- Level 3 (approximately the 8th grade year): ● Performing rhythms in 4/4, ¾, 2/4, and 6/8 time signatures ● Performing Level 2 rhythms plus rhythms found in triple meter. ● Performing a rhythmic layer in the context of other layers played by the ensemble ● Performing with subdivisions set on a metronome for duple and triple meters
- Performing a rhythmic layer in the context of other layers played by the ensemble
- Performing rhythmic phrases in daily warm-ups, exercises, and concert music
- Performing rhythms (and rests) using whole notes, half notes, dotted-half notes, quarter notes, dotted-quarter notes, eighth notes, sixteenth notes, and with ties
- Performing rhythms in 4/4, ¾, 2/4, and 6/8 time signatures
- Performing rhythms with awareness of bow distribution (frog, middle, tip, whole bow, etc.)
- Performing various rhythms and rhythmic combinations with a steady pulse and accuracy
- Using a metronome to improve rhythm in a solo or ensemble performance

Evidence/Performance Tasks

- ● Analysis of rhythmic types applying subdivisions appropriate for the given meter
- ● Daily participation in warm-ups, exercises, and performance-based activities
- ● Ensemble performance of concert music
- ● Improvisation of rhythmic ostinati appropriate for the given meter
- ● Individual playing tests
- ● Pre-assessments and assessments evaluating the student's ability to sight read and interpret rhythm

Learning Plan

- ● Construct and analyze rhythms applying different counting systems (1e+a, ti-ka-ti-ka, word rhythms, etc.) to derive an understanding of subdivisions.
- ● Critique rhythmic performances and evaluate accuracy and musical effect of rhythm.
- ● Ensemble will perform weekly rhythm units using open strings and scales. Rhythmic phrases will

be performed with accuracy.

- Experiment performing the same rhythm with different bow distribution.
- Experiment performing the same rhythm with different bowings (frog, middle, tip, whole bow, etc).
- Improvise and echo rhythms for ensemble performance.
- Listen and critique recordings focusing on the rhythmic technique of musical excerpts.
- Perform rhythms with scale warm-ups applying different rhythmic groupings. Incorporate the use of macrobeats and microbeats.
- Perform scales applying different rhythmic patterns in unison and as a round.
- Represent rhythmic phrases using different modes of performance (singing, clapping, with pizzicato, and the bow).
- Sequential rhythm exercise beginning with whole notes and moving to smaller subdivisions (half notes, quarter notes, eighth notes, and sixteenth notes)
- Students will “pair and share” to discuss, analyze, and critique each other’s rhythmic performance.
- Teacher will demonstrate proper metronome usage and coach students to use the metronome in their own independent practice.
- Rhythm units will be performed on open strings warmup exercises
- Technology incorporated to record performances to evaluate performance

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available

- Method books and concert music repertoire
- Instrument supplies (tuners, metronome, rosin, cello straps, shoulder rests, strings, music stands)
- Technology resources (computer, recording devices)

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

Performing Arts Accommodations & Modifications

- Musical parts can be modified as appropriate.
- Students will be encouraged to move ahead in levels as their skills increase.
- Students will be paired with partners for support and interaction.

- Students will be provided notes describing the elements of rhythm and meter.
- Students will receive preferential seating.
- Tempi can be slowed or accelerated as appropriate.
- Visual aids will be used.