Unit 03: Reading and Interpreting Music for Rhythm and Time

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **ongoing**
Status: **Published**

Brief Summary of Unit

As a fundamental and essential component of music, students will develop music reading skills in the area of rhythm and will develop cognitive awareness of time, beat, and ensemble pulse. Students will become skilled at identifying tempo in repertoire, using proper music terminology, and apply this knowledge to their performance.

Standards

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

1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context 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.
1.3C.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.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
1.3C.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Essential Questions

- How do tempo markings change my performance and how do I identify them?
- How does the time signature impact rhythm and its subdivision?
- What is pulse and where is it derived from?
- Why is it important to count and subdivide notes and rhythms?

Enduring Understandings

- 1. Correct interpretation of rhythm is essential to properly performing music.
- 2. The beat in music can be constant or flexible.
- 3. Tempo markings and ensemble pulse are essential to a successful performance.

Students Will Know

- 1. How to perform and sight-read in the following time signatures: 4/4, 2/4, 3/4, 5/4, 6/4, 3/8, 6/8 (2 beat, 6 beat)
- 2. How to interpret rhythms and rests in relation to the beat.
- 3. How to assign a counting system to various time signatures.
- 4. How to contribute to ensemble pulse.
- 5. How to interpret tempo markings (adagio to presto, as well as ritardando, accelerando, etc.)
- 6. How to relate metronome markings to tempo.
- 7. How to communicate rhythm and pulse with a conductor and opposing sections.

Students Will Be Skilled At

Performing a variety of different rhythmic patterns.

Identifying and understanding various time signatures and how this impacts specific repertoire.

Using a metronome for individual practice, modifying tempo, and performing individually on their instrument.

Identifying different tempo markings in order to appropriately present/perform composed music.

Evidence/Performance Tasks

- Student will perform accurate rhythms using time signatures, appropriate to their level, both at sight and after practice.
- Students will count, out loud, rhythms inherent to their musical performances.
- Students will evaluate their own performance, through the use of various media (i.e. recorder, computer, video, etc.)
- Students will write accurate rhythms appropriate to their level.

Learning Plan

- Level 5: Students will achieve level appropriate mastery of the following: Time signatures: 2/2, 3/8, 6/8, 5/4, 6/4, 7/4, and the accompanying conductor's patterns. Note Values: 16th notes and rests 16th/8th combinations, including dotted 8th/16th, 16th/dotted 8th, 16th/8th/16th Marching: Visual elements related to rhythmic passages, including foot technique and horn/stick movements.
- Note: The teaching sequence for reading and interpreting music for rhythm and time begins in grade four and is outlined in the curriculum for 4-7, and eighth grade instrumental music (Halpern/Spatz 05; Halpern/Spatz/Murphy '06). Level five is a continuation of that sequence and is referred to below.
- Students engage in kinesthetic activities that relate to time signatures, rhythm, and pulse.
- The teacher continually assesses the ensembles' progress and frequently corrects, explains, and rehearses performance weaknesses.
- The teacher facilitates the practical application of counting rhythms.
- The teacher isolates problematic combinations of rhythms.

Materials

- CHS Concert/Marching Band Textbook (current year),
- Supplementary Materials
- Symphonic Warm-Ups for Band (Smith)
- Wind Band Literature

Suggested Strategies for Modifications

Extra time on rhythm assignments.

https://docs.google.com/spreadsheets/d/1RrBtrnW3PSznJEH3aeR56hZaCJv3lRq7WgnCQ0aj-DE/edit?usp=sharing