Unit 04: Rhythmic Values

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **2 Weeks**
Status: **Published**

Brief Summary of Unit

Students will explore the concept of duration in music, learning how to describe and notate it with musical symbols. Through listening and writing rhythmic notation, students will learn to organize musical sounds in simple rhythmic patterns.

Revised: July 2026

Standards

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

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

1.3B.12prof.Cr1a	Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
1.3E.12prof.Cr1a	Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools.
1.3B.12prof.Cr2	Organizing and developing ideas.
1.3B.12prof.Cr2a	Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
1.3E.12prof.Cr2a	Select melodic, rhythmic and harmonic ideas to develop into a larger work using digital tools and resources.
1.3B.12prof.Cr2b	Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
1.3E.12prof.Cr3a	Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and

	improvisations.
1.3E.12prof.Cr3b	Share compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.
1.3B.12prof.Cr3a	Identify, describe and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
1.3B.12prof.Cr3b	Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
1.3E.12prof.Pr4a	Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.
1.3E.12prof.Pr4b	Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.
1.3B.12prof.Pr4a	Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
1.3E.12prof.Pr4c	Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.
1.3B.12prof.Pr4b	Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.
1.3B.12prof.Pr4c	Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.
1.3E.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
1.3B.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
1.3B.12prof.Pr5a	Create rehearsal plans for works, identifying repetition and variation within the form.
1.3B.12prof.Pr5b	Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style and mood.
1.3B.12prof.Pr5c	Identify and implement strategies for improving the technical and expressive aspects of multiple works.
1.3B.12prof.Pr6a	Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.
1.3B.12prof.Pr6b	Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.
1.3B.12prof.Re7a	Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.
1.3B.12prof.Re7b	Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood and context, and describe how the analysis provides models for personal growth as a composer, performer and/or listener.
1.3B.12prof.Re8a	Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.
1.3B.12prof.Re9a	Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
1.3B.12prof.Re9b	Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

Essential Questions

- How can a composer use different rhythmic patterns, notes, and rests to paint a picture, tell a story, or evoke a specific emotion?
- What do I hear when I listen to music?
- What is the difference between a beat and a rhythm, and how do they work together to give music its unique movement?

Enduring Understandings

- A steady beat acts as the underlying pulse of music, whereas rhythm is the specific pattern of sound and silence (rests) that plays across that pulse.
- Duration of musical sounds is notated and organized around beats.
- Standardized visual elements of notation, such as note heads, stem directions, flags, and beaming, provide a universal system for musicians to accurately read, write, and perform durations of sound.
- Writing of rhythmic notation is a precise, mathematical language.

Students Will Know/Students Will Be Skilled At

- How notes are constructed and positioned on the staff to describe duration of sound including note head, stem direction, flag, and beaming.
- How to hear beats in rhythmic patterns and how to notate short rhythms from dictation, correctly fitting note values into a measure.
- Note values in various time signatures, including whole note, half note, quarter note, eighth note, sixteenth note, dotted notes, and their corresponding rest symbols.
- The difference between beat and rhythm.

Learning Plan

- Preview the essential questions and return to them throughout the course, in discussion and written assignments.
- Students practice performing simple rhythmic patterns by clapping or tapping.
- Students practice writing and constructing notes in rhythmic patterns.
- Students will compose rhythmic patterns for each other to perform and write down.
- Students will take up to two measure rhythmic dictation, writing down what they hear in accurate notation.
- Teacher and students will practice note values and their names with worksheets, games, practice drills, flash cards, etc. Students will be asked to memorize the note values and their names.
- Teacher asks students to use previous knowledge from earlier learning, to name the different types of rhythmic notes and their values in a given time signature.

Evidence/Performance Tasks

Performing Arts students demonstrate differentiated proficiency according to their ability to answer the

essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Processes of Creating, Performing/ Presenting/ Producing, Connecting, and Responding.

- Students will compose accurate rhythmic examples for other students to perform from, and/or to take dictation from.
- Students will demonstrate understanding of beaming by writing rhythmic patterns organized in quarter note beat patterns.
- Students will perform simple rhythms accurately by clapping and/or tapping.
- Students will practice writing notes on the staff, creating accurate rhythmic patterns.
- Students will recognize and identify the different types of notes and their rhythmic values.
- Students will take short two-measure rhythmic dictation in simple 4/4 time patterns.

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations: Performing Arts Accommodations & Modifications