

Unit 08: Reading and Interpreting Music Regarding Concepts of Rhythm and Time

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

Brief Summary of Unit

Students will develop music reading skills in the area of rhythm and will develop cognitive awareness of time and beat. The development of rhythm is a fundamental element of music; proficiency in this area is essential to success in all other areas.

Transfer

Essential Questions

- • How do tempo and steady beat affect the performance of rhythms?
- • Why is it important to count notes and rests?
- • Why is it important to subdivide notes and rests?

Essential Understandings

- • correct interpretation of rhythm is an essential component to performing music accurately.
- • interpreting the tempo markings and other notations is essential to a successful performance.
- • the beat in music can be constant or flexible, and subject to interpretation.

Students Will Know

- • how to compose using correct number of beats in each measure.
- • how to interpret conductor motions.
- • how to interpret metronome markings.
- • how to interpret rhythms and rests in relation to the beat.
- • how to interpret tempo markings.
- • how to maintain a steady beat during performance.
- • how to use a counting system to interpret rhythms including whole, half, quarter, eighth, and sixteenth notes and rests, dotted notes and triplets.
- • how to write rhythms from rhythmic dictation.

Students Will Be Skilled At

Evidence/Performance Tasks

- • answer the essential questions.
- • count aloud rhythms appropriate to their level.
- • explain rhythmic terms.
- • imitate verbally and physically rhythms aurally presented to them.
- • perform accurate rhythms using time signatures appropriate to their level, both at sight and after practice.
- • write accurate rhythms appropriate to their level.

Learning Plan

- • Note Values: whole, half, quarter, whole rest, half rest, pairs of eighth notes (level I), eighth note/eighth rest, dotted quarter note/eighth note, eighth note triplets, eighth note/quarter note/eighth note, ties (level II); sixteenth note, and sixteenth note/eighth note combinations, dotted sixteenth/eighth, and quarter note triplet, complex rhythms (level III).
- • Preview the essential questions and connect to learning throughout the unit.
- • Structure: through, D.S. or D.C. al Fine (level I); binary repeats, first and second endings, repeats, D.S. or D.C. al Coda (level II); reprise (level III).
- • Tempo Markings: allegro, andante, moderato, march tempo, a tempo (level I); largo, presto, ritardando, accelerando, meno mosso, allargando, tempo di valse, allegretto, marcato, adagio, lento, assai (level II); rallentando, vivace, prestísimo, grave, sostenuto, piu mosso, tranquillo, animato, cantabile, molto, largamente, un poco, pesante, stringendo, morendo, con brio, andantino, semplice, gracioso, sotto voce, giocoso, con molto, sentimento, senza rallentando, risoluto, sudden abrupt changes in tempo markings (level III).
- • Time Signatures: 4/4, C, 2/4, 3/4 and accompanying conductor pattern (level I); simple change of meter, 2/2, cut time, 3/8, 6/8 and accompanying conductor pattern (level II); 5/4, 6/4, 7/4, 9/8 and accompanying conductor pattern (level III).

Materials

Suggested Strategies for Modifications
