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**

Standards

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

MU.K-12.1.3C.12nov.Cr1a Compose and improvise ideas and motives for melodies and rhythmic passages based on
characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Cr2a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Cr3a Evaluate and refine draft compositions and improvisations based on knowledge, skill and
teacher-provided criteria.
MU.K-12.1.3C.12nov.Cr3b Share personally developed melodic and rhythmic ideas or motives (individually or as an
ensemble) that demonstrate understanding of characteristics of music or texts studied in
rehearsal.
MU.K-12.1.3C.12nov.Pr4a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical
skill of the individual or ensemble.
MU.K-12.1.3C.12nov.Pr4b Demonstrate, using music reading skills (where appropriate) how knowledge of formal
aspects in musical works inform prepared or improvised performances.
MU.K-12.1.3C.12nov.Pr5a Use self-reflection and peer feedback to refine individual and ensemble performances of a
varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6a Demonstrate attention to technical accuracy and expressive qualities in prepared and
improvised performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6b Demonstrate an awareness of the context of the music through prepared and improvised
performances.
MU.K-12.1.3C.12nov.Re7a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
MU.K-12.1.3C.12nov.Re7b Identify how knowledge of context and the use of repetition, similarities and contrasts
inform the response to music.
MU.K-12.1.3C.12nov.Re8a Identify interpretations of the expressive intent and meaning of musical works, referring
to the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12nov.Re9a Identify and describe the effect of interest, experience, analysis, and context on the

evaluation of music.
MU.K-12.1.3C.12nov.Cn10a Demonstrate understanding of relationships between music and the other arts, other
disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Cn11a Demonstrate understanding of relationships between music and the other arts, other
disciplines, varied contexts, and daily life.
TECH.9.4.5.CI.1 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about
possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

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