Unit 02: Rhythm

Content Area: **Music**
Course(s):
Time Period: **Trimester 2**
Length: **Ongoing: throughout the school year**
Status: **Published**

Brief Summary of Unit- Revised June 2021

In this unit, musicians will build a foundation of musical knowledge and skills in the area of rhythm. Rhythm is a fundamental element of music and a basic level of competency is necessary for students to succeed as instrumentalists. By providing musicians with sequential, developmentally-appropriate rhythm instruction, they will be able to create, perform, present, produce, respond, and connect with their instrument in a meaningful, musical way.

Standards

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

1.3C.12nov.Cr	Creating
1	Self-Awareness
1.3C.12nov.Cr1	Generating and conceptualizing ideas.
1	Students will develop positive social identities based on their membership in multiple groups in society.
2	Self-Management
ID.3-5.3	I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.
1.3C.12nov.Cr2	Organizing and developing ideas.
4	Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
3	Social Awareness
	Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures (i.e., physical and digital).
1.3C.12nov.Cr3	Refining and completing products.
	The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.
4	Responsible Decision-Making
1.3C.12nov.Pr	Performing
	Data can be organized, displayed, and presented to highlight relationships.
5	Relationship Skills
1.3C.12nov.Pr4	Selecting, analyzing and interpreting work.
	Individuals can select, organize, and transform data into different visual representations

	and communicate insights gained from the data.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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.
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
1.3C.12nov.Pr5	Developing and refining techniques and models or steps needed to create products.
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
1.3C.12nov.Pr6	Conveying meaning through art.
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
1.3C.12nov.Re	Responding
1.3C.12nov.Re7	Perceiving and analyzing products.
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
1.3C.12nov.Re8	Interpreting intent and meaning.
AC.3-5.20	I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.
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).
	Societal needs and wants determine which new tools are developed to address real-world problems.
1.3C.12nov.Re9	Applying criteria to evaluate products.
	A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers.
1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
1.3C.12nov.Cn	Connecting
1.3C.12nov.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12nov.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.5.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.5.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

SEL Competency Connections for Beginning Instrumental Music

Beginning instrumental music instruction inherently fosters the growth of the five social and emotional learning (SEL) competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making). Throughout the course of study, these SEL competencies are addressed in a tacit way; allowing for the organic development of individualized student growth. While the primary goal is to deliver beginning band instruction, clear connections to SEL enhance the overall outcomes of student learning.

Below, you will find a list of applicable competencies from the Arts Education and Social and Emotional Learning (SEL) Framework that complement the artistic processes found in the 2020 New Jersey Student Learning Standards for the Visual and Performing Arts.

Self-Awareness

01: Recognize one's feelings and thoughts

02: Recognize the impact of one's feelings and thoughts on one's own behavior

03: Recognize one's personal traits, strengths and limitations

04: Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

05: Understand and practice strategies for managing one's own emotions, thoughts and behaviors

06: Recognize the skills needed to establish and achieve personal and educational goals

07: Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

08: Recognize and identify the thoughts, feelings and perspectives of others

09: Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

10: Demonstrate an understanding of the need for mutual respect when viewpoints differ

11: Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills

12: Establish and maintain healthy relationships

13: Utilize positive communication and social skills to interact effectively with others

14: Identify ways to resist inappropriate social pressure

15: Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive way

16: Identify who, when, where, or how to seek help for oneself or others when needed

Responsible Decision-Making

17: Develop, implement and model effective problem solving and critical thinking skills

18: Identify the consequences associated with one's actions in order to make constructive choices

19: Evaluate personal, ethical, safety and civic impact of decisions

Essential Questions

What is music?

What is a beat?

What is rhythm?

What is the relationship between beat and rhythm in a piece of music?

What role do rhythm patterns play within the context of a song?

What role does the rhythm of an instrumental part play in a piece of music?

What skills/techniques are needed to produce different rhythms on each instrument?

Enduring Understandings

Rhythm is a fundamental element of music.

The beat is an essential part of every song.

Rhythm interacts with the beat in order to create a melody/song.

A melody/song is made up of rhythm patterns that interact with the metric structure.

Each instrument uses different skills/techniques to produce various rhythms.

A musician can choose rhythms that compliment the rhythmic structure of a song.

Objectives - Students Will Know

Students will know that a beat is a set of steady, regularly occurring pulses.

Students will know songs in various meters.

Students will know that different beat groupings produce meter.

Students will know that there are songs that move in duple and triple meter.

Students will know the difference between duple and triple meter.

Students will know that specific examples of meter can include cut time, 2/4, 3/4, and 4/4.

Students will know the function of a time signature and the role it plays in organizing music notation.

Students will know the difference between beat and rhythm.

Students will know that rhythm is sound and silence of varying lengths; arranged in patterns.

Students will know that rhythm patterns can be chanted or performed.

Students will know the difference between MACRO/BIG beats and micro/small beats.

Students will know the difference between divisions/subdivisions and elongations/dotted notes/ties.

Students will know the difference between notes and rests.

Students will know the relationships between foundational note values and how they interact within the context of meter.

Students will know the relationships between foundational rest values and how they interact within the context of meter.

Students will know that notes and rests of the same value take up the same amount of space.

Students will know that rhythm patterns can be notated.

Students will know the difference between duple meter and triple meter rhythm patterns.

Students will know that rhythms may be rearranged to create a new musical idea.

Students will know the rhythm syllable/number counting system for various rhythm patterns.

Students will know that the rhythmic parts/sections of a song can be the same or different.

Students will know how the rhythm of a song contributes to the overall performance of the song.

Students will know the purpose of musical notation.

Students will know that rhythm patterns are notated on a music staff.

Students will know how the metric structure relates to a notated song.

Students will know the impact of time signatures and note values when performing music.

Objectives - Students Will Be Skilled At

Students will be skilled at individually perceiving and performing a steady beat at various tempos and meters

through instrumental performance.

Students will be skilled at performing various rhythm patterns solo and in a group.

Students will be skilled at performing songs in various meters.

Students will be skilled at performing songs in duple and triple meter with rhythmic accuracy.

Students will be skilled at demonstrating the difference between beats that move in sets of two (duple meter) and sets of three (triple meter).

Students will be skilled at aurally identifying the meter of a song as moving in duple or triple meter.

Students will be skilled at accurately performing four-beat rhythm patterns in duple and triple meter (including divisions, subdivisions, elongations/dotted notes/ties, and rests).

Students will be skilled at performing notated familiar rhythm patterns in duple and triple meter using rhythm syllables.

Students will be skilled at aurally and visually identifying rhythm patterns in duple and triple meter (including divisions, subdivisions, elongations/dotted notes/ties, and rests).

Students will be skilled at aurally and visually discriminating between rhythm patterns in duple and triple meter.

Students will be skilled at aurally and visually discriminating between notes and rests.

Students will be skilled at identifying that notes and rests of the same value take up the same amount of space.

Students will be skilled at aurally and visually discriminating between divisions/subdivisions and elongations/dotted notes/ties.

Students will be skilled at describing the relationship between various note and rest values and how they interact within the context of meter.

Students will be skilled at aurally and visually identifying cut time, 2/4, 3/4, and 4/4 as examples of duple meter.

Students will be skilled at explaining the purpose of a time signature.

Students will be skilled at aurally and visually identifying rhythmic parts/sections of a song that are the same and/or different.

Students will be skilled at describing how the rhythm of a song contributes to the overall performance of a song.

Students will be skilled at creating/composing/improvising rhythm patterns in various meters.

Students will be skilled at playing various rhythms with proper breath technique, posture, embouchure/mallet position, and articulation technique.

Students will be skilled at determining whether parts of a rhythm are short, long, fast, or slow.

Students will be skilled at aurally and visually identifying notated rhythmic patterns.

Students will be skilled at performing various rhythmic parts with proper breath technique, posture, embouchure/mallet position, and articulation technique.

Students will be skilled at playing a familiar song or phrase in tune with accurate rhythm.

Students will be skilled at identifying the rhythm syllable/number counting system in a rhythmic part.

Students will be skilled at performing staff notated rhythms with proper breath technique, posture, embouchure/mallet position, and articulation technique.

Students will be skilled at responding to the musical cues/directions of the teacher.

Students will be skilled at identifying the relationship between rhythms and time signatures.

Students will be skilled at explaining the purpose of a time signature.

Learning Plan

Present and discuss the essential questions, making connections to these questions throughout the unit.

Experience rhythm and meter through teacher performance.

Echo rhythmic patterns and parts on band instruments.

Identify and perform parts/sections of a rhythm that are the same and/or different.

Identify whether a part of a song is duple or triple meter.

Experience, identify, and kinesthetically demonstrate beat, rhythm, and duple and triple meters through teacher performance of various repertoire.

Experience, identify, echo, and perform rhythm patterns from various duple and triple meter repertoire on band instruments.

Identify, read, perform, and compare foundational note/rest values within the context of meter.

Identify, read, and perform notated duple and triple rhythm patterns on band instruments.

Describe how the rhythm of a song contributes to the overall performance of a song.

Identify rhythmic parts/sections of a song that are the same and/or different.

Identify, define, read, perform, and compare foundational time signatures within the context of foundational meters.

Experience short, long, fast, and slow rhythms through teacher performance of various repertoire.

Identify and perform short, long, fast, and slow rhythms of various repertoire.

Experience subdivisions and elongations.

Identify and perform subdivisitions and elongations.

Experience performing in a multi-part round.

Identify and perform various musical rounds.

Develop an idiomatic foundation with regard to instrument technique (articulation), embouchure/mallet position, breath technique, and body posture.

Identify and perform the rhythm syllables/number counting system of foundational rhythms.

Utilize resources provided by the teacher to assist with band instrument performance.

Experience and identify how rhythm is impacted by a time signature.

Experience how instrumental articulation impacts a rhythmic performance.

Evidence/ Performance Tasks

Fine and 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. The assessment list below can be used as a starting point and is intended to be customized by each teacher.

Formative

Student response

- Ongoing discussion of essential questions and enduring understandings
- Student discussion, aural/visual identification and performance of
    - Beat
    - Rhythm
    - Duple meter
    - Triple meter
    - Rhythmic patterns
    - Rhythmic parts
    - Notes vs. rests
    - Subdivisions vs. elongations
    - Time Signature
    - Staff Notation
    - Short, long, fast, slow
    - Rhythm syllables / number counting system
    - Articulation

Teacher visual observation of student performance:

- Hand/finger/mallet position (ready position, fingering positions)
- Embouchure position
- Instrumental posture
- Breath technique
- Instrument assembly/disassembly

Teacher aural observation of student performance:

- Pitch production
- Rhythm production
- Breath technique
- Intonation
- Embouchure

Various exit tasks

Turn and talk (partner and small group).

Student self-assessment

Peer teaching

Summative

Various exit tasks

Differentiated/individualized performance assessments:

- Song “tests”
- Band karate
- Video/Audio performance submissions

Full ensemble performance assessments

- Winter Concert
- Spring Concert
- Miscellaneous performances throughout the year

Benchmark

Group recording analysis of comparable student performance

Alternative

Self analysis of personal “best” performance

All of the above assessments will have the following grade-level competency expectations:

First Year Musician (4th Grade) - with limited guidance

Second Year Musician (5th Grade) - independently

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.

Beginning Band Instruments

- Flute
- Bb Clarinet
- Alto Saxophone
- Trumpet
- Trombone
- Baritone Horn

Percussion

- Bell Kit w/ Stand
- Snare Drum/Practice Pad w/ Stand
- Bass Drum w/ Stand
- Suspended Cymbal w/ Stand
- School owned Marimba, Xylophones, Glockenspiel, Vibraphone
- Triangle
- Chimes
- Tambourine
- Maracas
- Cowbell
- Claves
- Sleigh Bells

Cleaning/Maintenance Supplies:

- Valve Oil
- Slide Oil
- Cork Grease

- Reeds
- Cleaning Swabs
- Cleaning Rods
- Bell Covers
- Mouthpiece Cleaner
- Mouthpiece Brush

Electronic/Technology Materials

- Piano
- Metronome
- Computer
- Smartboard
- Speaker

Instructional Supplies

- Method Books (negotiated and provided by rental company)
- Various Sheet Music
- Other instructional texts/books

Classroom Supplies

- Music Stands
- Chairs
- White board
- Dry Erase Markers/Erasers
- Pencils
- Folders

Integrated Accommodations and Modifications

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

Performing Arts Accommodations & Modifications