K-2 General Music: Unit 2 - Rhythm

Content Area: **Music**
Course(s):
Time Period: **Trimester 1**
Length: **Ongoing: Throughout the school year**
Status: **Published**

Brief Summary of Unit

In this unit, students 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 musicians. By providing students with sequential, developmentally-appropriate rhythm instruction, they will be able to engage, explore, learn, experience, and reflect in a meaningful, musical way. Students will meet curriculum objectives by the end of second grade.

Revision Date

July 2023

Essential Questions

- What is music?
- What is a beat?
- What is rhythm?
- What role do beat and rhythm play within the context of a song?

Students Will Know/ Students Will be Skilled At

Content Area Knowledge

Students will know the difference between beat and rhythm.

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

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

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

Students will know the difference between notes and rests.

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

Students will know the relationships between the following note and rest values: eighth, quarter, half, and whole.

Students will know that rhythm patterns can be notated on the music staff.

Students will know the rhythm syllable names for various note values.

Students will know that the rhythm of a song can be performed by pitched or non-pitched instruments.*

Skills

Students will be skilled at identifying and performing a steady beat solo and in a group.

Students will be skilled at performing rhythm patterns and familiar melodies solo and in a group using various non-pitched instruments.*

Students will be skilled at singing and performing rhythm patterns and short, familiar melodies with rhythmic accuracy.

Students will be skilled at performing the following note and rest values within the context of short rhythm patterns and songs: eighth, quarter, half, and whole.

Students will be skilled at performing notated rhythm patterns using rhythm syllables.

Students will be skilled at identifying, notating and dictating four-beat rhythm patterns.

Students will be skilled at creating and performing four-beat rhythm patterns.

Learning Plan

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

Experience concepts related to beat and rhythm through echos, teacher performance, and student performance of various repertoire.

Explore concepts related to beat and rhythm through kinesthetic movement such as walking, tiptoeing, marching, jumping, hopping, skipping, and galloping.

Decode and perform rhythm patterns and familiar melodies using rhythm syllables.

Identify, read, notate, dictate, and perform rhythmic patterns and short, familiar melodies or accompaniment parts on the musical staff.

Experience music in various meters and tonalities through listening and performance.

Experience MACRO/BIG beats and micro/small beats through listening and performance.

Create and perform rhythmic patterns and accompaniments on non-pitched instruments.

Identify rhythmic elements within listening selections and notated music.

Identify emotions in music

Describe their own personal experience and connection to music learned in class

Evidence/ Performance Tasks

Student response: ongoing discussion of essential questions and curriculum objectives.

Teacher observation of student performance relating to beat and rhythm.

Student demonstration of comprehension through verbal and written responses.

Teacher observation of the student's engagement listening to, discussing, and performing related music examples.

Student notation.

Various warmups and exit tasks.

Turn and talk (partner and small group).

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

Kindergarten - With guidance

First Grade - With limited guidance

Second 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.

* To reach curriculum goals, students will use classroom instruments given their availability and at the discretion of the music teacher.

Standards

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

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

P.1	Act as a responsible and contributing community members and employee.
P.4	Demonstrate creativity and innovation.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
P.9	Work productively in teams while using cultural/global competence.
1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
1.3A.2.Cr3a	Interpret and apply personal, peer and teacher feedback to revise personal music.
1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g., tonality and meter) in music from a variety of cultures selected for performance.
1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
1.3A.2.Pr6b	Perform appropriately for the audience and purpose.
1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.

1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music.
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Suggested Strategies for Modifications

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

Performing Arts Accommodations & Modifications