# 3-5 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 fifth grade.

## Essential Questions

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

## Enduring Understandings

- Beat, a fundamental element of music, is the steady pulse of the music.
- Rhythm, a fundamental element of music, is sound and silence of varying lengths, arranged in patterns.
- 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.

## Students Will Know

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 different beat groupings produce meter.

Students will know the difference between beats that move in sets of two (duple meter) and sets of three (triple

meter).

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

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

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 and how they interact within the context of meter: sixteenth, eighth, quarter, half, whole, and dotted note values.

Students will know 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.*

## Students Will be Skilled At

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

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

Students will be skilled at identifying and performing music in various meters (including duple and triple).

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

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

Students will be skilled at identifying, notating, and dictating rhythm patterns in duple and triple meter.

Students will be skilled at composing rhythmic patterns in duple and triple meter.

Students will be skilled at notating rhythm on the music staff.

## 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.

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 music staff.

Identify, read, notate, dictate, and perform rhythmic patterns in duple and triple meter.

Identify, read, perform, and compare the following note and rest values within the context of meter: sixteenth, eighth, quarter, half, whole, and dotted note values.

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

Identify rhythmic elements within listening selections and notated music.

## Evidence/ Performance Tasks

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

Teacher observation of student performance pertaining to beat and rhythm.

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

Student demonstration of comprehension through verbal and written responses.

Student notation and dictation.

Various warm ups and exit tasks.

Turn and talk (partner and small group).

Student self-assessment.

Guided peer assessment.

Student explanation of thought process.

Peer teaching.

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

Third Grade - Independently

Fourth Grade - Independently while demonstrating limited understanding

Fifth Grade - Independently while demonstrating understanding

## 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.

| | |
|---|---|
| 1.3A.5.Cr | Creating |
| 1.3A.5.Cr1 | Generating and conceptualizing ideas. |
| 1.3A.5.Cr1a | Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and |

| | |
|---|---|
| | context (e.g., social, cultural, historical). |
| 1.3A.5.Cr2 | Organizing and developing ideas. |
| 3.1 | Recognize and identify the thoughts, feelings, and perspectives of others |
| 1.3A.5.Cr2a | Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. |
| 3.2 | Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds |
| 1.3A.5.Cr2b | Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. |
| 3.3 | Demonstrate an understanding of the need for mutual respect when viewpoints differ |
| 1.3A.5.Cr3 | Refining and completing products. |
| 1.3A.5.Cr3a | Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. |
| 1.3A.5.Cr3b | Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. |
| 1.3A.5.Pr | Performing |
| 1.3A.5.Pr4 | Selecting, analyzing, and interpreting work. |
| 1.3A.5.Pr4a | Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. |
| 1.3A.5.Pr4b | Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. |
| 1.3A.5.Pr4c | Analyze selected music by reading and performing using standard notation. |
| 1.3A.5.Pr4d | Explain how context (e.g., personal, social, cultural, historical) informs performances. |
| 1.3A.5.Pr4e | Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). |
| 1.3A.5.Pr5 | Developing and refining techniques and models or steps needed to create products. |
| 1.3A.5.Pr5a | Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. |
| 1.3A.5.Pr5b | Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. |
| 1.3A.5.Pr6 | Conveying meaning through art. |
| 1.3A.5.Pr6a | Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. |
| 1.3A.5.Pr6b | Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. |
| 1.3A.5.Re | Responding |
| 1.3A.5.Re7 | Perceiving and analyzing products. |
| 1.3A.5.Re7a | Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. |
| 1.3A.5.Re7b | Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). |
| 1.3A.5.Re8 | Applying criteria to evaluate products. |
| 1.3A.5.Re8a | Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. |

| | |
|---|---|
| 1.3A.5.Cn | Connecting |
| 1.3A.5.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| 1.3A.5.Cn10a | Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. |