

# 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**

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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**

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

## **Enduring Understandings**

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- 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**

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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**

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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**

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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**

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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**

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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**

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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.

MU.3-5.1.3A.5.Cn	Connecting
MU.3-5.1.3A.5.Cr	Creating
MU.3-5.1.3A.5.Pr	Performing

MU.3-5.1.3A.5.Re	Responding
MU.3-5.1.3A.5.Cr1	Generating and conceptualizing ideas.
MU.3-5.1.3A.5.Cr2	Organizing and developing ideas.
MU.3-5.1.3A.5.Cr3	Refining and completing products.
MU.3-5.1.3A.5.Pr4	Selecting, analyzing, and interpreting work.
MU.3-5.1.3A.5.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.3-5.1.3A.5.Pr6	Conveying meaning through art.
MU.3-5.1.3A.5.Re7	Perceiving and analyzing products.
MU.3-5.1.3A.5.Re8	Applying criteria to evaluate products.
MU.3-5.1.3A.5.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.3-5.1.3A.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).
MU.3-5.1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
MU.3-5.1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
MU.3-5.1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
MU.3-5.1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
MU.3-5.1.3A.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.
MU.3-5.1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
MU.3-5.1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
MU.3-5.1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
MU.3-5.1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
MU.3-5.1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
MU.3-5.1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
MU.3-5.1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
MU.3-5.1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
MU.3-5.1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
MU.3-5.1.3A.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).
MU.3-5.1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
MU.3-5.1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
MUSC.5.MU:Cn	Connecting
MUSC.5.MU:Cn10	Synthesize and relate knowledge and personal experiences to make art.
MUSC.5.MU:Cr	Creating
MUSC.5.MU:Cr3	Refine and complete artistic work.
MUSC.5.MU:Cr2	Organize and develop artistic ideas and work.
MUSC.5.MU:Cr1	Generate and conceptualize artistic ideas and work.
MUSC.5.MU:Pr4	Select, analyze, and interpret artistic work for presentation.
MUSC.5.MU:Pr	Performing
MUSC.5.MU:Pr5	Develop and refine artistic techniques and work for presentation.
MUSC.5.MU:Pr6	Convey meaning through the presentation of artistic work.
TECH.K-12.1.1.c	use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
TECH.K-12.1.2.b	engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
TECH.K-12.1.3.c	curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

- TECH.K-12.1.6.a choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- TECH.K-12.1.7.a use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- TECH.K-12.1.7.b use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- TECH.K-12.1.7.c contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.