Unit 2: Rhythm

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **30/45 Days**
Status: **Published**

Brief Summary of Unit- Revised June 2021

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

Standards

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

MU.K-12.1.3C.12int.Cr1	Generating and conceptualizing ideas.
MU.K-12.1.3C.12int.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.12int.Cr2	Organizing and developing ideas.
MU.K-12.1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12int.Cr3	Refining and completing products.
MU.K-12.1.3C.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
MU.K-12.1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
MU.K-12.1.3C.12int.Pr4	Selecting, analyzing and interpreting work.
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.
MU.K-12.1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
MU.K-12.1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
MU.K-12.1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
MU.K-12.1.3C.12int.Pr5	Developing and refining techniques and models or steps needed to create products.

MU.K-12.1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
MU.K-12.1.3C.12int.Pr6	Conveying meaning through art.
MU.K-12.1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
MU.K-12.1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12int.Re7	Perceiving and analyzing products.
LA.K-12.NJSLSA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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.
MU.K-12.1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
MU.K-12.1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
MU.K-12.1.3C.12int.Re8	Interpreting intent and meaning.
MU.K-12.1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12int.Re9	Applying criteria to evaluate products.
MU.K-12.1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
MU.K-12.1.3C.12int.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.K-12.1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12int.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.K-12.1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
SJ.1	Students will develop positive social identities based on their membership in multiple groups in society.
SJ.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.
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.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.
SEL.PK-12.1	Self-Awareness

SEL.PK-12.2	Self-Management
SEL.PK-12.3	Social Awareness
SEL.PK-12.4	Responsible Decision-Making
SEL.PK-12.5	Relationship Skills
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.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.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.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.
	Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.
	Resources need to be utilized wisely to have positive effects on the environment and society. Some technological decisions involve trade-offs between environmental and economic needs, while others have positive effects for both the economy and environment.
	People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.
	Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.
	Individuals design and test solutions to identify problems taking into consideration the diverse needs of the users and the community.
	Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.
	Data is represented in many formats. Software tools translate the low-level representation of bits into a form understandable by individuals. Data is organized and accessible based on the application used to store it.
	Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.

SEL Competency Connections for Intermediate Musicians

Intermediate 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

How do rhythmic passages relate to the overall ensemble effect?

How does steady pulse help to accurately execute a written rhythm?

How do differing rhythmic instrumental parts interact within the ensemble?

How do different time signatures impact the overall effect of a musical piece?

How does a conductor represent time visually?

How do different note values relate to one another in the "hierarchy of rhythm"

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

Enduring Understandings

The purpose of a time signature provides rhythmic unity and pulse in a musical ensemble.

A conductor plays an important role in interpreting meters through conducting gestures.

Students have a responsibility in recognizing their rhythmic role within an ensemble setting.

Objectives

Students will know...

Rhythm must be performed with a steady pulse.

Subdivision helps to perform rhythms more accurately.

Not all rhythms are performed in rhythmic unison.

Note values can change with changing meters.

Conducting patterns change with meter.

The difference between simple and compound meters.

The function of a time signature and the role it plays in organizing music notation.

The difference between MACRO/BIG beats and micro/small beats in relation to the time signature.

The relationships between foundational note and rest values and how they interact within the context of meter.

Objectives

Students will be skilled at:

Performing rhythms utilizing varying time signatures (4/4, common time, ¾, 2/4, cut time, ⅜, 6/8, 9/8, 12/8).

Writing learned rhythms through aural dictation.

Clapping, counting, and playing whole, dotted half, half, quarter, eighth, dotted quarter - eighth, eighth note syncopation, four sixteenth notes, eighth note triplet, eighth - two sixteenth, two sixteenth - eight, sixteenth note syncopation, dotted

eighth-sixteenth, quarter note triplet rhythms with a standard number counting system.

Subdividing and performing sight read rhythms with accuracy.

Performing different rhythmic parts at the same time in an ensemble setting.

Subdividing and performing difficult rhythmic passages.

Performing music utilizing different meters.

Aurally differentiate between simple and compound meters.

Performing various staff notated rhythms with proper breath support, posture, embouchure/mallet position, and articulation technique.

Responding to the musical cues/directions of the teacher.

Learning Plan

The teacher will develop strategies in daily learning plans to promote student independence and understanding through the following activities/concepts:

Rhythm studies/exercises

Rhythm drills for articulation purposes

Use of metronome - model how to use/full group performance work towards integrating into each student's internal counting

Use of the standard subdivision counting system

Sight reading independence exercises

Aural dictation

Establishing clapping/counting routines

Promoting independence through split ensemble sub-division (half - micro, half - macro)

Movement of rhythmic pulse and subdivision

Conducting exercises to focus and watch the conductor

Repertoire to reinforce and connect to rhythmic understanding

Creating opportunities for chamber music

Explanation and application of rhythm hierarchy

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

    New and previously learned rhythms

    Rhythm subdivisions

    Steady pulse with a metronome

Teacher visual observation of student performance:

    Hand/finger/mallet position (ready position, fingering positions)

    Embouchure position

    Instrumental posture

    Breath technique/phrasing

    Instrument assembly/disassembly

Teacher aural observation of student performance:

    Pitch production

    Rhythm production

    Breath technique/phrasing

    Intonation

    Embouchure

Various exit tasks

Rhythmic dictation

Music theory apps/games

Turn and talk (partner and small group).

Student self-assessment (self/group correction)

Peer teaching

Listening examples with reflection

Summative

Various exit tasks

Differentiated/individualized performance assessments

Song "tests"

Video/Audio performance submissions

Full ensemble performance assessments

Winter Concert

Spring Concert

Miscellaneous performances throughout the year

Benchmark

Group recording analysis/critique of comparable student performance

Alternative

Self analysis of personal "best" performance

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

6th Grade - with assistance

7th Grade - with limited assistance

8th 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.

Intermediate Band Instruments

Flute

Oboe

Bassoon

Bb Clarinet

Bass Clarinet

Alto Saxophone

Tenor Saxophone

Bari Saxophone

Trumpet

Trombone

Baritone Horn

Tuba

Percussion

   Snare Drum w/ stand

   Bass Drum w/ Stand

   Suspended Cymbal w/ Stand

   School owned Marimba, Xylophones, Glockenspiel, Vibraphone, Orchestral Chimes

   Timpani

   Traps/Auxiliary

Cleaning/Maintenance Supplies:

   Valve Oil

   Slide Oil

   Cork Grease

   Reeds

   Cleaning Swabs

   Cleaning Rods

   Bell Covers

   Mouthpiece Cleaner

Mouthpiece Brush

Electronic/Technology Materials

Piano

Tuner/Metronome

Computer w /speakers

Smartboard

Tuner/Metronome

Tonal Energy/Staff Wars App

Instructional Supplies

Method Books

Various Sheet Music

Other instructional texts/books

Classroom Supplies

Music Stands

Chairs

White board

Dry Erase Markers/Erasers

Pencils

Folders

Suggested Strategies for Modification

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

[Performing Arts Accommodations & Modifications](#)