# Rhythm

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **30-45 Day Cycle**
Status: **Published**

## Brief Unit Summary- Revised June 2021

Students will continue to expand their understanding of rhythm as an essential musical element. Rhythm is a component of all music they will encounter during the course, these may include sight reading exercises, vocalise patterns, known and unknown repertoire. Students will build on their note reading through identifying rhythmic notation and writing dictation of various rhythmic patterns. Musical skills will be reinforced through the use of proper diction, reviewing the importance of articulating text to perform rhythms with more accuracy. Additionally, students will learn to follow conductor cues that correspond with rhythmic performance.

## Standards

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

| | |
|---|---|
| 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. |
| 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. |
| 1.3C.12int.Pr4c | Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances. |
| 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. |
| 1.3D.12int.Pr5a | Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine the performances. |
| 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. |
| 1.3D.12int.Pr6a | Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical). |
| 1.3C.12int.Re7b | Describe how understanding context and the way the elements of music are manipulated inform the response to music. |
| 1.3D.12int.Re8a | Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text (when appropriate). |

| | |
|---|---|
| 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). |
| 1.3D.12int.Re9a | Describe how the elements of music are manipulated and knowledge of the context (e.g., social, cultural) informs the response. |
| 1.3C.12int.Cn10a | 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.CRP4 | Communicate clearly and effectively and with reason. |

## Essential Questions

**Essential Questions**

Why is rhythmic unity essential to choral ensemble performance?

How is rhythmic accuracy achieved when a choral score calls for different voice parts to sing various rhythms simultaneously?

How does a meter influence or affect the melodic rhythm?

How does understanding the structure and context of music inform a response?

How do we discern the musical creators' and performers' expressive intent?

How do musicians make meaningful connections to creating, performing, and responding?

How do musicians improve the quality of their performance?

When is a performance judged ready to present?

How do context and the manner in which musical work is presented influence audience response?

How does the conductor influence the meter and melodic rhythm in a performance?

## Essential Understandings

Meter and rhythm provide structure in a song

Meter can change within a song

Rhythm requires a steady beat/pulse

Vocal ensembles must maintain a sense of pulse while performing

Note values are dependent upon the meter

The conductor will visually set the beat/pulse so rhythms can be performed properly

The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas,persistence and the application of appropriate criteria.

## Objectives

Reading and performing rhythm patterns

Sight reading rhythm goals leveled to grade

Isolated rhythmic reading exercises that include whole, half, dotted half, quarter eighth and corresponding rests in addition students will recognize ties, syncopated rhythms and have an understanding of triplets

Performing time signatures: 2/4, ¾, 4/4, 6/8,

Identify and perform different meters

Perform different rhythmic patterns using stylistic articulation according to genre

Writing rhythmic patterns from dictation

Following the conductor cues to perform repertoire with rhythmic accuracy

## Learning Plan

The teacher will develop strategies in daily learning plans to promote student independence and understanding in the following areas:

Rhythmic notation

Rhythmic dictation in progressively sequenced materials

Rhythmic chanting

Count singing

Sight-reading and performing various rhythm examples using rhythm packets or exercises

Provide students with repertoire in various meters

Reviewing articulation in repertoire

Rehearse proper diction in text of choral scores

Discuss musical effect of rhythm on expression

Record individual and group performances to self and peer evaluate

## Evidence/Performance Tasks

**Teacher visual/aural observation of students performance:**

Recognizing and performing rhythms in choral score

Keeping a steady pulse while chanting, singing and performing

Staying on tempo with fellow choral members

Posture while standing, while seated

Students following voice part in choral score

Students adherence to conductor cutoffs and other cues

Use of enunciation to properly articulate text

Student discussion, aural/visual performance

Following the conductor to successfully perform tempo, rhythm, dynamics

Articulation/Diction

Musical Styles/Forms

Breathing

**Summative**

Video or audio recordings of repertoire

Individual and ensemble contributions

Winter Concert

Spring Concert

Other live performances

**Benchmark**

Individual recordings of repertoire for self critique with rubric

Ensemble recordings of repertoire for group critique with rubric

Assessment will have the following grade-level competency expectations:

6th Grade-with assistance

7th Grade- with limited assistance

8th Grade- independently

## Materials

Choral Folders

Repertoire/ Octovo Music

Tuned Piano

Keyboard

Computer with speakers

Finale Software Score writing program

Reaper or Logic (audio/visual production app)

Smartboard

Music Stands

Pencils

Chairs

Choral Risers

Microphones

Microphone Stands

Audio Microphone cables

Digital Recorder

Choral Director Resources Method Books

Digital Page Turner

**Auxiliary Percussion**

Hand Drums

Shaker

Afuche

Maracas

Cowbells

Finger Cymbals

Tambourine

Djembe

Boomwhackers

Hand bells

Claves

Triangle

Suggested Strategies for Modification

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

Performing Arts Accommodations & Modifications