

# 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>

|                         |   |
|-------------------------|---|
| LA.L.7.6                | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  |
| LA.RL.7.4               | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| LA.SL.7.1.B             | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  |
| LA.K-12.NJSLSA.R2       | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| LA.K-12.NJSLSA.R4       | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |
| LA.K-12.NJSLSA.R7       | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| LA.K-12.NJSLSA.SL1      | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  |
| 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.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.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.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.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.Cn10a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.  |
| MU.K-12.1.3D.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. |
| MU.K-12.1.3D.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).                               |
| MU.K-12.1.3D.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).  |
| MU.K-12.1.3D.12int.Re9a  | Describe how the elements of music are manipulated and knowledge of the context (e.g., social, cultural) informs the response.  |
| 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.CRP3            | Attend to personal health and financial well-being.   |
| CRP.K-12.CRP4            | Communicate clearly and effectively and with reason.  |
| 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.CRP10           | Plan education and career paths aligned to personal goals.  |
| CRP.K-12.CRP11           | Use technology to enhance productivity.   |
| CRP.K-12.CRP12           | Work productively in teams while using cultural global competence.  |
| SEL.PK-12.1              | Self-Awareness  |
| SEL.PK-12.1.1            | Recognize one's feelings and thoughts   |
| SEL.PK-12.1.2            | Recognize the impact of one's feelings and thoughts on one's own behavior   |
| SEL.PK-12.1.3            | Recognize one's personal traits, strengths, and limitations   |
| SEL.PK-12.1.4            | Recognize the importance of self-confidence in handling daily tasks and challenges  |
| SEL.PK-12.2              | Self-Management   |
| 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      | Social Awareness   |
| SEL.PK-12.3.1    | Recognize and identify the thoughts, feelings, and perspectives of others  |
| SEL.PK-12.3.2    | Demonstrate 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-12.4.3    | Evaluate personal, ethical, safety, and civic impact of decisions  |
| SEL.PK-12.5      | Relationship Skills  |
| SEL.PK-12.5.1    | Establish and maintain healthy relationships   |
| 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-12.5.4    | Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways  |
| SEL.PK-12.5.5    | Identify who, when, where, or how to seek help for oneself or others when needed   |
| TECH.8.1.8       | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| 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.B.CS2 | Create original works as a means of personal or group expression.  |
| TECH.8.1.8.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats.  |
| 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.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.  |

## **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, 3/4, 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/ Octavo 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](#)