

# Unit 4: Theory: Rhythm (Weeks 4-6)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## UNIT RATIONALE

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The purpose of this unit is to teach the different rhythms in music, from whole note down to 16th notes, including rests. These are the fundamental building blocks of all music, including the choral score. Students will transfer this knowledge to any piece of music they wish to perform, both in class and outside of high school.

In reality this unit will occur during the first weeks of school

## ESSENTIAL QUESTIONS

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1. Is there music without rhythm?
2. Please identify notes as one of the following: a whole note, half note, dotted half note, quarter note, 8th notes, 16th note.
3. How many beats to the following notes received in both playing and singing: a whole note, half note, dotted half note, quarter note, 8th notes, 16th note?
4. Please identify rests as one of the following: a whole rest, a half rest, a quarter rest, an 8th rest and a 16th rest.
5. How many beats of silence do the following receive: a whole rest, a half rest, a quarter rest, an 8th rest and a 16th rest?

## STANDARDS

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### New Jersey Core Curriculum - Grade 12 - Visual and Performing Arts

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VPA.1.1.12.B.2

Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

VPA.1.3.12.B.2

Analyze how the elements of music are manipulated in original or prepared musical scores.

## **New Jersey Core Curriculum - Grade 9 - Visual and Performing Arts (2020) - Music Ensembles**

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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.12nov.Cr2a

Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

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TECH.9.4.12.CT.1

Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

TECH.9.4.12.CT.2

Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

TECH.9.4.12.CT.4

Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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CS.9-12.8.1.12.CS.1

Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.

## **PRE-ASSESSMENTS**

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Students will perform various rhythms to determine where they individually are in their musical journey.

## **INSTRUCTIONAL PLAN**

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-Rhythm Square (students are asked to clap and say rhythm with in a square at different times)

-Students will "compose" using cards with different notes and rests on them and perform

-Figure out a word or phrase by adding notes and rests to get a number that corresponds to the alphabet.

## MODULE 1

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<ol style="list-style-type: none"><li>1. Though composers are creative, great music requires skills and discipline to create quality.</li><li>2. Students will learn to identify and distinguish what a whole note, half note, dotted half note, quarter note, 8th notes, and 16th notes are.</li><li>3. Students will know the beats for a whole note, half note, dotted half note, quarter note, 8th notes, and 16th notes.</li><li>4. Students will learn to identify and distinguish a whole rest, a half rest, a quarter rest, an 8th rest and a 16th rest.</li><li>5. Students will learn how long silence occurs in a whole rest, a half rest, a quarter rest, an 8th rest and a 16th rest.</li></ol>
<b>Student Learning Strategies</b>	In groups and individually.
<b>Success Criteria</b>	<ul style="list-style-type: none"><li>-Singing each note for its proper duration.</li><li>-Resting for the proper duration as told to the singer by the rest(s).</li></ul>
<b>Formative Assessment (drives instructional decisions)</b>	Being able to perform rhythms correctly, written theory tests.
<b>Activities and Resources</b>	<a href="http://Sightreadingfactory.com">Sightreadingfactory.com</a> <a href="http://musictheoryonline.com">musictheoryonline.com</a>
<b>Suggested Modifications</b>	<b>English Language Learners</b> <b>Native language support:</b> The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

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### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## REFLECTIONS

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Pending

## **INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
CCSS.Math.Practice.MP4	Model with mathematics.