

# Unit: Grade 1 - Rhythm

Content Area: **Music**  
Course(s): **Generic Course**  
Time Period: **Generic Time Period**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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In this unit, the students will develop readiness and skills to perform basic rhythmic concepts. Through singing, playing, moving and listening students will acquire the basic knowledge and skills to be able to develop beat competency and to identify, read, write and perform melodic rhythm.

## Transfer

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Students will be able to independently use their learning to...

- to develop beat competency
- to differentiate between beat and rhythm
- to build rhythm vocabulary
- to compare and contrast rhythm
- to identify and perform melodic rhythm using quarter notes, two eighth notes (barred) and quarter rests
- to utilize thinking and problem solving
- to strive for accuracy
- to gather data through all the senses

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## **Meaning**

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### **Understandings**

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Students will understand that...

- beat is the pulse
- beat is organized into big beats and little beats
- beat is different than rhythm
- rhythm is patterns of long and short sounds and silences
- rhythm symbols represents lengths of sound and silences
- there are patterns in music

### **Essential Questions**

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Students will keep considering...

- Can I feel the steady beat/pulse of the music?
- Can I perform steady beat?
- Can I differentiate big beats and little beats?
- Can I compare and contrast melodic rhythm aurally and visually?
- What patterns of sound do I hear in this music?

### **Application of Knowledge and Skill**

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## **Students will know...**

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Students will know...

What facts and basic concepts should students know and be able to recall?

- identify the pulse
- recognize big beats/little beats
- difference between beat and rhythm
- rhythm symbols represent duration of sound and silence

## **Students will be skilled at...**

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Students will be skilled at...

- performing steady beat to music
- performing big beats and little beats to music
- distinguishing between rhythm and beat in music
- identifying quarter note, two eighth notes (barred), quarter rest symbols
- comparing and contrasting rhythm patterns aurally and visually
- reading/counting rhythm patterns using quarter notes, two eighth notes and quarter rests
- performing rhythm patterns using quarter notes, two eighth notes (barred) and quarter rests

## **Academic Vocabulary**

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beat

pulse  
big beat  
little beat  
rhythm  
pattern  
quarter note  
eighth notes (barred, single)  
quarter rest  
repeat sign  
compare  
contrast  
perform  
same  
different

## **Learning Goal-Rhythm**

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The students will be able to read and perform rhythmic patterns using quarter notes, two eighth notes (barred) and quarter rests.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre,

dynamics, form, and melody.

VPA.1.1.2.B.3

Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.

VPA.1.3.2.B.1

Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.

VPA.1.3.2.B.3

Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.

## **Target 1--Strong and Weak Beats**

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Students will recognize strong and weak beats in music.

-maintain steady beat (pulse) while listening to music

- Students will recognize strong and weak beats in music.

VPA.1.1.2.B.1

Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

## **Target 2--Big Beats/Little Beats**

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Students will recognize big beats and little beats in music

-perform (tap/clap) big beats and little beats

- Students will recognize big beats and little beats in music

VPA.1.1.2.B.1

Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

## **Target 3--Beat vs Rhythm**

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Students will distinguish between beat and rhythm in music

-listen to a selection and determine if rhythm or beat of a song is being performed

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- Students will distinguish between beat and rhythm in music

VPA.1.1.2.B.1

Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

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### **Target 4--Compare and Contrast**

Students will compare and contrast rhythm patterns aurally and visually using quarter notes, two eighth notes (barred) and quarter rests

- sing songs with simple rhythms
- echo rhythm patterns vocally or using body percussion/rhythm instruments
- begin to build vocabulary
- match performed rhythms with written notation

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- Students will compare and contrast rhythm patterns aurally and visually using quarter notes, two eighth notes (barred) and quarter rests

VPA.1.1.2.B.2

Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

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### **Target 5--Read, Write and Perform Rhythm Patterns**

Students will read, write and perform rhythm patterns using quarter notes, two eighth notes and quarter rests

- label/draw rhythm symbols
- identify symbols as having long/short sound or silence
- sing/count rhythm patterns from written notation
- clap or play rhythm patterns from notation

- Students will perform rhythm patterns using quarter notes, two eighth notes and quarter rests
- Students will read rhythm patterns using quarter notes, two eighth notes and quarter rests
- Students will write rhythm patterns using quarter notes, two eighth notes and quarter rests

VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
VPA.1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.CS3	Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.

## **Summative Assessment**

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Verbal/Written Response

Performance Assessment

Student Evaluation

## **Formative Assessment and Performance Opportunities**

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Class discussion

Class participation

Individual performance

Group discussion

- Class Discussion
- Class Participation
- Group Discussion
- Individual Performance

## **Differentiation / Enrichment**

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Use the Lists tab.

- 504
- Alternative Activity
- Enrichment: activities that require advanced skills
- Enrichment: assist struggling students
- Enrichment: leadership activities in classroom
- Eye contact

- IEP
- Modify Activity
- Preferential seating
- Provide good role model
- Repeat directions
- Reword directions
- Visual clues/Props

## **Unit Resources**

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**Use Lists and attach Documents.**

- classroom rhythm instruments
- instructional technology resources
- Silver Burdett-Making Music teacher manual, recordings, Big Book
- Supplemental resources including songs, games, and activities from songbooks, recordings, on-line resources, workshops
- Teacher created resources i.e. worksheets, assessments
- Teacher modeling