

Unit: Grade 2 - Rhythm

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

Unit Overview

In this unit, the students will continue to develop readiness and skills to perform basic rhythmic concepts.

Through singing, playing, moving and listening to songs in various meters, students will acquire the basic knowledge and skills to be able to continue to develop beat competency and to identify and perform melodic rhythm.

Transfer

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

- to develop beat competency
- to continue to build rhythm vocabulary
- to compare and contrast rhythm
- to understand that beats can grouped into two and three
- to identify and perform melodic rhythm using half notes, whole notes and rests
- to utilize thinking and problem solving
- to strive for accuracy
- to gather data through all the senses

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

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- beat is the pulse
- beat is organized into big beats and little beats
- beats grouped in two and three feel different
- rhythm symbols represent duration of sound and silence

Essential Questions

Students will keep considering...

- Can I feel the steady beat/pulse of the music?
- Can I perform steady beat?
- Can I differentiate macro beats and micro beats?
- Does the beat feel like its marching or swaying?
- Can I interpret melodic rhythm aurally and visually?

Application of Knowledge and Skill

Students will know...

Students will know...

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

- identify the pulse
- recognize macro beats/micro beats
- beats are grouped to feel different
- rhythm symbols represent duration of sound and silence

Students will be skilled at...

Students will be skilled at...

- performing steady beat to music
- performing macro beats and micro beats to music
- performing songs in duple and triple meter
- identifying half note, whole notes and rest symbols
- comparing and contrasting rhythm patterns aurally and visually
- reading/counting rhythm patterns using half notes, whole notes and rests
- performing rhythm patterns using half notes, whole notes and rests

Academic Vocabulary

beat

pulse

macro beat

micro beat

rhythm

pattern

bar line

double bar line

quarter note

quarter rest

eighth note pair

half note

whole note

half rest

whole rest

repeat sign

compare

contrast

perform

same

different

improvise

Learning Goal-Rhythm

The students will be able to read, write and perform rhythmic patterns including half notes, whole note and 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.
VPA.1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
VPA.1.3.2.B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.

Target 1--Macro Beat/Micro Beat

Students will perform macro beats and micro beats to music

-maintain steady beat while listening to music

-perform (tap/clap) macro beats and micro beats

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- Students will perform big beats and little beats in music
 - Students will perform steady beat to 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 2--Beats in Two vs Beats in Three

Students will recognize and demonstrate beats grouped in two and grouped in three

-listen to songs in duple and triple meter

-move to songs in duple and triple meter

-perform song in duple and triple meter

- Students will demonstrate beats grouped in two and in three

- Students will recognize beats grouped in two and in three

VPA.1.1.2.B.2

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

Target 3--Compare and Contrast

Students will compare and contrast rhythm patterns aurally and visually up to half notes, whole notes, half rests and whole rests

-sing songs with simple rhythms

-echo rhythm patterns vocally or using body percussion/rhythm instruments

-continue to build vocabulary

-match performed rhythms with written notation

- Students will compare and contrast rhythm patterns aurally and visually using half notes, whole notes, half rests and whole rests

VPA.1.1.2.B.2

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

Target 4-- Performing Rhythm Patterns

Students will perform rhythm patterns using half notes, whole notes and rests

-label/draw rhythm symbols

-sing/count rhythm patterns from written notation

-sight read and perform rhythm patterns from notation

-using call and response, improvise the rhythm in the response while keeping the melodic pattern used in the call

- Students will draw rhythm symbols using quarter notes, two eighth notes and quarter rests
- Students will identify rhythm symbols using quarter notes, two eighth notes and quarter rests
- Students will improvise rhythm patterns using call and response
- Students will perform rhythm patterns including half notes, whole notes and 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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Summative Assessment

Verbal/Written Response

Performance Assessment

Student Evaluation

Formative Assessment and Performance Opportunities

Class discussion

Class participation

Individual performance

Group discussion

- Class Discussion

- Class Participation
- Group Discussion
- Individual Performance

Differentiation / Enrichment

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

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