

# Unit: Grade 5 - Rhythm

Content Area: **Music**  
Course(s): **Generic Course, Music 5**  
Time Period: **Generic Time Period**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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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

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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 distinguish between duple and triple meter
- to distinguish between simple and compound meter
- to identify and perform melodic rhythm using whole note, half notes, quarter notes, eighth notes, sixteenth notes, and rests
- to compose rhythm patterns in a variety of meters using whole note, half notes, quarter notes, eighth notes, sixteenth notes, and 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.

## **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
- meter is the grouping of beats made by strong and weak beats
- simple meter is meter in which beats can be divided into two equal parts
- compound meter is meter in which beats can be divided into three equal parts
- rhythm symbols represent duration of sound and silence

## **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 macro beats and micro beats?
- Does the beat feel like its marching or swaying?

- Can I interpret melodic rhythm aurally and visually?
- Can I differentiate between simple and compound meter?

## **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 macro beats/micro beats
- beats are grouped to feel different
- duple meter is meter in which beats are grouped in two's
- triple meter is meter in which beats are grouped into three's
- time signatures indicate how many beats per measure and which note receives the beat
- rhythm symbols represent duration of sound and silence
- simple meter is meter in which the beat can be divided into two equal notes
- compound meter is meter in which the beat can be divided into three equal notes

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

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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 whole note, half notes, quarter notes, eighth notes, sixteenth notes, and rest symbols
- comparing and contrasting rhythm patterns aurally and visually
- reading/counting rhythm patterns using whole note, half notes, quarter notes, eighth notes, sixteenth notes, and rests
- performing rhythm patterns using whole note, half notes, quarter notes, eighth notes, sixteenth notes, and rests
- composing rhythm patterns using whole note, half notes, quarter notes, eighth notes, sixteenth notes, and rests
- identifying aural and written examples of duple, triple, simple, and compound meters.

## **Academic Vocabulary**

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beat

pulse

macro beat

micro beat

rhythm

pattern

meter

duple meter

triple meter

simple meter

compound meter

whole note

whole rest

half note

half rest

quarter note

quarter rest

eighth note

sixteenth note

repeat sign

compare

contrast

perform

same

different

improvise

## Learning Goal-Rhythm

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Proficiency Scale		
NJCCCS: Standard 1.1 The Creative Process :All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance ,music, theatre, and visual art.		
<b>Strand: VPA.1.1.5.B.1</b> - [Cumulative Progress Indicator] - Identify the elements of music in response to aural prompts and printed music notational systems <b>VPA.1.1.5.B.2</b> - [Cumulative Progress Indicator] - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.		
Topic: Rhythm		
Grade/Course:		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <ul style="list-style-type: none"><li>Create and perform rhythms in compound meter</li></ul>	Sample Activities
4.0		<ul style="list-style-type: none"><li>Compose a rhythm piece in 12/8</li></ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score	The student will:	
3.0	<ul style="list-style-type: none"><li>Demonstrate understanding of rhythm patterns</li></ul>	
		<ul style="list-style-type: none"><li>Identify patterns in 4/4 or 6/8 through aural or written prompts</li></ul>

	in simple and in compound meters. <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Perform rhythm patterns in various meters</li> <li>Compose two-measure rhythmic ostinati</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>whole, half, quarter, and sixteenth note and rest values</li> <li>identify and perform rhythms with triplets.</li> <li>Define simple and compound meter</li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>Identify simple and compound meter in written and aural examples.</li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Echo sing/chant rhythm patterns</li> <li>Label note and rest values</li> <li>Play/sing music of varying rhythms/meters</li> <li>Complete vocabulary chart of rhythmic elements</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

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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.

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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.1.1.5.B.1

Identify the elements of music in response to aural prompts and printed music notational

systems.

VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.1.5.B.CS1	Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
VPA.1.1.5.B.CS2	The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.
VPA.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.1.3.5.B.CS1	Complex scores may include compound meters and the grand staff.

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### **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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VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

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### **Target 2--Duple and Triple Meter**

Students will recognize and demonstrate rhythm patterns in duple and triple meter

- listen to songs in duple and triple meter
  - move to songs in duple and triple meter
  - perform song in duple and triple meter
  - distinguish between duple and triple meter in aural and written examples
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VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic
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VPA.1.1.5.B.CS1

and harmonic progressions, and differentiate basic structures.

Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.

## **Target 3--Identifying Note and Rest Values**

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### **Identifying Note and Rest Values**

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Students will identify the following note and rest values in written examples:

whole note

whole rest

half note

half rest

quarter note

quarter rest

eighth notes

sixteenth notes

VPA.1.1.5.B.1

Identify the elements of music in response to aural prompts and printed music notational systems.

## **Target 3: Composing Rhythm Patterns**

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Students will compose rhythm patterns in both duple and triple meters.

Students will compose patterns using whole note, half notes, quarter notes, eighth notes, sixteenth notes, and rests.

VPA.1.1.5.B.2

Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

## **Target 4: Simple and Compound Meter**

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Students will be able to distinguish between simple and compound meters in both aural and written examples.

VPA.1.1.5.B.1

Identify the elements of music in response to aural prompts and printed music notational



systems.

VPA.1.1.5.B.2

Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

VPA.1.3.5.B.1

Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.

## **Summative Assessment**

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Assessments including aural and written prompts

Student Composition

## **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
- Interactive Music text book and digital series
- Supplemental resources including songs, games, and activities from songbooks, recordings, on-line resources, workshops
- Teacher created resources i.e. worksheets, assessments
- Teacher modeling