

# Unit: Grade 1 - 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 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

---

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

---

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**

---

### **Understandings**

---

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**

---

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**

---

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

---

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...**

---

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**

---

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**

---

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

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**

---

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**

---

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**

---

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

- 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.

## **Target 4--Rhythm Symbols**

---

Students will identify and differentiate 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

-draw and label rhythm symbols

-compare and contrast rhythm patterns

- Students will compare and contrast rhythm patterns aurally and visually using quarter notes, two eighth notes (barred) and quarter rests
- Students will draw rhythm symbols up to quarter, barred eighth notes, and quarter rest
- Students will label rhythm symbols up to quarter, barred eighth notes, and quarter rest

VPA.1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

## **Target 5-- Performing Rhythm Patterns**

---

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

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

## **Formative Assessment and Performance Opportunities**

---

- Class Participation
- Exit Questions
- Individual Performance
- Peer Critique
- Teacher Observation

## **Summative Assessment**

---

- Verbal/Written Response Performance Assessment
- Performance Assessment

## **21st Century Life and Careers**

---

### **Standards:**

#### Civic Financial Responsibility

9.1.2.CR.1

#### Career Awareness and Planning

9.1.2.CAP.1

#### Creativity and Innovation

9.4.2.CI.2

#### Critical Thinking and Problem Solving

9.4.2.CT.3

#### Digital Citizenship

9.4.2.DC.3

9.4.2.DC.6

#### Global and Cultural Awareness

9.4.2.GCA.1

#### Information and Media Literacy

9.4.2.IML.1

#### Technology Literacy

9.4.2.TL.1

## **Accommodations/Modifications**

---

(ELL, Special Education, Gifted and Talented, Students at Risk for Failure)

Notation modification (writing in notes), solo performance for excelled students, review IEP/504 plans and make listed modifications, collaborate with ESL department to make necessary modifications for ELL students, differentiated instructional strategies that allow students of different intelligence to achieve success

### **ELL:**

---

- Build Background/Vocabulary
- Chunking Information
- Flexible Grouping
- Increased Eye Contact
- Manipulatives/Instruments
- Multi-Sensory Instruction
- Peer Buddies
- Repeat Directions
- Reword Directions
- Scaffolded Questioning

### **Special Education:**

---

- Assistive Technology
- Build Background/Vocabulary
- Chunking Information
- Extended Time



- Flexible Grouping
- Increased Eye Contact
- Modified Assignments
- Multi-Sensory Instruction
- Peer Buddies
- Preferential Seating
- Repeat Directions
- Reword Directions
- Scaffolded Questioning
- Tiered Activities
- Visual Cues/Models

### **Students at Risk of Failure:**

---

- Assistive Technology
- Build Background/Vocabulary
- Modified Assignments
- Preferential Seating
- Repeat Directions
- Scaffolded Questioning
- Tiered Activities
- Visual Cues/Model

### **Gifted and Talented:**

---

- Extension Activities
- Open-ended questions that stimulate thinking skills
- Opportunities for Critical Thinking
- Peer Collaboration
- Solo Performance (for excelled students)
- Student Choice Activitie
- Tiered Activities

### **Unit Resources**

---

- classroom rhythm instruments
- Instructional technology resources such as Brain Pop, Google Classroom, Wixie, Flipgrid, Kahoot, YouTube

- 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, instructional videos/tutorials
- Teacher modeling

## **Interdisciplinary Connections**

---