

# Unit: Grade 2 - 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 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 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](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
- beats grouped in two and three feel different
- 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?

## **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
- 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 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**

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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**

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The students will be able to read, write and perform rhythmic patterns including half notes, whole note and 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.
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.
VPA.1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.

## **Target 1--Macro Beat/Micro Beat**

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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

- 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**

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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.
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### **Target 3--Rhythm Symbols**

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Students will identify and differentiate rhythm symbols 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
- label/draw rhythm symbols
- match performed rhythms with written notation
- students will compare and contrast rhythm patterns

- Students will compare and contrast rhythm patterns aurally and visually using half notes, whole notes, half rests and whole rests
- Students will draw rhythm symbols up to half notes, whole notes and rests
- Students will label rhythm symbols up to half note, whole note 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.

### **Target 4-- Performing Rhythm Patterns**

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

- 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 improvise rhythm patterns using call and response
- Students will perform rhythm patterns including half notes, whole notes and rests
- Students will use positive critique to analyze performance

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.
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## **Formative Assessment and Performance Opportunities**

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

## **Summative Assessment**

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- Performance Assessment
- Verbal/Written Response

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

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### **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**

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(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:**

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- 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:**

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- 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/Model

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

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- Assistive Technology
- Build Background/Vocabulary
- Modified Assignments
- Preferential Seating
- Repeat Directions

- Scaffolded Questioning
- Tiered Activities
- Visual Cues/Model

## **Gifted and Talented:**

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

## **Unit Resources**

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- 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**

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