

Unit: Grade 4 - 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 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 identify between duple and triple meter
- to continue to build rhythm vocabulary
- to compare and contrast rhythm
- to identify and perform melodic rhythm using rhythms up to and including dotted quarter/eighth note, eighth note-sixteenth note patterns
- to describe the function of a time signature
- 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...

- there is a difference between macro beat and micro beats
- beat can be organized into duple and triple meter
- beats in duple and triple meter feel different
- rhythm symbols represent duration of sound and silence
- time signature indicates the meter i.e. number of beats in a measure/note value
- the emphasis is not always on a macro beat

Essential Questions

Students will keep considering...

- Can I differentiate macro beats and micro beats?
- Can I divide the beat into two-duple meter or three-triple meter?
- How do I decode written notation?
- What does the time signature tell me about the rhythm?
- Does the rhythm feel like the beat falls on the macro beat or micro beat? (bouncy, syncopated)
- Can I apply my previous and newly gained knowledge to perform and create rhythm patterns?

Application of Knowledge and Skill

Students will know...

Students will know...

- recognize macro beats/micro beats
- meter is a division of the beat
- differences in duple and triple meter
- rhythm symbols represent duration of sound and silence
- note/rest names and values for rhythm symbols up to and including dotted quarter/eighth note and eighth/sixteenth note patterns
- the function of the time signature
- rhythms that emphasize the micro beat are syncopated

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 rhythm symbols up to sixteenth notes and rests
- recalling note values when a quarter notes equals one beat
- labeling the function of the time signature
- performing rhythm patterns using notes up to and including dotted quarter note/eighth note and eighth/sixteenth note groups

Academic Vocabulary

beat

pulse

macro beat

micro beat

divide

meter

measure

duple

triple

rhythm

pattern

syncopation

quarter note

quarter rest

dotted quarter note

eighth note (single)

flag

eighth rest

half note

half rest

dotted half note

whole note

whole rest

sixteenth note

sixteenth rest

repeat sign

barline

double barline

time signature

compose

perform

improvise

Learning Goal-Rhythm

The students will be able to apply knowledge of note values and time signature to read, write and perform rhythmic patterns up dotted quarter note/eighth note and eighth note/sixteenth note groups.

| | |
|---------------|--|
| 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.1.2.5.A.1 | Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. |
| 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.3 | Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. |
| VPA.1.3.5.B.4 | Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. |
| VPA.1.4.5.B.2 | Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. |

Target 1--Duple Meter and Triple Meter

Students will identify and differentiate beats in duple meter (2) and triple meter (3)

-listen to songs in duple and triple meter

-move to songs in duple and triple meter

-conduct in duple and triple meter

-perform songs or patterns in duple and triple meter

- Students will demonstrate beats grouped in duple and triple
- Students will label beats grouped in duple and triple

| | |
|---------------|--|
| 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.1.2.5.A.1 | Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. |

Target 2--Note Value and Time Signature

Students will identify (visually and aurally) rhythm symbols and patterns up to sixteenth notes and rests as well as understand beat value for each note.

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

-continue to build vocabulary

-label/draw rhythm symbols

-match performed rhythms with written notation

-recall the function time signature in duple meter (2/4, 4/4 & 3/4, 6/8)

-recall note values up to the sixteenth note and rest in 4/4 time

- Students will identify/draw rhythm symbols up to sixteenth notes and rests
- Students will compare and contrast rhythm symbols and patterns aurally and visually up to sixteenth notes and rests
- Students will recall note values for notes up to sixteenth notes and rests

| | |
|---------------|--|
| 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.1.2.5.A.1 | Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. |
| 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.3 | Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. |

Target 3-- Performing Rhythm Patterns

Students will perform rhythm patterns emphasizing the macro beat and micro beat (syncopation) using symbols up to sixteenth notes in 4/4

-sing/count rhythm patterns from written notation

-sight read and perform rhythm patterns including syncopated patterns from notation

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

- Students will perform rhythm patterns up to sixteenth notes
- Students will improvise rhythm patterns using call and response
- Students will use positive critique to analyze performance

| | |
|---------------|--|
| 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. |
| VPA.1.3.5.B.3 | Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. |
| VPA.1.3.5.B.4 | Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. |
| VPA.1.4.5.B.2 | Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. |

Target 4-- Composing Rhythms

Students will compose rhythms in 2/4, 3/4, 4/4 up to and including sixteenth notes

-sing/count rhythm patterns from written notation

-apply knowledge of note value to determine accuracy of rhythm patterns

-sight read and perform familiar rhythm patterns from notation

-compose multiple measures in 2/4, 3/4, and 4/4 time

- Students will compose multiple measures in 2/4, 3/4 and/or 4/4 time
- Students will detect errors in rhythm patterns

| | |
|---------------|--|
| 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.3

Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.

Formative Assessment and Performance Opportunities

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

Summative Assessment

- Performance Assessment
- Verbal/Written Response

21st Century Life and Careers

Standards:

Civic Financial Responsibility

9.1.5.CR.1

Career Awareness and Planning

9.2.5.CAP.1

9.2.5.CAP.4

Creativity and Innovation

9.4.5.CI.3

Critical Thinking and Problem Solving

9.4.5.CT.4

Digital Citizenship

9.4.5.DC1

9.4.5.DC.2

9.4.5.DC.5

9.4.5.DC.7

Information and Media Literacy

9.4.5.IML.6

Technology Literacy

9.4.5.TL.3

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 Activities
- 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
