

# Unit: Grade K - Rhythm

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

## Unit Overview

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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 and perform melodic rhythm.

## Transfer

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

- to develop beat competency
- to differentiate between beat and no beat
- to build rhythm vocabulary
- to compare and contrast rhythm aurally
- to perform melodic rhythm using quarter notes, two eighth notes (barred) and quarter rests aurally
- 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.

[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
- rhythm is patterns of long and short sounds and silences
- there are patterns in music

### **Essential Questions**

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Students will keep considering...

- Can I feel the steady beat/pulse of the music?
- Can I perform a steady beat?
- Can I move to big beats and little beats?
- Can I compare and contrast melodic rhythm aurally?
- What patterns of sound do I hear in this music?

### **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 big beats/little beats
- difference between beat and no beat

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

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Students will be skilled at...

- performing steady beat to music
- moving to big beats and little beats to music
- distinguishing beat and no beat in music
- comparing and contrasting rhythm patterns aurally
- performing rhythm patterns using quarter notes, two eighth notes (barred) and quarter rests aurally

## **Academic Vocabulary**

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beat

pulse

big beat

little beat

rhythm

pattern

long

short

repeat

compare

contrast

perform

same

different

## **Learning Goal-Rhythm**

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The students will be able to perform a steady beat and identify melodic rhythm as the same or different.

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

## **Target 1--Beat vs No Beat**

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Students will distinguish between beat and no beat in music

-move to music with beats and without a steady pulse

-listen to sounds in nature and musical selections to determine if the sounds/music has a beat or no beat

- Students will move to music with beat and without a steady beat pulse
- Students will determine if sounds or music has a beat or no beat

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--Strong and Weak Beats**

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Students will recognize strong and weak beats in music

-maintain steady beat through movement to music

-maintain steady beat through instrument play

- Students will maintain a steady beat through movement.
- Students will maintain steady beat through instrument play

VPA.1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

VPA.1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.

## **Target 3--Big Beats and Little Beats**

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Students will recognize big beats and little beats in music

-maintain a steady beat/pulse through movement

-perform (tap/clap) big beats and little beats

-maintain a steady beat/pulse through instrument play

- Students will maintain pulse of big and little beat through instrument play
- Students will maintain the pulse of big beats and little beats through movement

VPA.1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

VPA.1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.

## **Target 4--Compare and Contrast**

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Students will aurally compare and contrast rhythm patterns using quarter notes, two eighth notes, and quarter rests.

-sing and play songs with simple songs

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

-identify rhythm patterns as same or different aurally

- Students will identify rhythm patterns as same or different
- Students will sing and/or play songs with simple rhythms

VPA.1.1.2.B.2

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

## **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 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

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## **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

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**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:**

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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/Models

## **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/Models



## **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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Use Lists and attach Documents.

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