

Unit 3 - Rhythm

Content Area: **Performing Arts**
Course(s): **Advanced Vocal**
Time Period: **September**
Length: **2 Weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	N/A

Unit 3 - Rhythm

Learning Objectives

- correctly count notes or rests with regard to placement within measures of varying lengths
- correctly read and sing different combinations of notes and rests
- proper use of metric divisions of measures and subdivisions within measures
- Relative values of whole, half, quarter, 8th, 16th and 32nd notes and rests
- the swing feel for eighth notes as it contrasts with a traditional straight feel
- use of common or cut time
- use of simple duple or triple time signatures and compound time signatures to represent meter
- use of the dotted note or rest and the tie for note elongation

Standards

MU.9-12.1.3B.12adv.Cr1a	Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas.
MU.9-12.1.3B.12adv.Cr2a	Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended experiences or abstract ideas.
MU.9-12.1.3B.12adv.Cr2b	Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.
MU.9-12.1.3B.12adv.Cr3b	Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent.
MU.9-12.1.3B.12adv.Pr4c	Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining and justifying how the interpretive choices reflect the creator's intent.
MU.9-12.1.3B.12adv.Pr5a	Create rehearsal plans for works, identifying the form, repetition and variation within the

	form, compositional techniques, and the style and historical or cultural context of the work.
MU.9-12.1.3B.12adv.Pr5b	Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style and historical/cultural context of the works.
MU.9-12.1.3B.12adv.Pr5c	Identify, compare and implement strategies for improving the technical and expressive aspects of multiple contrasting works.
MU.9-12.1.3B.12adv.Pr6a	Share live or recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.
MU.9-12.1.3B.12adv.Re7a	Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.
MU.9-12.1.3B.12adv.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
MU.9-12.1.3B.12adv.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Instructional Tasks/Activities

- analyze
- compose
- demonstrate
- discuss
- draw
- identify
- perform
- recognize
- spell
- transcribe
- transpose

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- discussions
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Homework
- Journal / Student Reflection
- Kahoot

- Other named in lesson
- participation in performance
- peer observation
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Teacher observation
- Test
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
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- Auralia
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- <https://www.musictheory.net/exercises>
- Kahoot
- MagicSchool AI
- Musition
- Other- Specified in Lesson
- ProTools
- Quiziz
- Screencastify
- ToneSavvy

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Resources

- Auralia
- Google Classroom
- handouts
- Music Theory texts
- MusicFirst
- Musictheory.net
- Musition
- screen recordings
- The internet
- Tonesavvy
- whiteboard