

Grade K Unit 1: Rhythm & Beat

Content Area: **Music**
Course(s): **Music Grade K**
Time Period: **Full Year**
Length: **90**
Status: **Published**

NJSLS Visual & Performing Arts

MU.K-2.1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
MU.K-2.1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
MU.K-2.1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
MU.K-2.1.3A.2.Cr3a	Interpret and apply personal, peer and teacher feedback to revise personal music.
MU.K-2.1.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
MU.K-2.1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
MU.K-2.1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
MU.K-2.1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g., tonality and meter) in music from a variety of cultures selected for performance.
MU.K-2.1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
MU.K-2.1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
MU.K-2.1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
MU.K-2.1.3A.2.Pr6b	Perform appropriately for the audience and purpose.
MU.K-2.1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
MU.K-2.1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
MU.K-2.1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
MU.K-2.1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music.
MU.K-2.1.3A.2.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
MU.K-2.1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-2.1.3A.2Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.

Rationale & Transfer Goals

Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the

community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.

In this unit students will discover that music has a pulse (beat) that can be either fast or slow. Students will distinguish between rhythm and beat, identify and create patterns, and use iconic representation of rhythmic notation. These rhythmic experiences will also encourage students to understand their role within the group. Additionally, this understanding of structure can help students make connections to early literacy.

Enduring Understandings

- Music has the power to influence ideas, meanings, perceptions, and culture.
- Rhythm is one of the building blocks for the creation of music.
- Beat and rhythm can evoke a physical response.
- Music has a rhythmic structure which can be felt, perceived, performed, and be notated both in iconic/standard notation
- Rhythm is one of the six elements of music

Essential Questions

- What is music?
- What can music tell us about ourselves and our surroundings?
- What is a steady beat?
- What is rhythm?
- How do musicians use rhythm to express their musical ideas?
- How does developing our rhythmic skills make us stronger musicians?
- How do we interpret music and why are multiple interpretations acceptable?

Content - What students will know

- Express him/herself through singing, rhythmic activity, movement, or the playing of rhythm instruments.

Skills - What students will be able to do

- Experience, identify, move, create and perform
- steady beat
- Beat vs. rhythm
- fast/slow tempi
- Short and long sounds
- Loud and Soft sounds
- Rhythms including quarter notes and eighth notes
- Simple notation.
- Demonstrate understanding of personal space while participating in movement activities
- Aurally and kinesthetically respond to rhythmic concepts found in listening examples of various styles, cultures and genres

Activities - How we teach content and skills

- Incorporate simple body movements with singing and/or listening activities.
- Sing through call and response.
- Play rhythm instruments to keep a steady beat
- Clapping and movement to feel the steady beat.
- Listen to, sing, and perform a variety of choral pieces that connect to social studies curriculum (ie holidays, school events, social skills)
- Play a steady beat with dynamics (i.e., loud and soft) on an Orff instrument using a single mallet.

Assessment - How we know students have learned

The teacher will assess the student's ability to

- read
- perform
- create
- hear/listen.

Key Resources

- Rhythm Instruments
- Technology - Laptop Computers, Smartboard
- Videos of the subject matter - Youtube
- Supplemental student materials
- Worksheets
- Visual aids
- Listening maps
- Reading/Language Arts skills
- Recordings

Career Readiness

WRK.9.1.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

21st Century Skills

TECH.9.4.2.CI.1

Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.CI.2

Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).