

Grade 1 Unit 1: Duration (Beat/Meter and Rhythms)

Content Area: **Music**
Course(s): **Music Grade 1**
Time Period: **MP1**
Length: **45**
Status: **Published**

NJSLS Visual & Performing Arts

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| 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.Pr5a | Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance. |
| 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. |

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.

Duration is one of the basic elements of music. An ability to decode rhythmic notation, create and perform rhythmic patterns and differentiate between beat and no beat, and an understanding of meter are skills essential to basic music literacy. During this unit students will create, perform, and listen to, and move to rhythms comprised of long and short sounds. In this unit students 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 representations of rhythmic notation. Additionally, this structure can help students make connections to early literacy.

Enduring Understandings

- Rhythm is one of four ways that sound is organized.
- Notes are musical symbols that represent the length of sound.
- Sounds either do have a steady beat or do not have a steady beat.
- Beat and rhythm evoke a physical response.
- The process of creating can be as or more meaningful to the musician as the final product.

Essential Questions

- How is sound organized to make music?
- How do we symbolize length of sound?
- How are beat and rhythm related?
- How does rhythm make you feel?
- Where else can you find rhythm?

Content - What students will know

- Experience, identify, move, create and perform:
- Steady beat

- Beat vs rhythm
- Fast/slow tempi
- Short and long sounds
- Loud and soft sounds
- Use appropriate terminology when describing rhythm

Skills - What students will be able to do

- Identify tempo as gradually speeding up or slowing down, steady or unsteady beat
- Identify adult female voice/child's voice, identify various instruments of like register, and describe the differences in metal barred/wood barred instruments.
- Identify dynamics as loud, soft, medium, and loud. Use dynamics appropriate to the style of the music.
- Identify the forms of call and response, verse and refrain, ABA.
- Identify step/leap and same/different patterns in a melody, and identify tonal center and melodic patterns using basic solfeggio.
- Identify strong beat, short and long notes/rests.

Activities - How we teach content and skills

- Listen to, then perform short musical pieces with passages specified for individual "ad lib" response
- Introduce terms and format for self-evaluation of individual performance
- Incorporate simple body movements with singing and/or listening activities
- Sing through call and response
- Clapping and movement to feel the steady beat
- Play rhythm instruments to keep the steady beat

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).

