

# 03 Notes/Rhythm/Meter - 6-8 Instrumental Music

## 2019

Content Area: **Music**  
Course(s):  
Time Period: **Full Year**  
Length: **On- Going**  
Status: **Published**

### **General Overview, Course Description or Course Philosophy**

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### **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Pitch notation identification and fingering alignment are unique to each instrument and their associated clef (Treble or Bass). Having a clear understanding and fluid application of notes are integral to the performance of a piece of music.

Rhythmic motifs are transferable throughout music, regardless of style, genre or instrumentation. The recognition of common groupings is essential to reading rhythmic notation in the manner that letters combine to form words.

### **CONTENT AREA STANDARDS**

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### **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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LA.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.

### **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- There is a difference in the concept of simple and compound meter and the performance applications of both.
- There are specific note names to the pitches of the Treble and Bass Clefs.
- Each instrument has specific fingerings that are used to perform the notated pitches.

## **Procedural Knowledge**

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Students will be able to:

- Decode, recognize and apply the rhythmic exercises performed in the warm-up to the selected repertoire and in future applications.
- Perform the appropriate musical notation associated with different rhythmic sounds.
- Demonstrate the application of counting skills to primary and sub-divided rhythms to aid in reading, ensemble uniformity, proper application of meter and ultimately performance.
- Identify the pitch/note names on their music and perform the note using the associated fingerings.
- Perform a piece of music with the correct notes and rhythms.

## **EVIDENCE OF LEARNING**

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### **Alternative Assessments**

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- Performance
- Teacher/Student Conferences

### **Formative Assessments**

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- Performance Assessments
- Discussion & Analysis
- Verbal Evaluation
- Selected Student Performance
- Technique Tests
- Written Critiques
- Performance Critiques

## **Summative Assessments**

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- Performance Critiques
- Performance Assessments

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- Warm-Up Packet/Method Books
- Rhythmic Exercises
- Rhythmic Sight-Reading
- Meter
- Beat
- Selected Repertoire

## **INTERDISCIPLINARY CONNECTIONS**

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### **Career Readiness**

Employ valid and reliable research strategies. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity. Work productively in teams while using cultural global competence.

### **Technology/Multimedia**

Educational tech applications

### **Sciences and Health**

Experimentations

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.