

# 01\_Beat

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

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

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### Music K-2

During Kindergarten through Grade 2, students have 36-40 music lessons during the school year. Lessons involve about 8 to ten different activities streamed together seamlessly around musical concepts. At this level, musical elements are also introduced. A concept is always absorbed physically, aurally, and then visually before it is labeled in musical terminology. Much of the musical terminology will not be introduced until first and second grades. Musical games and repertoire, which developed from a myriad of folk songs, were compiled from the Kodaly, Orff, and Dalcroze philosophies. The fundamentals of music are built upon in subsequent years creating a spiral curriculum that will lead the student to a high proficiency in music theory, history, and performance. All lessons are introductory and repeated throughout the year.

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

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### **Objective(s):**

- Students will understand that ear training and listening skill are prerequisites for musical literacy.
- Students will understand that the elements of music are foundational to basic music literacy.

### **Essential Question(s):**

- What is a steady beat?
- How are beat and rhythm different?
- How do different rhythmic note values fit into the beat?

### **Enduring Understanding(s):**

- Steady beat and rhythm are the cornerstones to elementary music.

- Learning to find and maintain a steady beat is integral to music production.

## **CONTENT AREA STANDARDS**

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MU.K-2.1.3A.2.Cr2	Organizing and developing ideas.
MU.K-2.1.3A.2.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-2.1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.

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

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MU.K-2.1.3A.2.Cr	Creating
MU.K-2.1.3A.2.Pr	Performing
MU.K-2.1.3A.2.Re	Responding
MU.K-2.1.3A.2.Re9	Applying criteria to evaluate products.
TECH.9.4.2.CI	Creativity and Innovation
	Different types of jobs require different knowledge and skills.
	Collaboration can simplify the work an individual has to do and sometimes produce a better product.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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**Students will understand that:**

- Creating and performing rhythm involve integrating the duration (note values) into the beat (underlying pulse).

### **Procedural Knowledge**

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**Students will be able to:**

- Identify the steady “pulse” of the music by comparing it to familiar sounds such as a heartbeat, ticking clock, marching etc.
- Demonstrate the “pulse” creatively through marching, patting/clapping, skipping, swaying, playing percussive instruments, etc.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Formative Assessments**

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**For this unit, formative assessments can/will include:**

- Stations: 4 or 5 rhythmic stations are set up in the room, each containing a complementary rhythm that is played within the group. The teacher can visually assess attainment of rhythmic concepts.
- Rhythmic improvisation: The teacher can assess individually the aural aspect of rhythmic skills

### **Summative Assessments**

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**For this unit, summative assessments can/will include:**

- Rhythmic Dictation: The teacher uses flashcards to determine if a student understands the rhythmic concepts.
- Writing Rhythms: The teacher can assess if a student understands the "math" of rhythm without performance expectations.

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

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**Resources Include:**

- MUSICPLAYONLINE: A website that has rhythm units and activities for PreK-Middle School.
- BUCKET DRUMS: A set to use with the class.

- **BOOM WHACKERS:** Pitched tubes can be used for rhythmic and melodic purposes.
- **HAND HELD PERCUSSION:** Various percussion instruments used for rhythmic understanding.
- **BEAN BAGS:** A tactile way to practice rhythmic patterns.
- **RHYTHM STICKS:** A demonstrative way to practice rhythmic patterns.
- **BALLS:** Bouncing the beat vs. bouncing the rhythm.
- **GAMES:** Poison Rhythm and Random Rhythm are two examples that help students listen and identify rhythmic patterns.

## **INTERDISCIPLINARY CONNECTIONS**

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**MATH:** Adding durations to equal a particular amount of beats per measure. Subdividing beats which is equivalent to learning fractions.

**READING:** Using notation to understand the language of music. Music helps with reading fluency, cognition and memory.

**PHYSICAL EDUCATION:** Movement to rhythmic activities such as "Johnny Plays with one Hammer", Freeze Dance and Fold Dances.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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**Modifications include:**

- Physical alterations of games to provide equity for all students.
- Visual cues to hearing impaired.
- See link to Accommodations & Modifications document in course folder.