Grade 1 General Music - Unit 2 - Rhythm & Movement: All Together Now!

Unit Focus

The purpose of rhythm recognition exercises is to develop a sense of beat and its subdivisions. Over time this makes it possible to hear and memorize long and complex rhythm patterns. You can then use this ability to reproduce rhythms you hear by clapping your hands, tapping your foot, or playing an instrument. In this unit, students will demonstrate the steady beat concepts learned in Kindergarten, through movement, body percussion, instrument playing, chants/poems, and responding to recorded music. They will further their learning with the concept of rhythm. Students will learn to distinguish between beat and rhythm.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts
Standards General Music: 1

- With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. (MU:Pr4.2.1.a)
- When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation. (MU:Pr4.2.1.b)

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- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG. 1.2)

Transfer

Students will be able to independently use their learning to...
T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent.
T2 Make appropriate choices as a responsible, respectful participant within a communal artistic experience.

Meaning

Understanding(s)

Students will understand that...
U1 the difference between strong and weak beats.
U2 quarter notes/rests, and eighth note pairs are building blocks of rhythmic notation.
U3 improvisation and composition involve guidelines and structure, which may be amended during the creative process.

Essential Question(s)

Students will keep considering...
Q1 How much freedom do I have to be creative and also work within established criteria?
Q2 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?
Q3 How does knowing more about the topic change or deepen my understanding?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 how to find the strong and weak beats in music with different meters.
K2 quarter note, quarter rest, and double eighth note rhythms.
K3 movement vocabulary: levels (high, middle, low), heavy/light
K4 how to experience musical form by mirroring organized movement.

Skill(s)

Students will be skilled at...
S1 performing a steady beat on an instrument.
S2 echoing rhythmic phrases using quarter and eighth notes.
S3 identifying, creating, and performing rhythmic patterns using quarter notes/rests and eighth note pairs.
S4 moving to the beat in 2s and 3s to recorded music, familiar songs, and rhymes, by following the teacher's lead.
S5 demonstrating awareness of heavy/light, and high/middle/low levels through age-appropriate movement activities.