



Grade 4 General Music - Unit 2 - Let's Explore Rhythm!

Unit Focus

In this unit, students create and play music together using percussion instruments and proper drumming technique. To extend earlier K-3 experiences of rhythm as a foundation of all music, students will understand and perform rhythmic patterns while keeping a steady beat. Learning experiences will typically include games and activities to develop ensemble skills and exposure to varied musical genres.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards General Music: 4 <ul style="list-style-type: none"> Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters. (MU:Cr1.1.4.b) Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. (MU:Pr4.2.4.a) When analyzing selected music, read and perform using iconic and/or standard notation. (MU:Pr4.2.4.b) Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation. (MU:Pr6.1.4.a) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none"> Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG. 1.2) 	<i>Students will be able to independently use their learning to...</i> T1 Make appropriate choices as a responsible, respectful participant within a communal artistic experience T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 the beat is the pulse of music. U2 notes and rests have specific values. U3 artists improve the quality of a performance through a cycle of deliberate practice and examination of results. U4 music is organized into measures of a specific number of beats.	<i>Students will keep considering...</i> Q1 What is steady beat? Q2 How can I read and create rhythm? Q3 How can I apply my knowledge to create a product? Q4 What does quality look/feel/sound like?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 how beats are organized in a piece of music K2 the difference between downbeat and upbeat K3 how to maintain rhythmic independence while performing K4 how to produce a proper sound on unpitched percussion instruments K5 varied repertoire through rhythmic performance. K6 the following vocabulary: beat, rhythm, whole note, half note, quarter note, paired eighth notes, groups of sixteenth notes, corresponding rests, time signature, bar line, double bar line, measure.	<i>Students will be skilled at...</i> S1 reading and performing rhythmic phrases using whole, half, quarter, eighth, and sixteenth notes and rests. S2 responding through movement to a steady beat, various tempi, rhythmic patterns. S3 reading musical symbols, including single bar line, double bar line, measures and repeat signs. S4 listening to others while playing, to blend rhythmically to achieve a cohesive ensemble.