

Rhythmic Notation Unit Plan

Grade level: 5th

Course: General Music

Topic: Rhythmic Notation

Number of classes: 5

Unit Rationale:

This unit will help students develop critical listening skills and thinking skills to distinguish between different rhythmic values used throughout music notation. Through the study of rhythmic notation, composition, and improvisation students will be more knowledgeable about the note lengths and will be able to use their knowledge in the upcoming units.

Standards Addressed:

MENC National Standards:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Read and notate music.
6. Listening to, analyzing and describing music.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.

NH Curriculum Frameworks for the Arts:

Curriculum Standard 2. By the end of grade 4 students will be able to perform independent instrumental parts while other students sing or play contrasting parts and echo short rhythms and melodic patterns.

Curriculum Standard 3. By the end of grade 4 students will be able to improvise simple rhythmic variations.

Curriculum Standard 4. By the end of grade 8 students will be able to compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

Curriculum Standard 5. By the end of grade 8 students will be able to identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression; use standard

notation to record their musical ideas and the musical ideas of others.

Curriculum Standard 6. By the end of grade 4 students will be able to use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

Curriculum Standard 8. By the end of grade 8 students will be able to describe ways in which the principles and subject matter of other disciplines are related to those of music.

Student Goals:

(Specific objectives are listed below each goal)

1. Demonstrate knowledge of rhythmic notation aurally
 - a) Students will be able to distinguish between whole, half, quarter, and eighth notes by listening to several examples.
 - b) Students will be able to be able to notate simple rhythms by listening.
2. Demonstrate knowledge of notation visually
 - a) Students will be able to distinguish physical differences in shapes of whole, half, quarter and eighth note notation
 - b) Students will be able to compose simple rhythms using the notation stated above.
3. Be able to relate relationships of note length to mathematics
 - a) Students will be able to realize mathematical relationships between whole, half, quarter, and eighth notes.
4. Improvise simple rhythms
 - a) Students will be able to work as a class to improvise several rhythmic patterns on classroom instruments and through body rhythms such as clapping or patsching.

Instructional Procedures:

Goal 1: Students will discuss as a class previous knowledge of rhythmic notation. Students will do this by exploring rhythmic relationships through fractions. Students will use simple rhythms to compose a 2-measure rhythm.

Goal 2: Students will be able to dictate rhythms as a class using their auditory and visual capabilities.

Goal 3: Students will be able to compose longer rhythmic passages and perform them with a partner.

Goal 4: Students will be able to improvise rhythms using classroom instruments.

Unit Outline

Class 1 & 2:

Objectives:

1. Students will be able to define note values in numbers of beats.
2. Students will be able to identify vocabulary such as time signature, measure, and rhythmic notation.
3. Students will be able to recognize mathematical fractions when determining rhythmic relationships.
4. Students will be able to compose a 2 measure rhythm for class. Students can work in partners is preferred.
5. Students will be able to teach the class their rhythm aurally.
6. Students will be able to dictate as a class rhythms that their peers wrote.

Activities:

- Pizza Pie
- Mini student compositions
- Selected worksheets from *Ready to use Music Activities Kit*

Materials:

- Pizza Pie Chart
- Whiteboard
- Staff Paper
- Pencils
- Markers

Classes 3, 4, & 5:

Objectives:

1. Students will be able to compose a 10 measure rhythm using whole, half, quarter and eighth notes.
2. Students will be able to work in pairs to write a second 10 measure rhythm that is different from the first.
3. Students will be able to perform their compositions with their partner.
4. Students will be able to improvise a rhythm and variation in a call and response manner.

Activities:

- Students will spend most of the class composing with a partner
- At the end of the fourth day students will perform their compositions to the class by using classroom instruments or body percussion.
- Improvisation Percussion Circle

Materials:

- Staff paper
- Classroom instruments (drums, etc.)
- Pencils

Pizza Pie- All about rhythm!
#1 Introduction to basic rhythm notation

Objectives:

1. Students will be able to define note values in numbers of beats.
2. Students will be able to identify vocabulary such as time signature, measure, and rhythmic notation.
3. Students will be able to recognize mathematical fractions when determining rhythmic relationships.
4. Students will be able to compose a 2 measure rhythm for class. Students can work in partners is preferred.
5. Students will be able to distinguish between whole, half, quarter, and eighth notes by listening to several examples.
6. Students will be able to distinguish physical differences in shapes of whole, half, quarter and eighth note notation
7. Students will be able to complete worksheets successfully.

Materials:

- Pizza Pie Chart
- Whiteboard
- Staff Paper
- Pencils
- Markers
- Worksheets from *Ready to use Music Activities Kit*
- Adair, Audrey J. (1984). *Ready-To-Use Music Activities Kit*. West Nyack, NY: Parker Publishing company, Inc.

Procedures:

1. Teacher gets attention of student by clapping a rhythm and having students answer with the same rhythm. From now on when I clap this rhythm it means I would like your attention.
2. What I just performed was a rhythm. Does anyone know what a rhythm is? (Any kind of movement in music) Now we're going to learn what these rhythms look and sound like.

3. Show students poster of a measure of whole, half, quarter and eighth notes. Define measure and time signature (4/4).
 - a. All of these measures last the same amount of time.
 - b. Define number of beats for each rhythmic value.
 - c. Show students differences of eighth notes with and without a bar. 2 halves (2 eighth notes) equal a whole (1 quarter note).
 - d. Notation works the same as fractions
4. Show students pizza poster.
 - a. If the entire pizza is a whole note, what part of the pizza would equal a half note (half), quarter ($\frac{1}{4}$), an eighth ($\frac{1}{8}$).
 - b. How many eighths in a quarter? How many quarters in a half? How many eighths in a half? How many halves in a whole? (Use fractional knowledge)
5. Have students compose a two measure rhythm using notes. Have class clap the rhythm.

Wrap up:

1. How many beats does a whole note get? A quarter? An eighth? A half?
2. How many eighths are in a quarter? How many quarters in a whole?
3. What word represents a whole note? An eighth?

Evaluation:

1. Were students able to define note values in numbers of beats?
2. Were students able to identify vocabulary such as time signature, measure, and rhythmic notation?
3. Were students able to recognize mathematical fractions when determining rhythmic relationships?
4. Were students able to compose a 2 measure rhythm for class?
5. Were students able to distinguish between whole, half, quarter, and eighth notes by listening to several examples?
6. Were students able to distinguish physical differences in shapes of whole, half, quarter and eighth note notation?
7. Were students able to complete worksheets successfully?

MENC National Standards:

Standard 2. Performing on instruments, alone and with others, a varied repertoire of music.

Standard 4. Composing and arranging music within specified guidelines.

Standard 5. Reading and notating music.

Standard 6. Listening to, analyzing and describing music.

Standard 8. Understanding relationships between music, the other arts, and disciplines outside the arts.

NH Curriculum Standards:

Mathematics: M:N&O:5:1 Demonstrates conceptual understanding of rational numbers with respect to: positive fractional numbers (proper, mixed number, and improper) (halves, fourths, eighths, thirds, sixths, twelfths, fifths, or powers of ten (10, 100, 1000)).

Music: See first page of unit plan.

Rhythmic Review

Objectives:

1. Students will be able to recognize whole, half, quarter, and eighth notes by sight.
2. Students will be able to recognize notes mentioned above by sound.
3. Students will be able to use rhythm sticks to practice simple rhythms.
4. Students will be able to perform rhythms with the class.

Materials:

- Rhythm sticks
- Whiteboard
- Markers
- Worksheets from *Ready to use Music Activities Kit*
- Adair, Audrey J. (1984). *Ready-To-Use Music Activities Kit*. West Nyack, NY: Parker Publishing company, Inc.

Procedures:

1. Review material learned in the previous two days about note lengths and values. Have students help write a four measure composition on the board.
2. Hand out to students 3 pages of simple rhythmic patterns. They can either work in partners or alone. Distribute rhythm sticks to students. Students will be given 5 minutes to look over rhythms.
3. Students will regroup as a class and performed selected rhythms indicated by the teacher.

Evaluation:

1. Were students able to recognize whole, half, quarter, and eighth notes by sight?
2. Were students able to recognize notes mentioned above by sound?
3. Were students able to use rhythm sticks to practice simple rhythms?
4. Were students able to perform rhythms with the class?

MENC National Standards:

Standard 2. Performing on instruments, alone and with others, a varied repertoire of music.
Standard 5. Reading and notating music.

Assessment

Students will be graded on the following material:

1. Class discussion participation
 - a) Yes / No
2. Compositions
 - a) Did students complete their 10 measure compositions?
 - b) Did students perform them?
 - c) Effort both solo and group

Classroom Discussion:

If students participate in class discussions they earn 5/5 points for that day.

For those who do not participate or misbehave they receive no points for that day.

Compositions Rubric:

1. Compose ten measures of rhythm.
2. Compositions can only be in 4/4.
3. Compositions must be performed by pairs or groups.
4. Limit of 2 whole notes
5. 1-3 people per group
6. Use a variety of note values that add up to four (whole, dotted half, half, quarter, eighth)

Total points possible: 15

Resources

Teacher Resources:

- Adair, Audrey J. (1984). *Ready-To-Use Music Activities Kit*. West Nyack, NY: Parker Publishing company, Inc.

Student Resources:

- Adair, Audrey J. (1984). *Ready-To-Use Music Activities Kit*. West Nyack, NY: Parker Publishing company, Inc.