

Understanding by Design Unit Template

Title of Unit	Rhythm Building Blocks	Grade Level	2
Curriculum Area	Music	Time Frame	2 weeks
Developed By	Sarah Johnston		

Identify Desired Results

Content Standards

Expression of Music:-

Second Grade

2.a. Echo sing 4- and 8-beat patterns of DRMSL pitches adding half note and half rest to rhythms previously learned(Quarter note, Quarter rest, eighth note pair).

Creation of Music:-

1.b.. **Improvise 4 beat rhythmic questions and answer phrases.**

2.a. **Construct patterns using learned rhythms and pitches on a treble clef staff.**

2.b. **Explain differences and similarities in the patterns you hear in simple songs**

Theory of Music

Second Grade

4.b. **Identify and notate using half note and half rest in addition to rhythms previously learned(Quarter note, Quarter rest, eighth note pair).**

Aesthetic Valuation of Music:

Second Grade

1.c. **Contribute to a group effort of making music.**

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical

<p>Students will understand the elemental foundations of rhythm and recognize that basic reading skills are necessary to becoming a literate musician.</p>	<p>What makes music enjoyable? How is music like a language that helps us communicate?</p>	<p>What are the basic "building blocks" of rhythm? In what ways can I put the building blocks together to communicate an idea? What is rhythm? Can there be rhythm without a beat? How will echoing rhythmic patterns help me to understand music? What is notation? How does notation help me to communicate a musical idea? Why is important to know how to read music?</p>
<p>Knowledge</p>		
<p>Students will know...</p>		
<p>Music Vocabulary: quarter note, quarter rest, eighth note pair, half note, half rest, duple meter, rhythm, beat, ostinato</p>		
<p>Skills Students will be able to...</p>		
<p>Identify the basic building blocks of rhythm in duple meter Read and notate the basic building blocks. Match rhythm to lyrics. Identify and label quarter note, quarter rest, eighth note pair, half note, half rest.</p>		
<p>Situation</p>	<p>Students will be given the opportunity to demonstrate their knowledge of the rhythmic building blocks by figuring out and writing the rhythms to a well-known nursery rhyme.</p>	
<p>Product/Performance</p>	<p>Students will produce a printed piece of music which they will perform as a clapping piece for the teacher and class.</p>	
<p>Standards</p>	<p>Rubric</p>	
<p>Other Evidence</p>	<p>Teacher observation during rehearsal activities, Note naming quiz, group completion of nursery rhyme, completed Nursery Rhyme packet</p>	

Learning Plan	"The Process"
Teacher-Led Activities	<ol style="list-style-type: none"> 1. Label and discuss BEAT, RHYTHM. Inquiry- Can there be RHYTHM without a BEAT? 2. Hand out whiteboards and dry erase markers to class. Discuss and label NOTATION. Draw and label each rhythm element (QUARTER NOTE, QUARTER REST, EIGHTH NOTE PAIR, HALF NOTE, HALF REST). 3. Quick Draw Game. 4. Rhythm Matching Quiz. 5. Create chart of all possible 2-beat rhythms. 6. Introduce Nursery Rhyme PPT and discuss building blocks. Label and discuss DUPLER METER. Complete "mystery song" and "1,2,3,4,5" as a class. 7. Hand out Nursery Rhyme packets. Complete notation for "Miss White" as a class. 8. Separate class into 4 groups. Assign on nursery rhyme to each group to complete as a group during rest of class. 9. Students choose rhythm instrument. Show students examples on docucam. Perform and correct any errors as a class. Students should correct and/or complete packets while working as a class. 10. Give "Homework" assignment to complete last nursery rhyme in packet. (Twinkle Twinkle). This will be tunrned in for final assessment.
Student Centered Activities	<ol style="list-style-type: none"> 1. Group work to complete rhythms for assigned nursery rhyme. 2. Individual work time to complete "Homework" assignment.
Resources	white boards., dry erase markers, nursery rhyme PPT and packets, pencils, docucam, rhythm instruments
Student Assessment Strategy	The student knowledge of the subject of rhythm building blocks will be assessed by teacher observation of rehearsal activities, group work/effort, and completeion of classwork and homework assignments.

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
 ISBN # 0-87120-313-8 (ppk)