

Understanding by Design Unit Template

Title of Unit	Got the BEAT!	Grade Level	K
Curriculum Area	Music	Time Frame	2 weeks
Developed By	Sarah Johnston		

Identify Desired Results

Content Standards

Expression of Music-

1.a.- Move to music, demonstrating awareness of beat.

Creation of Music-

2.a. Use icons or invented symbols to represent beat.

Theory of Music

4.a. Move to demonstrate Steady Beat.

4.c. Use icons or invented symbols to represent beat.

Aesthetic Valuation of Music:

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Students will understand that expressing music through movement is an important part of our culture, Music notation is the visual representation of sound and silence, steady beat is the foundation for all rhythmic patterns, it helps keep performers together when they play and makes the music more enjoyable to listen to.</p>	<p>What makes music enjoyable? How is music like a language that helps us communicate? How does performance in an ensemble encourage teamwork?</p>	<p>What is a steady beat? Why is it important to keep a steady beat? How is a steady beat or pulse used in music? What other things in my life have a steady beat? How does music change the way you feel? (When listening to music without a steady beat, do I feel differently than when there is a steady beat?) What does a steady beat look like if it was written down? Can I follow a steady beat?</p>
<p>Knowledge Students will know... Music Vocabulary: Steady beat, pulse, sound, silence, performer, walk, march</p>		

	<p>Skills</p> <p>Students will be able to...</p>
	<p>Identify music with a steady beat and no beat Sing along with music that has a steady beat Clap/patch or perform other Level 1 Body percussion with a steady beat March/Walk to music with a steady beat</p>
<p>Situation</p>	<p>Students will sing, clap and march to "The Grand Old Duke of York" in order to demonstrate their knowledge of steady beat.</p>
<p>Product/Performance</p>	<p>By performing with others in an ensemble, students will act as performer in singing, clapping, and marching to a steady beat.</p>
<p>Standards</p>	<p>Got the Beat Rubric</p>
<p>Other Evidence</p>	<p>teacher observation during activities</p>

Learning Plan "The Process"	
Teacher-Led Activities	<ol style="list-style-type: none"> 1. Using K Big Book(SOM)- identify things from the picture that have steady beat/no beat 2. Student Worksheet Activity 3. LISTENING- Listen to musical examples, discuss and label BEAT/ NO BEAT 4. Beat Buddy Activity with different musical examples 5. Review Classroom Movement Teach-to's, Practice moving to Steady beat by walking, marching to "Beat in my Feet" 6. Beat you walk, Rhythm you Drop Game 7. Introduction of Melody- "The Grand Old Duke Of York", Students imitate teacher by echoing phrases, perform beat by patting on lap as they sing, discuss different ways to perform a beat using Level 1 BP, try out different ways 8. Beat Leader Game (Individual Pre-assessment of SB), "Movin to the Beat" 9. Beat Detective Game 10. Review Assessment task with student and rubric 11. Assess SB using "Grand Old Duke Of York" in 3 groups while videotaping 12. Extension Activity- Perform "Palo Palito" on rhythm sticks
Student Centered Activities	<ol style="list-style-type: none"> 1. Beat Buddies- Students practice performing steady beats with their puppet friends 2. Student worksheet Activity- cut and glue objects that have steady beat/no beat into chart
Resources	K Big Book, Recording of "Grand Old Duke of York", Temple Blocks for Beat Game, Student Worksheets from SOM K Resource Masters, Musical examples-"Pinon, Pinon", "Movin to the Beat", "Beat in my Feet", "Meditation"(Nawan Kechong), video camera
Student Assessment Strategy	The student knowledge of the subject of STEADY BEAT will be assessed by Got the Beat Rubric, videotaped performance, and teacher observation of rehearsal.

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