

Unit/Lesson Instructional Plan

Unit/Lesson Title: The ABC's of Music - Rhythm
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School: John Steinbeck School

Grade Level: 2nd
District: Central Unified (Fresno)

Essential Understanding

What is the "Big Idea" of the unit or lesson?

Students will understand that notes can be put together in different combinations to create different rhythms.

Skills and Knowledge Students Need and/or Will Develop

Students will develop knowledge of notes, measures, rests, and 4/4 time.
They will become familiar with percussion instruments.
Students will be able to write simple melodies and play them on instruments.

Standards Addressed

<u>Music Content Standards</u>	<u>Content Standards in Other Subject(s)</u>
1.1 Read, write, and perform rhythmic patterns using eighth notes, quarter notes & rests. 2.4 Improvise simple rhythmic and melodic accompaniments using voice & a variety of classroom instruments.	Math Number Sense 4.3 Students know when all Fractional parts are included, such as four-fourths, The result is equal to the whole and to one. 4.1 Recognize, name and compare unit fractions

Objectives: (final performance or product)

In what way(s) will students demonstrate what they have learned?

Students will create, record, clap and play (using instruments) a rhythmic pattern of their design.

Student Pre-Assessment

How do you know what the students already know? What pre-assessment activities will help you determine what students already know?

Elicit background knowledge of notes by asking students to name any that they know.

Teacher's Needs Assessment

What content knowledge and resources will you need to implement this lesson?

Knowledge of basic notes: eight, quarter, half, dotted half, and whole notes.

Final Student Assessment

Students will work in pairs to create two measures in 4/4 time and present to class.

How will you know that students have achieved the standard?

Students will be able to write, clap and present measures.

Learning Sequence

The Lesson Plan: What are the various steps in the unit/lesson implementation?

1. Hold up pictures of notes and ask students to name or identify.
2. Tell students that these are notes and are to music what letters are to reading.
3. Teach students names of notes and introduce the idea of measures.
4. Reinforce by visiting <http://www.sfskids.org> and going to note section. Allow students to hear note names and other vocabulary.
5. Teacher writes measures on overhead or chart. Begin with teacher directed measures with teacher clapping pattern first and students repeating. Continue clapping until most students have pattern.
6. Repeat step process over several lessons. (I used 15 minutes of time every Friday for several months) As students become more confident, allow volunteer to pick the notes for our measure using 4/4 time. Students eventually clap as teacher points to notes.
7. On later date teacher introduces percussion instruments and allow students to play rhythms after clapping them correctly. Students play then trade around group until the student has played the notes several times on different instruments.
8. To assess growth students then work in teams to create own music and present measures to class.

Vocabulary

What vocabulary will students need to know and learn, in order to achieve the standards addressed in the unit/lesson?

Quarter notes, half notes, whole notes, dotted half notes, eighth notes

Rest

Time signatures

Treble Clef

Percussion instruments

Equipment, Materials and Resources

What equipment, materials, and resources will you need to implement the unit/lesson and the student assessment?

Overhead and pens

Worksheet for final assessment

Pictures of notes, time signatures

Internet Access to <http://www.sfskids.org>

Percussion instruments (Enough for each child)

Additional Notes

*What adaptations might you make to the learning sequence, to meet the needs of different students?
Any other notes or comments you would offer with regard to implementing this unit/lesson?*

Some students had difficulty with the final presentation. I allowed those who understood and who had successfully created their measures to present theirs and then gave those students who needed more support to go back and try again.

Students will need a lot of work with creating the measures whole class before creating their own in a pair.

I also used two different colored papers to make the separate measures easier for them to recognize.

For younger children you could have pre-cut notes and students glued the appropriate notes in each measure.