

GRADE 6 – Unit 1 Rhythm and Meter

Mission Statement

Unit Overview
<p>In unit 1, students will learn to:</p> <ul style="list-style-type: none"> ● Chant simple to complex rhythms in duple and triple meters. ● Play simple to complex rhythms in duple and triple meters on a rhythm instrument. ● Write simple to complex rhythms in duple meter in standard notation. ● Read and perform rhythms from notation containing thirty second notes, sixteenth notes, eighth notes, and combinations. ● Identify rhythms in duple meter played to them selecting from familiar and unfamiliar phrases. ● Create and improvise rhythms in duple meter.

Year Long Pacing Guide				
Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1--Rhythm and Meter	17 Sessions	1.3A.8.Cr1a 1.3A.8.Cr2a 1.3A.8.Pr4b 1.3A.8.Pr4c 1.3A.8.Pr5a 1.3A.8.Pr6a	Students will learn basic to complex musical phrases in both duple and triple meters. They will be able to identify the difference between songs that are in duple or triple meter. Through dictation, students will write the notation of short rhythmic	<ul style="list-style-type: none"> ● Identify and sing using different vocal registers ● Play a rhythm ostinato. ● Read/ recognize rhythmic passages containing quarter note/rest and eighth

			phrases and create and improvise short rhythmic phrases.	<p>notes</p> <ul style="list-style-type: none"> ● Read, write and recognize rhythmic passages containing sixteenth notes, sixteenth note syncopations, and dotted eighth-sixteenth note phrases. ● Identify thirty-second notes ● identify aurally presented rhythmic passages ● Create and Improvise short rhythmic phrases
Unit 2–The Band Project	17 Sessions	1.3A.8.Cr3a 1.3A.8.Cr3b 1.3A.8.Cr4a 1.3A.8.Cr4d 1.3A.8.Cr4e 1.3A.8.Pr5a 1.3A.8.Pr5b 1.3A.8.Pr6a 1.3A.8.Pr6b 1.3A.8.Re7a 1.3A.8.Re7b 1.3A.8.Re7c 1.3A.8.Re8a 1.3A.8.Re9a 1.3A.8.Cn11a	Students will learn what it takes to become successful in the music business. This project will consist of planning, advertising, and performing a part of their concert. If the groups so wish, they can make a video, perform live, or create an interview. Their group presentations will be presented in front of the class.	<ul style="list-style-type: none"> ● Quiz identifying the roles of band members in a band. ● Monitoring progress of their projects. ● Final presentation to class.

Unit 3–BandLab	17 lessons	1.3A.8.Cr1a 1.3A.8.Cr2a 1.3A.8.Cr2b 1.3A.8.Cr3a 1.3A.8.Cr3b 1.3A.8.Pr4a 1.3A.5.Pr4b 1.3A.5.Pr4c 1.3A.5.Pr4d 1.3A.5.Pr4e 1.3A.8.Pr5a 1.3A.5.Pr6a 1.3A.5.Pr6b 1.3A.8.Re7a 1.3A.5.Re7b 1.3A.8.Re8a 1.3A.5.Re9a 1.3A.8.Cn10a 1.3A.8.Cn11a	Students will learn to use a free online program to write music. BandLab has over 10,000 prewritten loops designed by musical artists in from Blues to Hip Hop to Electric Dance Music. These loops can be dragged into as many as 16 separate tracks to create music. These tracks can be manipulated by tempo, key and structure. Effects can be applied such as pan effects and echo. The available loops span most instruments as well as manufactured sounds. Students can also have the opportunity to record their own voices and play from MIDI keyboards to enter music.	<ul style="list-style-type: none"> ● Create a BandLab account ● Browse loops and drag them to tracks. ● Combine tracks to form an 8 bar song. ● Create a layered 32 bar song. ● Submit assignments. ● Extend loops ● Create new tracks. ● Change tempo ● Change keys ● Change time display ● Use the metronome ● Modify Loops ● Cut/Copy/Slice ● Arrange a song with effects ● Pan a track from left to right ● Solo and mute tracks. ● Create a song using ABA form. ● Create a drum track to accompany a song. ● Create a 64 bar song using layering, modified loops, original drum track, pan and volume effects with the following form: Intro, ABA, Outro.
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Grade 5 – Unit 1 Rhythm and Meter 16 Total Lessons

Unit Vocabulary

Duple	Quarter Rest	Thirty-Second Notes	Triple	
Phrase	Eighth Rest	Meter		
Barline	Sixteenth Note	Tempo		
Quarter Note	Sixteenth Rest	Syncopation		

Preparation for College, Careers, and Beyond

Career Ready Practices	Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law	LGBT & Disabilities Law	Asian Pacific Islander
<ul style="list-style-type: none"> • Mathematics • 	<p><i>Online links and possible resources for the integration of technology into lessons are embedded within</i></p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

	the "Possible Resources and Activities" column for each Topic area.					
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Possible Assessment and Instructional Modifications			
Special Education	At-Risk	Gifted	English Language Learners
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Extra time on assessments ● Use of a graphic organizer ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Differentiated center-based small group instruction ● If a manipulative is used during instruction, allow its use on a test ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible ● Provide visual aids and anchor charts ● Tiered lessons and assignments ● Highlight key directions ● Test in alternative site ● Use of word processor ● Allow for redos/retakes 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> ● Additional time for assignments ● Review of directions ● Review sessions ● Use of mnemonics ● Have student restate information ● Provision of notes or outlines ● Concrete examples ● Support auditory presentations with visuals ● Use of a study carrel ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions 	<ul style="list-style-type: none"> ● Enrichment projects ● Higher-level cooperative learning activities ● Provide higher-order questioning and discussion opportunities ● Tiered centers ● Tiered assignments ● Alternate assignments/ enrichment assignments ● Provide texts at higher reading level ● Extension activities ● Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> ● Continue practicing vocabulary ● Choice of test format (multiple-choice, essay, true-false) ● Vary test formats ● Read directions to student ● Provide study guides prior to tests ● Clarify test directions, read test questions ● Read test passages aloud (for comprehension assessment)

	<ul style="list-style-type: none"> • Answers to be dictated • Follow a routine/schedule • Teach time management skills • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work in progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting 		
Individualized Learning Opportunities			
<ul style="list-style-type: none"> • Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. 			

Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> • Anecdotal notes during whole group, small group and individual conferences • Sharing strategies • Improvise a rhythm. • Evaluating individual response to a rhythmic call 	<ul style="list-style-type: none"> • Common Summative Assessments • Multiple Choice Rhythm Identification Quiz 	<ul style="list-style-type: none"> • Small Group Performance 	

Grade 5 – Unit 1 Rhythm and Meter 16 Total Lessons			
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Music Learning Sequence Aural/Oral	<ul style="list-style-type: none"> • 1.3A.5.Cr1a–Generate and improvise rhythmic ideas. Explain connection to specific purpose and context. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Chant simple rhythms on a neutral syllable in call and response fashion in duple meter. • Chant simple rhythms on a neutral syllable in call and 	<ul style="list-style-type: none"> • Reutter School Duple Meter Sheet • BaBa whole group • Listening for Duple/Triple

<p>2 lessons</p>	<ul style="list-style-type: none"> 1.3A.5.Pr5a—Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and performance. 1.3A.5.Pr5b—Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 	<p>response fashion in triple meter.</p> <p>Anchor Standards:</p> <ul style="list-style-type: none"> Anchor Standard #1: Generalizing and conceptualizing ideas. Anchor Standard #5: Developing and refining techniques and models or steps needed to create products <p>Artistic Process</p> <ul style="list-style-type: none"> Imagine Rehearse Evaluate Refine <p>Enduring Understandings:</p> <ul style="list-style-type: none"> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources To express their musical ideas, musicians analyze, evaluate, and refine their performances over time through openness to new ideas, persistence, and the application of appropriate criteria <p>Essential Questions:</p> <ul style="list-style-type: none"> How are the musical phrases similar or different? <p>Practices:</p> <ul style="list-style-type: none"> Imagine, Rehearse, Refine <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Teacher observation. Option to choose from possible formative assessment list as necessary 	
<p>Music Learning Sequence Verbal Association/Partial Synthesis</p> <p>2 lessons</p>	<ul style="list-style-type: none"> 1.3A.5.Cr1a—Generate and improvise rhythmic ideas. Explain connection to specific purpose and context. 1.3A.5.Cr2a Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Chant simple rhythms on solfege syllables in call and response fashion in duple meter individually. Chant simple rhythms on solfege syllables in call and response fashion in triple meter individually Identify if a song is in duple or triple meter. <p>Anchor Standards:</p> <ul style="list-style-type: none"> Anchor Standard #1: Generalizing and conceptualizing ideas. Anchor Standard #2: Organizing and developing ideas. 	<ul style="list-style-type: none"> Library of songs from classical to modern pop. Reutter School Duple Meter Rhythms worksheet BaBa whole group/individual in order BaBa individual out of order. BaBa check-in. Identifying Duple/Triple and discussion about songs

	<ul style="list-style-type: none"> ● 1.3A.5.Pr4b. Demonstrate an understanding of the structure and expanded music concepts (rhythm) in music selected for performance. ● 1.3A.5.Pr5a—Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and performance. ● 1.3A.5.Pr5b—Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 	<ul style="list-style-type: none"> ● Anchor Standard #4: Selecting, analyzing, and interpreting work. ● Anchor Standard #5: Developing and refining techniques and models or steps needed to create products <p>Artistic Process</p> <ul style="list-style-type: none"> ● Imagine ● Plan ● Make ● Analyze <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources ● Musicians’ creative choices are influenced by their expertise, context, and expressive intent. ● Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How are the musical phrases similar or different? ● In what meter is this song (Duple/Triple) ● What other songs do you know are in duple or triple meters? <p>Practices:</p> <ul style="list-style-type: none"> ● Plan/Make ● Select, Analyze, Interpret <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Teacher observation. ● Evaluating individual student responses to a given rhythm. ● Evaluating student identification of duple vs. triple meters in songs. ● Option to choose from possible formative 	
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<p>Music Learning Sequence Symbolic Association/Composite Synthesis 3 Lessons</p>	<ul style="list-style-type: none"> 1.3A.5.Cr1a—Generate and improvise rhythmic ideas. Explain connection to specific purpose and context. 1.3A.5.Cr2a Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. 1.3A.5.Cr2b Use standard and/or iconic notation to document personal rhythmic ideas. 1.3A.5.Pr4b. Demonstrate an understanding of the structure and expanded music concepts (rhythm) in music selected for performance. 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation 1.3A.5.Pr5a—Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and performance. 1.3A.5.Pr5b—Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 	<p>assessment list as necessary</p> <p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Chant simple rhythms on solfege syllables in call and response fashion in duple meter while looking at the notation Read simple to complex rhythms in duple meter from flash cards and a worksheet containing musical notation. Identify what forms of music contain the rhythms from our worksheet. <p>Anchor Standards:</p> <ul style="list-style-type: none"> Anchor Standard #1: Generalizing and conceptualizing ideas. Anchor Standard #2: Organizing and developing ideas. Anchor Standard #4: Selecting, analyzing, and interpreting work. Anchor Standard #5: Developing and refining techniques and models or steps needed to create products <p>Artistic Process</p> <ul style="list-style-type: none"> Performing Analyzing Reading <p>Enduring Understandings:</p> <ul style="list-style-type: none"> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. <p>Essential Questions:</p>	<ul style="list-style-type: none"> Library of songs from classical to modern pop. Ruetter School Duple Meter Rhythms worksheet. Ruetter School Duple Meter Quiz sheet. DuDe group/individual. DuDe check in
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		<ul style="list-style-type: none"> • How are the musical phrases similar or different? • What do the musical phrases look like? • How could this musical vocabulary be used to create a composition/song? <p>Practices:</p> <ul style="list-style-type: none"> • Plan/Make • Select, Analyze, Interpret <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Teacher observation. • Evaluating individual student responses to a given rhythm. • Option to choose from possible formative assessment list as necessary 	
<p>Music Learning Sequence Generalization (Aural/Oral) 2 lessons</p>	<ul style="list-style-type: none"> • 1.3A.5.Cr1a—Generate and improvise rhythmic ideas. Explain connection to specific purpose and context. • 1.3A.5.Cr2a Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. • 1.3A.5.Cr2b Use standard and/or iconic notation to document personal rhythmic ideas. • 1.3A.5.Pr4b. Demonstrate an understanding of the structure and expanded music concepts (rhythm) in music selected for performance. • 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Chant simple rhythms on solfege syllables in call and response fashion in duple meter while looking at the notation • Read simple to complex rhythms in duple meter from a worksheet. • Identify what forms of music contain the rhythms from our worksheet. • Identify rhythms were played from a choice of 3. One containing an unfamiliar rhythm. <p>Anchor Standards:</p> <ul style="list-style-type: none"> • Anchor Standard #1: Generalizing and conceptualizing ideas. • Anchor Standard #2: Organizing and developing ideas. • Anchor Standard #4: Selecting, analyzing, and interpreting work. • Anchor Standard #5: Developing and refining techniques and models or steps needed to create products. <p>Artistic Process</p> <ul style="list-style-type: none"> • Performing • Analyzing • Reading <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The creative ideas, concepts, and feelings that 	<ul style="list-style-type: none"> • Library of songs from classical to modern pop. • Reutter School Duple Meter Rhythms worksheet • Reutter School Duple Meter Quiz sheet. • DuDe Unfamiliar rhythms. • Quiz on identifying rhythms.

	<ul style="list-style-type: none"> • .1.3A.5.Pr5a–Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and performance. • 1.3A.5.Pr5b–Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 	<p>influence musicians’ work emerge from a variety of sources</p> <ul style="list-style-type: none"> • Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. <p>Essential Questions:</p> <ul style="list-style-type: none"> • How are the musical phrases similar or different? • What do the musical phrases look like? • How could this musical vocabulary be used to create a composition/song? <p>Practices:</p> <ul style="list-style-type: none"> • Plan/Make • Select, Analyze, Interpret <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Teacher observation. • Evaluating individual student responses to a given rhythm. • Option to choose from possible formative assessment list as necessary 	
<p>Music Learning Sequence Generalization (Verbal Association) 3 lessons</p>	<ul style="list-style-type: none"> • 1.3A.5.Cr1a–Generate and improvise rhythmic ideas. Explain connection to specific purpose and context. • 1.3A.5.Cr2a Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. • 1.3A.5.Cr2b Use standard and/or iconic notation to 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Chant familiar rhythms using proper rhythmic solfege in response to a pattern played on a drum. <p>Anchor Standards:</p> <ul style="list-style-type: none"> • Anchor Standard #1: Generalizing and conceptualizing ideas. • Anchor Standard #2: Organizing and developing ideas. • Anchor Standard #4: Selecting, analyzing, and interpreting work. • Anchor Standard #5: Developing and refining techniques and models or steps needed to create products. 	<ul style="list-style-type: none"> • Teacher plays rhythm on a drum, students respond with rhythm solfege.

	<p>document personal rhythmic ideas.</p> <ul style="list-style-type: none"> 1.3A.5.Pr4b. Demonstrate an understanding of the structure and expanded music concepts (rhythm) in music selected for performance. 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation .1.3A.5.Pr5a–Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and performance. 1.3A.5.Pr5b–Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 	<p>Artistic Process</p> <ul style="list-style-type: none"> Plan, Make, Evaluate, Refine <p>Enduring Understandings:</p> <ul style="list-style-type: none"> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. <p>Essential Questions:</p> <ul style="list-style-type: none"> How do the rhythms I hear translate to rhythmic chanting? <p>Practices:</p> <ul style="list-style-type: none"> Evaluate, Analyze <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Teacher observation. Evaluating individual student responses to a given rhythm. Option to choose from possible formative assessment list as necessary 	
<p>Music Learning Sequence Generalization (Symbolic) 3 lessons</p>	<ul style="list-style-type: none"> 1.3A.8.Cr1a–Generate and improvise rhythmic, melodic, and harmonic phrases and harmonic accompaniments within basic forms and expansive forms that convey expressive intent. Explain connection to specific purpose and context. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Sight read unfamiliar rhythmic patterns using both neutral syllables and rhythmic solfege Write the correct notation after listening to a rhythm. <p>Anchor Standards:</p> <ul style="list-style-type: none"> Anchor Standard #1: Generalizing and conceptualizing ideas. Anchor Standard #4: Selecting, analyzing, and interpreting work. Anchor Standard #5: Developing and refining techniques and models or steps needed to create 	<ul style="list-style-type: none"> Sight read rom “Duple Meter Rhythms #2” Practice dictation Quiz on dictation.

	<ul style="list-style-type: none"> 1.3A.8.Pr4c–Analyze selected music by sight reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation. 1.3A.8.Pr5a–Identify and apply personally developed criteria to rehearse, refine, and determine when the music is ready to perform. 	<p>products.</p> <p>Artistic Process</p> <ul style="list-style-type: none"> Imagine, Rehearse, Evaluate, Refine <p>Enduring Understandings:</p> <ul style="list-style-type: none"> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. <p>Essential Questions:</p> <ul style="list-style-type: none"> How do the rhythms that I see sound with chanting? What is the correct notation of the rhythms I hear? <p>Practices:</p> <ul style="list-style-type: none"> Imagine, Select, Analyze, Interpret, Evaluate <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Dictation practice Dictation quiz. Teacher observation. 	
<p>Music Learning Sequence Creativity/Imp rovisation</p> <p>2 Lessons</p>	<ul style="list-style-type: none"> 1.3A.8.Cr1a–Generate and improvise rhythmic, melodic, and harmonic phrases and harmonic accompaniments within basic forms and expansive forms that convey expressive intent. Explain connection to specific purpose and context. 1.3A.8.Cr2b–Use standard and/or iconic notation and/or recording technology to document personal rhythmic 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Make up rhythms within duple meter Make up rhythms in a song with no restrictions. <p>Anchor Standards:</p> <ul style="list-style-type: none"> Anchor Standard #1: Generalizing and conceptualizing ideas. Anchor Standard #2: Organizing and developing ideas. Anchor Standard #4: Selecting, analyzing, and interpreting work. Anchor Standard #5: Developing and refining techniques and models or steps needed to create products. Anchor Standard #6: Conveying meaning through art. <p>Artistic Process</p>	<ul style="list-style-type: none"> Baba–Make one up Dude–Make one up BandLab

	<p>phrases, melodic phrases, and harmonic sequences.</p> <ul style="list-style-type: none"> ● 1.3A.8.Pr4a—Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance, and explain expressive qualities, technical challenges, and reasons for choices. ● 1.3A.8.Pr4c—Analyze selected music by sight reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation. ● 1.3A.8.Pr5a—Identify and apply personally developed criteria to rehearse, refine, and determine when the music is ready to perform. ● 1.3A.8.Pr6a—Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator’s intent. 	<ul style="list-style-type: none"> ● Imagine, Plan, Make, Select, Analyze, Interpret, Rehearse, Evaluate, Refine, Present <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources ● Musicians’ creative choices are influenced by their expertise, context, and expressive intent. ● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. ● Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What rhythm can I make up within a 2 measure phrase? <p>Practices:</p> <ul style="list-style-type: none"> ● Imagine, Plan, Make, Select, Analyze, Interpret, Evaluate, Present <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Teacher observation. ● Evaluating individual student responses to a given rhythm. ● Option to choose from possible formative assessment list as necessary 	
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