3rd/4th Grade Rhythm Unit

Dakota Cavanaugh

**Learning Objectives:**

* Students will be able to aurally identify rhythms utilizing half notes, quarter notes, eighth note pairs, and quarter rests.
* Students will perform rhythms via clapping and counting utilizing the rhythmic values above, using the “1 e & a” counting system instead of “ta” and “ti-ti”.
* Students will compose 4 beat rhythmic ostinatos utilizing these note values.

**Rhythm Lesson #1**

**Objectives:**

* Students will be able to aurally identify 4 beat rhythms as they are performed.
* Students will be able to echo teacher in counting and clapping rhythms using “1 e & a” counting system.

**Standard:**

* **MU:Pr4.2.3b –** When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

**Materials of Instruction:**

* Steal the bacon rhythm cards

**Lesson Sequence:**

1. Entry/Transition
   1. Students follow standard procedure and enter room quietly and find their assigned polka dots on the floor to sit.
   2. Teacher assigns students 1 or 2, and then like numbers join together as a team. The two teams then sit in parallel, straight lines facing in towards each other.
2. Activity
   1. Teacher to students: “Today we’re going to play a new game and come back to the rhythm counting you guys started to learn a little while ago.”
   2. Procedure for “steal the bacon”
      1. Teacher places 4 beat rhythm pattern cards scattered in the space between the two teams.
      2. One player from the front of each team’s line stands up, looking out over the cards.
      3. The teacher claps and speaks a 4 beat rhythm that appears on one of the cards laid out on the floor.
      4. The two contestants from each team then race to find, and pick up the rhythm that matches that of which the teacher clapped and spoke.
      5. Once the correct answer has been found, the team who got the correct answer first gets a point.
      6. Then, the teacher will clap and speak the rhythm once more, and the entire class will echo the rhythm via clapping and speaking.
      7. Repeat steps i-vi until everyone has taken at least one turn, and the rhythm cards have been all used up.
3. Transition/End
   1. Students are given 10 seconds to transition back to their polka-dots, with the teacher counting down in order to move on to the next activity.

**Assessment:**

1. Teacher will observe during the activity, and video the activity as well for later reflection and observation on how successful the students were at identifying rhythms, as well as performing them.

**Rhythm Lesson #2**

**Objectives:**

* Students will be able to aurally identify and subsequently write down 4 beat rhythm patterns(rhythmic dictation) utilizing half notes, quarter notes, quarter rests, and eighth note pairs in 4/4 time.
* Students will compose a 4 beat rhythm ostinato in 4/4 time.
* Students will be able to perform, via clapping and counting, 4 beat rhythms composed by their peers.

**Standards:**

* **MU:Cr1.1.3b –** Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
* **MU:CR2.1.3b –** Use iconic standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.
* **MU:Pr4.2.3b –** When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

**Materials of Instruction:**

* Personal white-boards
* Expo markers
* Dry Erasers

**Lesson Sequence:**

1. Entry/Transition
   1. Students follow standard procedure and enter room quietly and find their assigned polka dots on the floor to sit.
   2. White boards, markers, and erasers are already sitting in the middle of each group, and students are instructed to grab one of each item, and hold their marker high up in the air once they are ready to get started. (Teacher waits to see all students with marker raised to move into the first activity)
2. Activity #1
   1. Teacher to students: “This first activity is similar to last classes game, steal the bacon. The difference is, instead of finding a rhythm on a strip of paper on the ground, you are going to write down the rhythm for yourself on your white board. We’ll start easy so you can get the hang of it, and then add some things in as we go.”
   2. Teacher claps and speaks 4 beat patterns in 4/4 time, repeating as necessary, and students then record the rhythm as they hear it. When finished, they are instructed to hold up the board above their head so the teacher can check everyone’s work.
      1. 4 quarter notes
      2. Quarter note, quarter note, eighth note pair, quarter note
      3. Quarter, eighths, quarter eighths
   3. Teacher: “Alright now listen close to this next one, I’m going to throw something new in, but I think you all can pick it up pretty easy so let’s try it out.”
      1. Quarter, quarter rest, quarter, quarter
   4. Teacher: “What’s the new thing?” Students: “Quarter rest” (hopefully) Teacher: “Yeah that’s it! Now let me give you a demo of how to draw a quarter rest because it is actually pretty easy.”
      1. Demonstrate a quarter rest on the board, write a z, then where your marker ends on the bottom of the z, use that as the starting place and write a letter c underneath.
      2. Students do 2 or 3 attempts on their boards and show the teacher so the teacher can quickly make sure they all look at least semi-correct.
   5. Another rhythmic dictation: quarter, quarter rest, quarter, quarter rest
   6. Repeat process c. for adding in half notes, then dictate rhythms as follows:
      1. Half, quarter note, quarter note
      2. Quarter note, quarter note, half note
      3. Quarter note, half note, quarter note
      4. Eighths, quarter rest, half
3. Transition
   1. Teacher: “Alrighty gang, nice job, now we’re going to take this a little different direction, but keep your white boards because you’ll still need them.”
4. Activity #2
   1. Students compose a 4 beat rhythm in 4/4 time using only quarter note, quarter rest, half note, and eighth note pair.
   2. Students peer assess in shoulder partners to make sure that everyone’s composition is exactly 4 beats long.
5. Transition
   1. Teacher: “Nice job! Now keep those on your boards, set down your marker and eraser, and stand up. Front three groups, come up to the white board and hang out for a second. Next, back three groups, I need you to make a circle in the middle of the room facing outward. Now, my front groups come find a partner on the inside circle, and stand facing them. If anyone doesn’t have a partner, raise your hand. \*Get students to rearrange with their hands up to make sure everyone has a partner. Teacher can participate if there is an odd number of students.\*
6. Activity #3
   1. First, inside partner holds up their boards, and the outside partner claps the rhythm and speaks the counts.
   2. Switch roles.
   3. Students trade whiteboards.
   4. Students turn in and touch their right shoulders together.
   5. Circles walk, rotating counter-clockwise (inside) and clockwise (outside), high fiving each person to count up to the teacher designated number of moving spaces.
   6. Repeat process of performing rhythms, switching boards, and rotating a few times to let students practice with multiple different composed rhythms.
7. Transition
   1. Teacher: “In order to finish up here, I need every group to figure out in 30 seconds, who is the oldest in your group. That person collect your group’s whiteboards and bring them up to the front. Then, my two volunteers will collect erasers and markers as you quietly make your way to line order.”
   2. Students inevitably start chatting, so use an echo clap or two in order to get their attention, and stop talking in order to exit the classroom.

**Closure/Summative Assessment:**

* Teacher will observe students’ rhythmic dictations and check for correctness.
* Students will peer assess each other’s composed rhythm ostinatos to check for the correct amount of beats.
* Teacher will observe student discourse during inside outside circle, check for correct rhythmic performances, and coach as necessary.

**Rhythm Lesson #3**

**Objectives:**

* Students will compose a 4 measure rhythm pattern in 4/4 time while working in groups.
* Students will individually compose a 1 measure rhythm pattern in 4/4 time.
* Students will perform their 4 measure compositions as a group for the rest of the class.

**Standards:**

* **MU:Cr1.1.3b –** Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
* **MU:CR2.1.3b –** Use iconic standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

**Materials of Instruction:**

* Personal white-boards
* Expo markers
* Dry Erasers

**Lesson Sequence:**

1. Entry/Transition
   1. Students follow standard procedure and enter room quietly and find their assigned polka dots on the floor to sit.
   2. White boards, markers, and erasers are already sitting in the middle of each group, and students are instructed to grab one of each item, and hold their marker high up in the air once they are ready to get started. (Teacher waits to see all students with marker raised to move into the first activity)
2. Activity #1
   1. Students use white boards to compose a 4 beat rhythmic pattern, following the same rules and restrictions as the composition in lesson 2.
   2. Students peer assess with their shoulder partner in order to make sure that their composition is exactly 4 beats long, and follows the rules.
   3. Once, individual compositions are complete, the students have to decide an order to put all 4 of their individual compositions together within their color groups (groups of 4).
   4. Once a 16 beat, 4 measure composition has been made by each group, they will then have a few minutes to practice their rhythm with both speaking the counts, as well as clapping.
3. Activity #2
   1. Teacher will call up each group one at a time, and that group will perform their composition via clapping and counting for the rest of the class.
   2. Once finished, the audience students have to raise a thumbs up or down in order to say if they agree that the performing group’s composition contains 16 beats, and that they followed the rules and performed their rhythm correctly. Thumbs up means they think that the performing group was flawless, and well performed. Thumbs down means that there was a little problem, and then the student with thumbs down will be called on by the teacher to point out the issue, and offer a potential solution to fix the problem.
   3. Repeat until all 6 groups have shared their compositions with the class.

**Assessment:**

* Peer assessment is used to have the students evaluate their peers’ compositions. They have to decide whether or not the other students are correct.
* The teacher will observe student discourse as well as performance, and keep a checklist to make sure that every composition has:
  + 16 beats in length
  + Performance uses correct counting syllables
  + Clapping rhythms are accurate
  + Correct note values are used.

**Assessment:**

Pre-assessment:

* For the pre-assessment, I utilized data/scores that my CT had on file for the previous rhythm unit done about 2 months prior to me being in the classroom. Most of these scores were in the form of a checklist that my CT had compiled from observing students during their final activity of the previous unit.

Formative Assessment:

* Observation is used throughout all three of these lessons in order for the teacher to pick out what concepts, if any, need special attention for further instruction.
* Peer assessment is used during lessons for the students to check each other’s work, so that it will be compatible in the group activity portions. Also, checking their partners’ work will also help them solidify the concepts through coaching and analyzing.

Post Assessment/ Summative Assessment

* Teacher observation of final rhythm composition (both individual and group) will be recorded with regards to 3 categories
  + Correct counting syllables used
  + Utilizes only the specified rhythmic values
  + Is precisely 4 beats long or 16 beats long for individual and group compositions respectively
* Values will be assigned to each category
  + 100% = Mastery
  + 50% = Growing, but could use more practice
  + 0% = Concept is still unfamiliar, and needs much more work.