

MUSIC PLUS MUSIC INTEGRATION Unit Planner (multiple lessons)

Unit Title: The CUPS Or_Representing rhythm sequences created from rhythm units (represented by colored paper or cups)

Classroom Teacher: _____ *Music Specialist:* _____

Grade level(s): _____ *Date:* _____

Primary Subject Areas (2 or more): _____

GUIDED PRACTICES CONSULTANT _____

1. Key Topics and Questions:

How can the writing, listening, performing, reflecting on rhythm patterns with invented symbolic systems created enhance academic and musical skills?

(with Interdisciplinary Connections with Math, Language, Visual Arts and Social Emotional Development)

2. Key Music Standards Addressed in this Unit:

Music: active listening; listening discrimination; remembering individual components of rhythm patterns; sight-reading sequences of rhythm patterns; creating new sequences of rhythm patterns; analyzing patterns; performing polyrhythm; beat awareness; variations

Singing
Reading and Writing Notation
Improvising and Composing
Critically Responding (analyzing)

3. Key Academic Standards Addressed in this Unit:

Academic: Pattern recognition and decoding; visual and aural memory; eye-hand coordination; decoding left-to-right and right-to-left; counting; pattern manipulation; ratios, Grouping, sequence, order

4. Key Social Emotional Skills Addressed in this Unit:

Risk taking, cooperation, respect for others, persistence,

5. Fundamental Concepts Shared between Music, Language, Math, Social-Emotional Development:

What fundamental concepts shared across disciplines will be included in this lesson?

MATH: Pattern analysis; seriating; addition; manipulating small units within the boundaries of a larger unit; decoding visual representations; number representation of pitch/frequency; grouping, ratios

LANGUAGE: decoding; analyzing words to fit patterns; representing rhythm units with words (monkey, crocodile, zoo)

ARTS: color; design; form; expressiveness (dynamic levels of changing accents)

LEARNING SKILLS: memorization; self-reflection; creative thinking; divergent thinking

SOCIAL-EMOTIONAL: peer collaboration; self-discipline; self-esteem as learner; Student as Teacher, risk taking,

6. Unit Sequence

Progression of Lessons defined by Key Activities/Products/Events engaged through Five Fundamental Learning Processes:

A. Introductory Lesson(s) (Warm up, Practice)

Listen/perceive/describe: listen to teacher clapping different rhythm units for different colors of cups; describe how the process seems to be working; which patterns are represented by which colors?

Question/investigate/discover: how can cups represent rhythm patterns?

Create/transform/improvise: students observe teacher improvising (creating) various sequences of rhythm units 3 claps, 2 claps, 1 clap, 2 claps in a 12 pulse structure

Perform/demonstrate/interpret: group claps teacher's sequence of rhythms

Reflect/connect/assess: reflect on performance, which pattern is the most challenging to perform? Why? What makes it easier?

B. Main Lesson(s) (Revisited concepts, new problems)

Listen/perceive/describe: listen to the teacher clapping and describe the patterns you hear? How many claps do you hear? Beats? Patterns?

Question/investigate/discover: What are different ways to perform the rhythm? count the amount of claps; Can you clap all the same speed? How can you express the clapping patterns according to the rhythm pattern (grouping)? Or Are the patterns regulated by beats? If so, How many beats? Do the claps stay at the same speed? If not, how much faster or slower do they go?

Create/transform/improvise: create a speech pattern representing the teacher's sequence (matching words to rhythm patterns)

Perform/demonstrate/interpret: half of the class claps while the other listens to the pattern; switch to experience the other part

Reflect/connect/assess: How do the performances differ? Is it easier to do steady claps and accents, or keep the beat steady and change the speed of the claps?

C. Further Exploration, Individualization of Lesson(s), Extensions)

Listen/perceive/describe: listen to the teacher clapping the pattern backwards and forwards. With and without accents on different parts of the number patterns.

Question/investigate/discover: Is it harder to read the patterns backwards? Why? What does it feel like to go forwards then backwards? Would it be easier or harder to clap and say the patterns at the same time? With or without accents? Why?

Create/transform/improvise: teacher and students create two- and three-syllable words to clap to complement the clapping pattern?

Perform/demonstrate/interpret: perform with clapping and speaking; then have half of the class clap+speaking the pattern forward, the other half clap+speaking backwards; switch

Reflect/connect/assess: ask questions about possible improvements as the number patterns are explored in different ways? How has the concept of ratio, beats, groupings, accents contributed to a different understanding of rhythm? , Is it easier with speaking or without? Is it easier with speaking numbers or 1-, 2-, 3-syllable words? Why? Why might performing two things at once show more understanding of rhythm and math and language?

D. Closing Lessons/Culminating Events /Reflections

Listen/perceive/describe: Listen to Steve Reich's *Clapping Music*

Question/investigate/discover:., analysis: How does the composer use clapping patterns to make music?

How can the class create a performance of rhythm patterns that will demonstrate understanding of language

and math and music?

Create/transform/improvise: Create a composition (individually and in groups) that the class can perform.

Describe the creative process and the resulting piece (clapping phone numbers, people's names, etc.)

Perform/demonstrate/interpret: Perform for parents, make recordings of the pieces

Reflect/connect/assess: How well were the pieces performed? How did they demonstrate understanding of math, music and language? To what extent did the clapping project help you to learn about ration, grouping, performance?

7. Plan for Systematic Documentation of Student Work (chronological, annotated)

(artifacts, products, description of process, student work, reflections, pre- post-tests, teacher observations, etc.)

How will this learning be documented, and what form(s) of assessment will be used?

Pre-During-Post Documenting students' answers to questions:

What did you already know about rhythm patterns, math, and language?

What did you want to know about rhythm patterns, math, and language?

What did you learn by working on this project?

Performance Assessment:

How many groups of two claps can you use in a 12-pulse phrase?

Write it down as a multiplication problem.

How many groups of three claps can you use in a 12-pulse phrase?

Write it down as a multiplication problem.

How many different ways can you mix 2-clap units with 3-clap units to add up to 12 claps?

Clap your composition at a steady speed. Accent the first clap in each unit.

Using numbers 2 and 3 create an addition problem. Total sum should be 12. How can you prove that it did?

Can you mix 1-clap, 2-clap, and 3-clap units to add up to 12 beats?

Clap your composition. Accent the first clap in each unit.

Using numbers 1, 2, and 3 create an addition problem. Total sum should be 12.

Represent the teacher's pattern on a 12-unit rhythm ruler.

What is your favorite 3-syllable animal? 2-syllable animal? 1-syllable animal?

Can you create a 12-pulse sequence using the names of your favorite animals?

Performance assessment - Teacher documents observations of students' performance.

Teacher makes sure that students' patterns add up to 12.

Teacher evaluates the accuracy of the students' singing voices when numbers 1, 2, and 3 represent the steps of major scale.

8. Plan for Assessment of Student Learning (Process and Anticipated Results) Evidence

(rubrics, pre-post test design, portfolio review, etc.): aligned with unit goals and standards)

Pre Unit Assessments

KWL form, Pattern Inquiry Questions, Performance Tasks, Attitude Surveys
(listed above),

During Unit Assessments

Critique Sheets
Guided Journal Entries

Post Unit Assessments

KWL form, Pattern Inquiry Questions, Performance Tasks, Attitude Surveys
(listed above), Critique Sheets, Guided Journal Entries

9.. Assessment Rubrics (consistency, extent, level of expertise, complexity of skill, detail, progress...)

Skill to be assessed::

	Weak ———> Strong	
□ □ □ □	1 2 3 4	
□ □ □ □		The student will be able to demonstrate understanding of math concepts such as ratio, grouping through performance, creative work, and reflective comments drawing on music, language and math skills
□ □ □ □		The student demonstrates willingness and ability to take risks, set personal goals, and a determination to improve and succeed throughout the various tasks in the unit.
□ □ □ □		The student is able to perform, listen, and compose drawing on musical skills in rhythm, pitch (if applicable), meter, music reading, etc. throughout the unit
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(Rubrics seen in detail on page view only)

Notes

Need to extend rubrics to other shared fundamental concepts...