

Curriculum Units and Learning Outcomes

Content Area: Orchestra (Honors Level Available)	Grade: 9-12
Unit Title: Performing (Rhythm)	
Unit Summary: Students will understand the difference and relationship between whole, half, quarter, eighth notes, sixteenth and duple, triple and compound meter. Students will be able to read notes by performing various rhythmic patterns using number counting. Students will be able to feel the difference between syncopated rhythms and straight rhythms. Students will be able to articulate the difference between duple, triple and compound meter.	
Massachusetts Standards: ● Creating ● 1. Generate and conceptualize artistic ideas and work. Explore ideas for interpreting a work (e.g. Improvise embellishments to musical passages). (F.M.Cr.01) ● 2. Organize and develop artistic ideas and work. Record decisions about interpreting written music (e.g., adding dynamics or accents to a score). (F.M.Cr.02) ● 3. Refine and complete artistic work. Refine musical interpretations exploring different phrasing (e.g., incorporating tension, release, unity, and variety). (F.M.Cr.03) ● Performing ● 1. Select, analyze and interpret artistic work for presentation. Identify advanced strategies musicians use to practice and employ them in readying a musical work for performance. (F.M.P.04) ● 2. Develop and refine artistic techniques and work for presentation. Perform with accuracy and expression works from the vocal or instrumental literature with a level of difficulty of 3, on a scale of 1 to 6; or a comparable scale. (F.M.P.05)	

Enduring Understandings: Students will understand that:

- Students will understand that musical notation is a way to communicate musical ideas and expressions.
- Students will understand the different meters.
- The correlation between notation and sound.
- Students will understand straight vs. syncopated patterns.

Essential Questions:

- How can I express musical ideas using musical notation?
- What does my musical idea that I have expressed sound like?
- What is the correlation between musical notation and sound?
- How does a syncopated rhythm feel different from a straight rhythm?
- How does a rhythm in duple, triple or compound meter feel different?
- How does my individual part contribute to the overall musical/rhythmic effect of a work?

Students will demonstrate KNOWLEDGE of:

- Students will know how to distinguish the difference between whole, half, quarter, eighth, and sixteenth notes.
- Students will be able to differentiate duple, triple and compound meter.
- Students will know how to relate rhythmic values to one another.
- Students will know how to perform (using number counting) rhythms using whole, half, quarter, eighth and sixteenth notes using number counting.
- Students will know the difference between syncopated rhythms and straight rhythms.
- Students will be know how to subdivide down to the sixteenth note.

Students will be SKILLED at:

- Students will be able to create their own composition using whole, half, quarter, eighth and sixteenth notes..
- Students will perform their compositions.

Estimated Duration: All year. To be incorporated with music selected for performances throughout the year