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Grade Level: 3

Elementary Unit Plan Outline

Unit Title: Grade 3 Introduction to Dotted Rhythms and Syncopation

National Standards:

MU:Cr2.1.3b; MU:Cr3.2.3a; MU:Pr4.2.3b; MU:Pr4.3.3a; MU:Pr5.1.3a; MU:Pr6.1.3a

Rationale:

This unit develops the student's understanding of rhythm past simple quarter / eighth note patterns. As students progress through the unit, they will be able to recognize and apply their knowledge of more complex rhythmic patterns. By the end of the unit, students will have a strong understanding of different rhythmic patterns and how they add complexity to music.

Enduring Understanding:

- What dotted notes represent
- Why not all notes are perfectly aligned with the pulse
- How notes can be played between strong beats

Essential Questions:

- What is a dotted note?
- How do I play notes in between half/quarter notes?
- What makes some rhythms more complex than others?

Student Learning Objectives:

- Identify dotted/syncopated rhythms
- Create original patterns using dotted/syncopated rhythms
- Perform original songs/melodies that use dotted/syncopated rhythms

Proposed Assessment/Evaluation:

- Informal
 - During lessons, ask students to share how they feel about their personal progress (1 = little understanding, 5 = good understanding)
 - Have students collaborate in groups and share their understanding of lessons; create original patterns with pairs/groups
- Formal
 - Written test identifying different rhythmic patterns, note values, vocabulary
 - Performance of assigned short melody on recorder
- Long Range Assignment/Project/Product
 - Collaborative project using recorders to create original compositions that use both dotted rhythms and syncopation

Prior Knowledge and Skills:

- Half/Quarter/Eighth notes
- Steady pulse
- Recorder skills

Teaching Strategies:

- Visual: All lesson materials will be presented visually on whiteboard, printouts, etc.; rhythmic notation will be used
- Auditory: All lessons will be taught orally; rhythms can be demonstrated using different instruments
- Kinesthetic: Students will participate in lessons by playing instruments (percussive/found sounds, recorder, etc.); movement will be incorporated into lessons

Connections:

- Connects to math– fractional nature of dotted notes
- Connects to student cultures– many forms of cultural music incorporate dotted/syncopated rhythms

Activator:

- Partner activity clapping/tapping/playing alternate eighth notes; highlighting the “off-beat” in order to show syncopation, combining 3 notes to demonstrate a dotted note

Repertoire:

- Dotted rhythms
 - “Take Me Out to the Ball Game”
 - “Jingle Bells”
 - “Sing Together”
- Syncopation
 - “I Got a Letter This Morning”
 - “Sansa Kroma”
 - “Kye Kye Kule”

Materials:

- Whiteboard
- Whiteboard markers + erasers
- Paper/pencil
- Erasers
- Staff paper
- Printer
- Worksheets
- Computer
- Speakers
- Recorders
- Chairs

- Desks

Lesson Outlines:

Lesson 1: Reviewing basic rhythm, introducing dotted notes

- a. Main Learning Objective: SWKABAT identify dotted notes; perform dotted notes of different values with musical accuracy (*MU:Cr2.1.3b*)
- b. Secondary Objectives: Review half/quarter/eighth notes, practice performing rhythms with steady pulse
- c. Assessment: Informal- Check in with students about dotted note concept, ask students to demonstrate different dotted notes/patterns
- d. Prior Knowledge and Activator: Steady pulse, recorder skills, using eighth notes to demonstrate dotted quarter notes
- e. Teaching Strategies/Accommodations:
 - Visual: Rhythms will be written out on the board using different forms of notation; students can be given worksheets with rhythms already written
 - Auditory: Lesson will be given verbally; rhythms will be demonstrated using different instruments
 - Kinesthetic: Students will be able to participate in lesson by playing different instruments (found sounds) and by moving to the rhythms
- f. Materials:
 - Whiteboard
 - Whiteboard markers + erasers
 - Paper/pencil
 - Erasers
 - Staff paper
 - Printer
 - Worksheets
 - Recorders
 - Chairs
 - Desks
- g. Lesson Sequence:
 - Opening (6m)
 1. Greeting song/activity (2m)
 2. Listen to "Take Me Out to the Ball Game" (2m)
 3. Distribution of recorders (2m)
 - Learning Activities (33m)
 1. Review of basic note values (8m)
 - a. As a class (4m)
 - b. In groups or pairs (4m)
 2. Introducing the dot (5m)
 3. Activity (20m)
 - a. Learn "Take Me Out to the Ball Game" (10m)
 - b. Practice variations on Ball Game's dotted rhythms (10m)

- Closing (6m)
 1. Putting away recorders (1m)
 2. Lesson review (3m)
 3. Goodbye song/activity (2m)
- h. Agenda:
 - Review basic rhythm
 - Learning about dotted notes
 - Learn a new song: “Take Me Out to the Ball Game”

Lesson 2: Comparing dotted rhythms with basic rhythms

- a. Main Learning Objective: SWKABAT describe dotted rhythms with respect to the pulse of music; respond to selected works with musical lens and demonstrate understanding; create original patterns using dotted rhythms (*MU:Cr2.1.3b; MU:Pr4.2.3b; MU:Pr4.3.3a*)
- b. Secondary Objectives: Review function of dots in music notation, practice performing dotted rhythms with steady pulse
- c. Assessment: Informal- Ask student groups to listen to musical excerpts that demonstrate straight rhythms vs. dotted rhythms, use musical vocabulary to show their understanding of each
- d. Prior Knowledge and Activator: Steady pulse, musical vocabulary
- e. Teaching Strategies/Accommodations:
 - Visual: Rhythms will be written out on the board using different forms of notation; students can be given worksheets with rhythms already written
 - Auditory: Lesson will be given verbally; musical excerpts will be played via speakers
 - Kinesthetic: Students will be able to participate in lesson by playing different instruments (found sounds) and by moving to the music
- f. Materials:
 - Whiteboard
 - Whiteboard markers + erasers
 - Paper/pencil
 - Erasers
 - Staff paper
 - Printer
 - Worksheets
 - Computer
 - Speakers
 - Recorders
 - Chairs
 - Desks
- g. Lesson Sequence:
 - Opening (8m)
 1. Greeting song/activity (2m)
 2. Listen to “Jingle Bells,” “Sing Together” (4m)

3. Distribution of recorders (2m)
- Learning Activities (31m)
 1. Review of dotted note values (7m)
 - a. As a class (3m)
 - b. In groups or pairs (4m)
 2. Activity (24m)
 - a. Listen to “Jingle Bells” and discuss (6m)
 - b. Listen to “Sing Together” and discuss (6m)
 - c. Begin group composition project in class (12m)
- Closing (6m)
 1. Putting away recorders (1m)
 2. Lesson review (3m)
 3. Goodbye song/activity (2m)
- h. Agenda:
 - Review dotted rhythms
 - Listen to and discuss familiar music
 - Group composition project

Lesson 3: Introducing syncopation

- a. Main Learning Objective: SWKABAT identify syncopated rhythm; demonstrate syncopated rhythms with musical accuracy (*MU:Cr2.1.3b*)
- b. Secondary Objectives: Review dotted rhythms further; practice performing dotted rhythms with steady pulse
- c. Assessment: Informal- Check in with students about syncopation concept, ask students to demonstrate different syncopated rhythms; informal check on projects from previous lesson
- d. Prior Knowledge and Activator: Steady pulse, dotted rhythms, using dotted rhythms and eighth notes to demonstrate syncopation
- e. Teaching Strategies/Accommodations:
 - Visual: Rhythms will be written out on the board using different forms of notation; students can be given worksheets with rhythms already written
 - Auditory: Lesson will be given verbally; rhythms will be demonstrated using different instruments
 - Kinesthetic: Students will be able to participate in lesson by playing different instruments (found sounds) and by moving to the rhythms
- f. Materials:
 - Whiteboard
 - Whiteboard markers + erasers
 - Paper/pencil
 - Erasers
 - Staff paper
 - Recorders
 - Chairs
 - Desks

- g. Lesson Sequence:
- Opening (6m)
 1. Greeting song/activity (2m)
 2. Listen to “I Got a Letter This Morning” (2m)
 3. Distribution of recorders (2m)
 - Learning Activities (33m)
 1. Review of basic note values (5m)
 2. Activity (28m)
 - a. Partner activity to demonstrate syncopated eighth notes (8m)
 - b. Learn “I Got a Letter This Morning” (10m)
 - c. Practice dotted variations of syncopation in Letter This Morning (10m)
 - Closing (6m)
 1. Putting away recorders (1m)
 2. Lesson review (3m)
 3. Goodbye song/activity (2m)
- h. Agenda:
- Review basic rhythm
 - Learning about syncopation
 - Learn a new song: “I Got a Letter This Morning”

Lesson 4: Combining dotted rhythms and syncopation

- a. Main Learning Objective: SWKABAT perform dotted rhythms and syncopation with musical accuracy; respond to selected works with musical lens and demonstrate understanding; create original patterns using dotted rhythms and syncopation (*MU:Cr2.1.3b; MU:Pr4.2.3b; MU:Pr4.3.3a*)
- b. Secondary Objectives: Review recorder skills
- c. Assessment: Informal- Check in with groups about progress on projects, performance (correct notes, intonation, rhythm)
- d. Prior Knowledge and Activator: Steady pulse, demonstrating different applications of both dotted rhythms and syncopation
- e. Teaching Strategies/Accommodations:
 - Visual: Rhythms will be written out on the board using different forms of notation; students can be given worksheets with rhythms already written
 - Auditory: Lesson will be given verbally; musical excerpts will be played via speakers
 - Kinesthetic: Students will be able to participate in lesson by playing different instruments (found sounds) and by moving to the rhythms
- f. Materials:
 - Whiteboard
 - Whiteboard markers + erasers
 - Paper/pencil
 - Erasers

- Staff paper
 - Printer
 - Worksheets
 - Computer
 - Speakers
 - Recorders
 - Chairs
 - Desks
- g. Lesson Sequence:
- Opening (6m)
 1. Greeting song/activity (8m)
 2. Listen to “Sansa Kroma,” “Kye Kye Kule” (4m)
 3. Distribution of recorders (2m)
 - Learning Activities (31m)
 1. Review of syncopation (5m)
 2. Activity (26m)
 - a. Listen to “Sansa Kroma” and discuss (6m)
 - b. Listen to “Kye Kye Kule” and discuss (6m)
 - c. Continue to work on projects, adding syncopated rhythms (14m)
 - Closing (6m)
 1. Putting away recorders (1m)
 2. Lesson review (3m)
 3. Goodbye song/activity (2m)
- h. Agenda:
- Review syncopation
 - Listen to new music and discuss
 - Continue working on group composition project
 - Test next class!

Lesson 5: Formal assessments and presentations

- a. Main Learning Objective: SWKABAT identify dotted rhythms and syncopation; describe dotted rhythms and syncopation with musical vocabulary; perform original work with musical accuracy; demonstrate performance skills and decorum (*MU:Cr2.1.3b; MU:Pr4.2.3b; MU:Pr4.3.3a; MU:Pr5.1.3a; MU:Pr6.1.3a*)
- b. Secondary Objectives: Practice performance skills and decorum
- c. Assessment: Formal- Short written test identifying different rhythmic patterns, note values, vocabulary; Long range- presentation of projects in class
- d. Prior Knowledge and Activator: Steady pulse, demonstrating both dotted rhythms and syncopation, recorder skills
- e. Teaching Strategies/Accommodations:
 - Visual: Formal assessment is given via written test
 - Auditory: Students can follow along as teacher reads questions aloud

- Kinesthetic: Students can evaluate musical material using quiet found sounds
- Other: Students can be given additional formal assessment time; alternative methods of presenting final project

f. Materials:

- Paper/pencil
- Erasers
- Printer
- Worksheets
- Recorders
- Chairs
- Desks

g. Lesson Sequence:

- Opening (4m)
 1. Greeting song/activity (2m)
 2. Distribution of recorders (2m)
- Learning Activities (35m)
 1. Complete formal assessment (15m)
 - a. Students complete written test (10m)
 - b. Test review (5m)
 2. Project Presentations (20m)
 - a. Student groups present projects (5m, concurrent)
 - b. Students give feedback on projects (15m, concurrent)
- Closing (6m)
 1. Putting away recorders (1m)
 2. Lesson review (3m)
 3. Goodbye song/activity (2m)

h. Agenda:

- Complete written test and review answers afterwards
- Present projects and give feedback