

RHYTHM UNIT PLAN: Choral performance-based

Grade(s): Grade 9 Choir

Note: Students will be provided with written homework specific to lesson lesson

BC curriculum: KNOW (content) + DO (Curricular competencies) + UNDERSTAND (big idea) (KDU)						
Lesson #	Topic	B. Idea	C. Competence	Materials	Strategies	Assessment (F or S)
1	Note Values, Rhythm	Music uses a unique sensory language for creating and communicating.	Take musical risks to experience self-growth (Exploring and creating)	Stereo and Sound System and white board with markers	Discuss and give examples of different note values and rhythm, then demonstrate - Call & response, clapping exercise, speaking rhythms	Formative assessment: clap or speak the rhythms on the board and note value worksheet/homework
2	Meter, Tempo	Music uses a unique sensory language for creating and communicating.	Describe, interpret, and consider how musicians use techniques, technology, and environments in composition and performance (Reasoning and reflecting)	Stereo and Sound System and white board with markers	Listen and identify different tempos and meters, practice different meters and tempos in groups	Formative Assessment: listen to excerpts and write out which meter and tempos they hear and meter and tempo playlist to listen to
3	Bar Lines	Collaborative music experiences can build community and nurture relationships with others.	Select and combine musical elements and techniques to interpret an idea or define style, creating a particular mood or effect (Exploring and creating)	Stereo and Sound System and white board with markers	Discuss bar lines and provide examples- Call & response, clapping exercise, speaking rhythms	Formative assessment: clap or speak the rhythms on the board and bar line worksheet/homework
4	Writing Counts	Identity is explored, expressed, and impacted through music experiences.	Revise, refine, analyze, and document musical experiences to enhance learning (Communicating and documenting)	Stereo and Sound System and white board with markers	Given a demonstration have students write different counts and beats on the board.	Formative assessment: in groups, students will create their own rhythm excerpt and write the specific counts as well as be given a counts worksheet for homework
5	Treble Clef Spelling	Music uses a unique sensory language for creating and communicating.	Develop appropriate musical vocabulary, skills, and techniques	Stereo and Sound System and white board with markers	Identify the note: have written notes on board and include variety of notes within the staff and outside of the staff & have students identify notes	Formative assessment: in class treble clef speed sheet Summative assessment: a written quiz on rhythm, tempo, bar lines, writing counts, treble clef spelling
6	Sight-reading	Music provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures.	Adapt and apply learned musical skills, understandings, and techniques for use in new contexts and for different purposes and audiences	Stereo and Sound System and white board with markers	Guided practices on basic skills of sight-reading (time/ key signature); group performances of sight-reading excerpts	F: Teacher-assigned groups to sight-read 8 measures from handout ; selected melody or parts and change some rhythms; have students sing or clap through rhythms