

**LISBON SCHOOL DEPARTMENT  
UNIT DESIGN OUTLINE**

Unit Title: Body Percussion – Musical Form

Unit Designers: Jonathan Pollock and Matt Watras

Level(s): 4<sup>th</sup> grade Time Span: Entire Year

**Content Area:**

- |  |                                      |   |   |
|--|--------------------------------------|---|---|
| <input type="checkbox"/> Career Prep           | <input type="checkbox"/> Health/PE   | <input type="checkbox"/> M&C Languages  | <input type="checkbox"/> Social Studies                 |
| <input type="checkbox"/> English Language Arts | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science & Tech | <input checked="" type="checkbox"/> Visual & Perf. Arts |

**Summary of Unit:**

This unit helps teach music form of a rondo. This form has alternation between a recurrent section and contrasting episodes. Each section will be taught separately and then combined to form the entire song. Instead of playing the songs with instruments, the students will clap, pat, stomp, snap.

**Content Standards/Performance Indicators:**

**A1- Students accurately perform music that includes changes of tempo, key, and meter in modest ranges with moderate technical demands, modeling proper posture and technique, alone or with others**

**A2 – Students apply accumulated knowledge of musical notation, symbols, and terminology to a music performance.**

- a. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, and 3/8 meter signatures.
- b. Read simple melodies in both the treble and bass clef.
- c. Apply notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

**B1 – Students perform music of various styles and genres that includes changes of tempo, key, and meter in modest ranges with moderate technical demands accurately applying accumulated knowledge and skills: proper posture and technique; musical notation; symbols; and terminology.**

**B2- Students compare musical ideas expressed in their own compositions or the compositions of other.**

**C1 – Students describe and apply creative-thinking skills that are part of the creative problem-solving process.**

- a. Fluency
- b. Flexibility
- c. Elaboration
- d. Originality

**E3 – Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.**

**E5 – Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.**

- a. Getting along with others

- b. Respecting differences
- c. Working as a team/ensemble
- d. Managing conflict
- e. Accepting/giving/using constructive feedback
- f. Accepting responsibility for personal behavior
- g. Demonstrating ethical behavior
- h. Following established rules/etiquette for observing/listening to art.
- i. Demonstrating safe behavior

### **Key Pre-Requisites:**

(Before beginning this unit, students should know/understand/be able to...)

#### **Knowledge:**

- Students will know how to read basic staff and rhythmic notation
- Understand the difference between steady beat and rhythm

#### **Skills:**

- Able to hear and feel the beat

### **Enduring Understandings:**

- musical notation is the essence of the music language

### **Essential Questions that Guide and Focus This Unit:**

- How can music be communicated?
- What is the purpose of music notation?
- How do you play different rhythms at the same time?
- What is musical form?

### **Key Knowledge and Skills students will acquire as a result of this unit:**

#### **Knowledge:**

- Understanding basic music form

#### **Skills:**

- Music reading – tonal and rhythmic
- Communication in musical terminology

### **How will students provide evidence of their understandings? (*Be specific*)**

- Students will show evidence of understanding by performing the whole song with the correct music form.

**Teaching and Learning experiences used to help students understand:**

- Teacher explanation of content
- Teacher modeling or demonstration
- Student question and answer
- Student individual practice
- Student group practice

**Provisions for Extending Learning:**

- Students who have a better understanding of the rhythm will assist the teacher by teaching other students their part

**How will technology be used to increase student achievement? (*Be specific*)**

- The students will have the music shown to them on a projector or LCD screen

**Instructional Resources:**

- The Body Rondo Book by Jim Solomon

Attach a copy of the unit assessment tool, including criteria for evaluation of student performance/product.

*(Name of Assessment listed here)*