

Title: *Dividing the Beat*

*A music-based unit derived from the Music Starters Template: **Dividing the Beat***

Starting Point: Reading and writing notation (see chart in Music Starters)

Generative topic:

Note values

Rewritten as a question:

How does note value affect the structure of the music?

Overview:

Students will understand the relationship between semibreve, minim, crotchet and quaver, and use the correct rhythm names; compose four measures of music in quadruple time on a C pentatonic scale; perform their music as part of a larger work, i.e. rondo; and be able to contribute to arranging a small group and class performance.

Required prior learning

- familiarity with tuned percussion instruments and playing techniques
- pentatonic scale

Intended grades: 4, 5 and 6

Standard: 3

Duration: 4 / 5 x 40 minute weekly lessons

Connections with Cognitive, Personal and Social Development

- Understands the ways in which arts forms communicate for different purposes, audiences and contexts
- Understands how to select and use appropriate methodologies to identify relevant questions and plan and carry out discipline-based investigations
- Understands how to use particular thinking and problem-solving strategies, recognising that emotions, motivations and beliefs of themselves and others influence the process of making choices
- Understands how to explore, refine and communicate more effective ways of thinking and acting mathematically in familiar situations
- Understands the scope of personal choice in weighing up competing factors when making wellbeing decisions for themselves and others in their immediate environment
- Understands that behaviours, attitudes and choices affect identity and relationships
- Understands the processes through which individuals and groups work together to achieve a personal and shared goal
- Understands that there is a range of democratic processes and participates responsibly in school and / or community groups

Throughlines	Understanding goals
The elements of music, (time, pitch, timbre, dynamics) can exist and interact in many ways.	1. A mathematical relationship exists between note values.
	2. This relationship creates interesting patterns in rhythm, timbre and texture.
	3. Maintaining structure provides stability and coherence.

This unit makes provision for:

- ✓ establishment and consolidation of prior learning
- ✓ whole class activity
- ✓ small group activity
- ✓ individual activity
- ✓ guided / scaffolded activity
- ✓ self-assessment
- ✓ peer-assessment
- ✓ independent student demonstration of understanding.

Development of understanding of these concepts

Concept	Specific aspects
	Students can:
✓ Beat	identify the relationship between semibreve, minim, crotchet and quaver as elements of beat
✓ Rhythm	produce rhythmic patterns
✓ Meter	perform in quadruple meter
Tempo	
✓ Melody	perform using the C pentatonic scale
Harmony	
✓ Tonality	identify elements of the C pentatonic scale
Dynamics	
Tone Colour	
✓ Texture	layer patterns and consider the effect
✓ Structure	describe a rondo structure.
Style / Context	

Development of these skills

Skill	Specific aspects
	Students can:
Vocal	
✓ Instrumental	use barred instruments to play rhythm patterns
Movement	
✓ Reading Notation	read rhythm patterns from a chart
✓ Writing Notation	write rhythms in chart format
✓ Listening Aural Discrimination	discriminate between rhythmic values
Improvising	
✓ Composing	produce a group composition
✓ Arranging / Transcribing	arrange a small group composition
✓ Commenting	devise a rubric for self and peer assessment.

Warming up / Tuning in: engaging the students in the inquiry

UGs	Learning experiences	Ongoing assessment and feedback
2	Use body percussion with the whole class, i.e. semibreve stamp, minim patsch, crotchet click and quaver two-finger clap.	Observe student participation in activities.
1	Divide the class into groups of four, each group chooses a topic e.g. machines, the weather etc. Each person thinks of a word or series of syllables to correspond with one bar of a given note value. Note: it is important that a diagram of note values and names is clearly displayed.	Each group assembles a chant to demonstrate understanding of note values and relationships e.g. <i>semibreve</i> : wind <i>minim</i> : thun-der <i>crotchet</i> : rain-ing, rain-ing <i>quaver</i> : in the rain I need my rain coat.

Guided / scaffolded inquiry: enabling students to acquire, process and represent information, to further develop understanding and challenge thinking

UGs	Learning experiences	Ongoing assessment and feedback
1	Fill in a chart using the note names and rhythm values of the chant.	Students are able to identify and name commonly used notation.
	In groups of four ask students to transfer the chant onto barred instruments.	Check students are able to demonstrate correct playing technique.
2	Initially using only two notes, e.g. C and G, have semibreves using the lowest notes on instruments and quavers on glockenspiels. (recommend removing F and B bars)	Students practise and refine both independently and as a group.
3	Using a whole pentatonic scale, students create a four-bar melody, each student taking one note value	Record the composition using a modified chart.

Culminating performances: enabling students to demonstrate insights and demonstrate their understanding

UGs	Learning experiences	Ongoing assessment and feedback
1, 2, 3	Compose a rubric.	Assess student contributions to the class discussion.
	Create a rondo by devising an appropriate A section or link for the whole class to perform.	Video tape the class performance.
	Students swap scores and perform another group's composition.	Peer group and self assessment using rubric and / or video.

Tips for teachers

Group management

- Mixed ability groups work best: the most experienced player should have the glockenspiel (quaver) part.
- Make sure all recorded work is clearly named with all members of the group.
- Make sure that all the details of the class composition are carefully recorded for the next lesson.
- When a student has missed sessions, they could be asked to double a part or provide the link in the rondo or play non-tuned percussion.
- Remove F and B bars.

Resources and references

Instruments (barred and non tuned); notation charts; small blank charts for each group