



Unit Map 2011-2012
The American Embassy School
Collaboration / COETAIL* (WOW) / Middle School (Middle School)



Saturday, October 8, 2011, 3:13PM



Unit: David Beaty - Advanced Rhythm (Week 1, 1 Week)

Stage 1: Desired Results

Summary

Students will use the iPad or iPod Touch (or other mobile app that contains a looping application) to explore the concept of rhythm. Using an app such as Everyday Looper (there are alternatives) students will create a basic rhythm and then add a secondary rhythm while looping the first.

Target Age: grade 5 (but it could be used across all grades 5+)

Standards & Benchmarks

Educational Technology (2007), All Grades, NETS.S: The Next Generation

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- b. create original works as a means of personal or group expression.
- c.. use models and simulations to explore complex systems and issues.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

Music, Grade 5, Music

2. PERFORMING MUSIC: Playing an instrument alone and with others (Students play melodies, rhythms, and chords on pitched or non-pitched classroom instruments with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.)

- 5.2.1 Play melodic, rhythmic, and chordal patterns by rote and by reading.

3. CREATING MUSIC: Improvising melodies, variations, and accompaniments (Students improvise rhythmic and melodic accompaniments to known melodies. They create compositions and accompaniments using the voice or instruments and improvise simple variations of familiar songs.)

<ul style="list-style-type: none"> 5.3.3 Improvise melodic and rhythmic variations of learned songs by singing and using instruments. 5.3.8 Improvise rhythmic accompaniments to classroom songs. 	
<p>Enduring Understandings</p> <p>Rhythm exists all around us.</p> <p>The potential for creating music is everywhere.</p> <p>Rhythm is a core element of music.</p>	<p>Essential Questions</p> <p>What is the role of rhythm in our world?</p>
<p>Knowledge Content</p>	<p>Skills</p> <p>Students should be able to create a rhythm.</p> <p>Based on a first rhythm, students should be able to create a secondary rhythm.</p> <p>Use a looping app like Everyday Looper.</p>
<p>Stage 2: Assessment Evidence</p>	
<p><u>Assessment</u></p>	
<p>Stage 3: Learning Plan</p>	
<p>Instructional strategies + learning experiences</p> <ul style="list-style-type: none"> Introduce the 	<p>Resources</p> <p>Demo of how it can be used:  http://www.youtube.com/watch?v=csw3LrmHkUg&feature=player_embedde</p>

concept of rhythm to students using voice or instrument

- Discuss the idea of rhythm in our daily lives. Where do they see rhythm around them? How do two rhythms work together? Can rhythms coexist?
- Show the demo video of the app where a person creates two rhythms that loop together.
- Take a few minutes to go over the logistics of using the iPads.
- Explain the looping app and perhaps show the video of "How to use Everyday



How to use Everyday Looper:
<http://www.youtube.com/watch?v=pW5ZcjQ3I10>

iPad or iPod Touch (iPhone works as well) or other mobile device that can do simple looping of music. You could also use Audacity but the learning curve may be steeper. Focus on the simple apps.

Everyday Looper app link:



<http://itunes.apple.com/us/app/everyday-looper/id333298831?mt=8>

Looper"
(see
'resources'
for the
link)

- Let students work on teams or independently to create a rhythm loop and add a complimentary rhythm.
- Let the fun begin! Give students freedom to explore creating rhythms with their voice and watch for other students to create rhythm with all kinds of sources (tapping, clicking, etc.)
- It may be useful to post the instructions on the big screen so they can see the finger shortcuts.

Unit Reflections



Everyday Looper

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