Instructional Unit Title: Emotions Through Rhythm

Music High School

Ensemble Based

The teacher may use the rhythm of a known song (folk song) or poetry material (nursery rhyme) so that students can begin to translate text into rhythm.



The teacher may use a more complex rhythm of a known song or poetry material so that students can begin analyzing more complex rhythm and meter selections.



The teacher may model adding additional verses to the rhythm of known song or poetry material so that the students can discover ways to use patterning to extend percussive passages.



The teacher may bring in a variety of stories (e.g., horror, comedic, science fiction, folk tales) so that students can begin to analyze possible percussive techniques that could be associated with different genres.



The teacher may primary elements of a story (e.g., plot, setting, character, climax) so that students can make correlations between the structure of a story and the structure of a percussive piece.



The teacher may highlight the emotional elements of a story (e.g., author voice, tone, word choice) so that students can make correlations between the modality of music (major/minor) to the mood of a story.



The teacher may demonstrate how to write rhythmic phrases so that students can begin to understand the purpose of notation (i.e., for others to read, understand and replicate).



(Post-Performance Assessment)
The teacher may model how to assess/critique a composition so that the students can understand the importance of reflection and evaluation in the creative process.



PERFORMANCE ASSESSMENT: You have been asked by an elementary principal to share an innovative storytelling process to local elementary school students that have been studying story structure. As percussive storytellers, you will illustrate that stories do not have to contain words. You will write and present a story of your choosing though rhythm and percussion (without text) that may include movement. As part of your performance you will be responsible for engaging the audience in analyzing emotions evoked by the rhythmic choices. You will perform the story as part of the school's spring music festival.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.