

Second Grade Music

Unit Title: Unit 1: Music Is Mine to Share

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Visual and Performing Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
 - 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
 - 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

Artistic Process - Performing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
 - 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
 - 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
 - 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
 - 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
 - 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
 - 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- Anchor Standard 8: Applying criteria to evaluate products.
 - *Performance Expectations*
 - 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- Anchor Standard 9: Interpreting intent and meaning.

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- *Performance Expectations*

- 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Visual and Performing Arts - Media Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
 - 1.2.2.Cr1d: Connect and apply ideas for media art production.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.2.2.Cr2b: Connect and apply ideas for media art production.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks.

Artistic Process - Producing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.
- Anchor Standard 8: Interpreting intent and meaning.
 - *Performance Expectations*
 - 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
- Anchor Standard 9: Applying criteria to evaluate products.
 - *Performance Expectations*
 - 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.

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- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.

Central Idea / Enduring Understanding:

- I can pat/clap a steady beat to help feel the difference between rhythm and beat.
- Keeping a steady beat allows me to perform with others
- I can use different motions to respond to loud and soft sounds
- Music from different places use different instruments and styles.

Essential/Guiding Question:

- How do I distinguish between rhythm of words and beat?
- Why do I need to keep a steady beat?
- How do I tell the difference between high and low sounds?
- How is music from other places different?

Content:

- Beat/Meter
- Rhythm
- Melody
- Style/Background

Skills (Objectives):

- Identify beat and no beat
- Identify rhythm of words
- Identify and use notation for C and C
- Identify higher and lower pitches
- Identify and use *mi so la*
- Recognize music from diverse cultures

Interdisciplinary Connection(s):

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:

- Social games, dances and activities that focus on community and working together.
- Emotional expression through music
- Sound and science connection
- Poetry in lyrics
- Geographical and historical context of music
- Music and math connection

NJSLS for Literacy

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5.** - Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS for Mathematical Practice

- **1.** - Make sense of problems and persevere in solving them.
- **2.** - Reason abstractly and quantitatively.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1-** Recognize ways to volunteer in the classroom, school and community.

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- 9.1.2.RM.1- Describe how valuable items might be damaged or lost and ways to protect them.
- 9.4.2.CI.1- Demonstrate openness to new ideas and perspectives.

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

Other Evidence:

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 1.1: Steady Beat

- Pat to determine if music and a poem have steady beat or no steady beat
- Pat with the beat to develop skill in keeping a beat

Session 1.2: Pitch – higher and lower

- Choose to speak or sing a line from a song
- Raise and lower hands to show higher and lower pitches

Session 1.3: Beat/Tempo

- Listen and move to a song to determine if it has a steady beat
- Move to the beat at different speeds

Session 1.4: Rhythm – quarter note, eighth note

- Clap the rhythm of the words to a steady beat
- Read notation for one and two sounds to a beat

Session 1.5: Pitch – *mi so la*

- Move to show the shape of a melody
- Read notation for *mi so* and *la*

Session 1.6: Beat/Rhythm

- Pat the beat and clap the rhythm of the words to show the ability to distinguish between them
- Say and clap a rhyme from notation, using word cues for one sound (quarter note) and two sounds (two eighth notes) to a beat

Session 1.7: Pitch – *mi so la*

- Point to notation for *mi so* and *la* in response to visual and aural cues
- Improvise short phrases using *mi so* and *la*.

Resources:

Session 1.1

- “Share the Music” textbook pages 14-17
- “Share the Music” CD 1 Tracks 9, 10, 11 & 12
- Resource Master 1-1 (practice)

Session 1.2

- “Share the Music” textbook pages 18-23
- “Share the Music” CD 1 Tracks 11, 13, 14, 15, 16 & 17
- Signing Master S-2-1 (Here We Sit)

Session 1.3

- “Share the Music” textbook pages 24-27
- “Share the Music” CD 1 Tracks 15, 18 & 19
- Musical Instruments Master – timpani

Session 1.4

- “Share the Music” textbook pages 28-31
- “Share the Music” CD 1 Tracks 12, 10, 21 & 22
- drum/mallet
- Resource Master 1-2 (practice)
- Resource Master 1-3 (practice)

Session 1.5

- “Share the Music” textbook pages 32-37
- “Share the Music” CD 1 Tracks 17, 23, 24, 25, 26, 27 & 28
- ball
- Resource Master 1-4 (practice)
- Signing Master S-2-1 (Here We Sit)

Session 1.6

- “Share the Music” textbook pages 38-41
- “Share the Music” CD 1 Tracks 28, 29, 30 & 31
- Drum, rhythm sticks, and ball

Session 1.7

- “Share the Music” textbook pages 42-45
- “Share the Music” CD 1 Tracks 23, 27, 32, 33 & 34
- Resource Master 1-5 (practice)
- Resource Master 1-6 (practice)

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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> Pitched instruments Two part harmony Visual Presentation Opportunity to Assist Peers Solo Demonstrations for Class Independent Study Accelerated Study Use of technology Student Choice 	<ul style="list-style-type: none"> Pitched instruments Two part harmony Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Guided Practice 	<ul style="list-style-type: none"> Unpitched instruments Speak-Sing Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Highlighting key points Chunking Rhythm Games Word Banks 	<ul style="list-style-type: none"> Unpitched instruments Speak Sing Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Highlighting key points Chunking Additional Rhythm Games Extra Teacher Assistance Reduced Workload

Unit Title: Unit 2: Let's Play the Day Away

Stage 1: Desired Results

Standards & Indicators:

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Artistic Process - Performing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
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 - Performance Expectations*

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- 1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
- 1.3A.2Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
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- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
 - 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

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- Anchor Standard 4: Selecting, analyzing, and interpreting work.
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- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
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Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
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 - 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.
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 - *Performance Expectations*
 - 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.

Central Idea / Enduring Understanding:

- I can use different motions to respond to loud and soft sounds.
- I can clap (play) once, twice or keep silent for each beat as indicated by the music.
- *Do* is lowest, *mi* in the middle and *so* is highest.
- Music from different places use different instruments and styles.

Essential/Guiding Question:

- How do I show the difference between loud and soft?
- How can I demonstrate 1 and 2 sounds and no sound on a beat?
- How do I tell the difference between *do*, *mi* and *so*?
- How is music from other places different?

Content:

- Dynamics
- Rhythm
- Melody
- Style/Background

Skills (Objectives):

- Show recognition of loud and soft
- Read rhythm patterns using pictorial and traditional notation for 1 and 2 sounds and no sound on a beat (œ, œ̂ and Ô)
- Identify *do mi so*
- Recognize music from diverse cultures

Interdisciplinary Connection(s):

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:

- Social games, dances and activities that focus on community and working together.
- Emotional expression through music
- Sound and science connection
- Poetry in lyrics
- Geographical and historical context of music
- Music and math connection

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NJSLS for Literacy

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
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NJSLS for Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1- Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1- Describe how valuable items might be damaged or lost and ways to protect them.
- 9.4.2.CI.1- Demonstrate openness to new ideas and perspectives.

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

Other Evidence:

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 2.1: Rhythm, sound and no sound on a beat

- Tap fists to show the steady beat in a hand game
- Clap and say a rhythm pattern from icons that represent sound and no sound on a beat

Session 2.2: Pitch – higher, middle, lower (so mi do)

- Move to show aural recognition of higher, middle and lower pitches (mi so do)
- Signal to show aural recognition of the lowest pitch in a song

Session 2.3: Movement/Dynamics

- Walk, gallop, trot and jump through shared space with a song
- Move to show loudness or softness of music

Session 2.4: Rhythm – quarter note, eighth note, quarter rest

Resources:

Session 2.1

- “Share the Music” textbook pages 64-67
- “Share the Music” CD 2 Tracks 19, 20, 21, 22, 23, 24 & 25
- Resource Master 2-1 (practice)
- Resource Master 2-2 (practice)

Session 2.2

- “Share the Music” textbook pages 68-71
- “Share the Music” CD 2 Tracks 26, 27, 28 & 29

Session 2.3

- “Share the Music” textbook pages 72-77
- “Share the Music” CD 2 Tracks 21, 25, 30 & 31
- scissors, crayons, drawing paper

Session 2.4

- “Share the Music” textbook pages 78-81

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<ul style="list-style-type: none">● Clap and say the words of a poem from notation that includes quarter rests (Ô)	<ul style="list-style-type: none">● “Share the Music” CD 2 Tracks 20, 29, 32 & 33● drum/mallet● penny and paper clip● Resource Master 2-1 (practice)● Resource Master 2-3 (patterns)● Signing Master S-2-2 (Who Has the Penny?)		
<u>Session 2.5: Pitch – do</u> <ul style="list-style-type: none">● Point to notation for do in a song● Match sound for so so do to corresponding body notation	<u>Session 2.5</u> <ul style="list-style-type: none">● “Share the Music” textbook pages 82-85● “Share the Music” CD 2 Tracks 28, 29 & 34● Resource Master 2-4 (practice)		
<u>Session 2.6: Dynamics – forte and piano</u> <ul style="list-style-type: none">● Sing a song following dynamic indications of <i>f</i> and <i>p</i>● Signal to show aural recognition of forte and piano	<u>Session 2.6</u> <ul style="list-style-type: none">● “Share the Music” textbook pages 86-89● “Share the Music” CD 2 Tracks 25, 31, 35 & 36● Resource Master 2-5 (practice)● Resource Master 2-6 (practice)		
<u>Session 2.7: Rhythm – quarter note, quarter rest</u> <ul style="list-style-type: none">● Play a game, moving with the steady beat● Clap and say two simultaneous rhythm patterns using quarter notes and rests	<u>Session 2.7</u> <ul style="list-style-type: none">● “Share the Music” textbook pages 90-93● “Share the Music” CD 2 Tracks 33, 37 & 38● penny and paper clip● Resource Master 2-7 (practice)		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students <ul style="list-style-type: none">● Pitched instruments● Two part harmony● Visual Presentation● Opportunity to Assist Peers● Solo Demonstrations for Class● Independent Study● Accelerated Study● Use of technology● Student Choice	On Grade Level Students <ul style="list-style-type: none">● Pitched instruments● Two part harmony● Visual Presentation● Use of a Variety of Media to Present Information● Flexible grouping● Kinesthetic activity● Mnemonics● Feedback● Use of technology● Student Choice● Guided Practice●	Struggling Students <ul style="list-style-type: none">● Unpitched instruments● Speak-Sing● Visual Presentation● Use of a Variety of Media to Present Information● Flexible grouping● Kinesthetic activity● Mnemonics● Feedback● Use of technology● Student Choice● Highlighting key points● Chunking● Rhythm Games● Word Banks	Special Needs/ELL <ul style="list-style-type: none">● Unpitched instruments● Speak Sing● Visual Presentation● Use of a Variety of Media to Present Information● Flexible grouping● Kinesthetic activity● Mnemonics● Feedback● Use of technology● Student Choice● Highlighting key points● Chunking● Additional Rhythm Games● Extra Teacher Assistance● Reduced Workload

Unit Title: Unit 3: Take a New Path

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Visual and Performing Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - Performance Expectations
 - 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.

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- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
 - 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
 - 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

Artistic Process - Performing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
 - 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
 - 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
 - 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
 - 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
 - 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
 - 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- Anchor Standard 8: Applying criteria to evaluate products.
 - *Performance Expectations*
 - 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- Anchor Standard 9: Interpreting intent and meaning.
 - *Performance Expectations*
 - 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Second Grade Music

NJSLS for Visual and Performing Arts - Media Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
 - 1.2.2.Cr1d: Connect and apply ideas for media art production.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.2.2.Cr2b: Connect and apply ideas for media art production.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks.

Artistic Process - Producing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.
- Anchor Standard 8: Interpreting intent and meaning.
 - *Performance Expectations*
 - 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
- Anchor Standard 9: Applying criteria to evaluate products.
 - *Performance Expectations*
 - 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.

Central Idea / Enduring Understanding:

- The four unpitched instrument families are Woods, Metals, Drums and Scrapers/Shakers.
- A half-note is two beats in duration.
- *Do* is lowest, *mi* in the middle and *so* is highest.
- Music from different places use different instruments and styles.

Essential/Guiding Question:

- What are the four unpitched instrument families?
- How long does a half-note last?
- How do I tell the difference between *do*, *mi* and *so*?
- How is music from other places different?

Second Grade Music

<p><u>Content:</u></p> <ul style="list-style-type: none"> • Instrumental Tone Color • Rhythm • Melody • Style/Background 	<p><u>Skills (Objectives):</u></p> <ul style="list-style-type: none"> • Identify four unpitched instrument families • Identify Ó • Alternate between two 1-beat movements and one 2-beat movements • Use <i>do mi so la</i> • Recognize music from diverse cultures
<p><u>Interdisciplinary Connection(s):</u></p> <p>Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:</p> <ul style="list-style-type: none"> • Social games, dances and activities that focus on community and working together. • Emotional expression through music • Sound and science connection • Poetry in lyrics • Geographical and historical context of music • Music and math connection <p><u>NJSLS for Literacy</u></p> <ul style="list-style-type: none"> • L.RF.2.3. - Know and apply grade-level phonics and word analysis skills in decoding words. • L.RF.2.4.A. - Read grade-level text with purpose and understanding. • SL.PE.2.1. - Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups. • SL.II.2.2. - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. • SL.ES.2.3. - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. • S.PI.2.4. - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. • SL.UM.2.5. - Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. • L.WF.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <p><u>NJSLS for Mathematical Practice</u></p> <ul style="list-style-type: none"> • 1. - Make sense of problems and persevere in solving them. • 2. - Reason abstractly and quantitatively. • 5. - Use appropriate tools strategically. • 6. - Attend to precision. <p><u>NJSLS for Career Readiness, Life Literacies, and Key Skills</u></p> <ul style="list-style-type: none"> • 9.1.2.CR.1- Recognize ways to volunteer in the classroom, school and community. • 9.1.2.RM.1- Describe how valuable items might be damaged or lost and ways to protect them. • 9.4.2.CI.1- Demonstrate openness to new ideas and perspectives. 	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Formative Assessment • Echo-Speak • Sing • Pat/clap • Identify/differentiate • Movement • Self-Assessment 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Teacher Observation • Group & Cooperative Work • Think-Pair-Share

Second Grade Music

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 3.1: Tone color

- Point to the picture of each family of unpitched instruments as it is heard
- Play unpitched instruments from the four families with word cues in a song

Session 3.2: Meter, beats in sets of two

- Signal with fingers to tell that a step-touch movement takes two beats
- Point to the word and icon that last two beats in a song
- Play sounds that last two beats on instruments

Session 3.3: Dynamics – crescendo and decrescendo

- Sing a song, following dynamic markings
- Listen and trace the outline of crescendo and decrescendo signs to show when music gets gradually louder and softer

Session 3.4: Rhythm – half note

- Move with a two-beat step-touch pattern and a two-beat skate pattern
- Say, and clap in rhythm, the words of a song that includes quarter, eighth and half notes

Session 3.5: Tone color, unpitched instruments

- Move to show aural recognition of sounds from each unpitched instrument family
- Choose and play unpitched instruments to create an accompaniment for a song

Session 3.6: Rhythm – half note

- Clap quarter notes and hands on legs for half notes, following notation for a song
- Say rhythm patterns from notation, clap-circling only on the half notes

Session 3.7 and 3.8: Pitch, do mi so la

- Echo-sing patterns using do mi so la
- Sing or play a short, improvised melody using two pitches selected from do mi so la

Resources:

Session 3.1

- “Share the Music” textbook pages 112-115
- “Share the Music” CD 3 Tracks 8 & 9
- unpitched instruments
- Signing Master S-2-3 (A Sailor Went to Sea, Sea, Sea)
- Musical Instruments Masters – hand drum, triangle, woodblock

Session 3.2

- “Share the Music” textbook pages 116-119
- “Share the Music” CD 3 Tracks 9, 10, 11 & 12
- drums, triangles
- Resource Master 3-1 (practice)
- Resource Master 3-2 (practice)

Session 3.3

- “Share the Music” textbook pages 120-123
- “Share the Music” CD 2 Track 35
- “Share the Music” CD 3 Tracks 13, 14 & 15
- Resource Master 3-3 (pattern)

Session 3.4

- “Share the Music” textbook pages 124-127
- “Share the Music” CD 3 Tracks 11 & 12
- triangles
- Resource Master 3-4 (practice)
- Resource Master 3-5 (practice)

Session 3.5

- “Share the Music” textbook pages 128-133
- “Share the Music” CD 3 Tracks 9, 16, 17, 18 & 19
- unpitched instruments
- Resource Master 3-6 (practice)

Session 3.6

- “Share the Music” textbook pages 134-137
- “Share the Music” CD 3 Tracks 13, 20, 21, 22 & 23
- drum, triangle

Session 3.7 and 3.8

- “Share the Music” textbook pages 138-141
- “Share the Music” CD 3 Tracks 21, 23 & 24
- pitched instruments
- Resource Master 3-7 (practice)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Pitched instruments • Two part harmony • Visual Presentation • Opportunity to Assist Peers • Solo Demonstrations for Class • Independent Study • Accelerated Study 	<ul style="list-style-type: none"> • Pitched instruments • Two part harmony • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback 	<ul style="list-style-type: none"> • Unpitched instruments • Speak-Sing • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics 	<ul style="list-style-type: none"> • Unpitched instruments • Speak Sing • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics

Second Grade Music

<ul style="list-style-type: none"> • Use of technology • Student Choice 	<ul style="list-style-type: none"> • Use of technology • Student Choice • Guided Practice 	<ul style="list-style-type: none"> • Feedback • Use of technology • Student Choice • Highlighting key points • Chunking • Rhythm Games • Word Banks 	<ul style="list-style-type: none"> • Feedback • Use of technology • Student Choice • Highlighting key points • Chunking • Additional Rhythm Games • Extra Teacher Assistance • Reduced Workload
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Unit Title: Unit 4: The Sky's the Limit

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Visual and Performing Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
 - 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
 - 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

Artistic Process - Performing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
 - 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
 - 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
 - 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
 - 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
 - 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

Second Grade Music

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
 - 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- Anchor Standard 8: Applying criteria to evaluate products.
 - *Performance Expectations*
 - 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- Anchor Standard 9: Interpreting intent and meaning.
 - *Performance Expectations*
 - 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Visual and Performing Arts - Media Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
 - 1.2.2.Cr1d: Connect and apply ideas for media art production.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.2.2.Cr2b: Connect and apply ideas for media art production.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks.

Artistic Process - Producing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.
- Anchor Standard 8: Interpreting intent and meaning.
 - *Performance Expectations*

Second Grade Music

- 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
- Anchor Standard 9: Applying criteria to evaluate products.
 - Performance Expectations
 - 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.

Central Idea / Enduring Understanding:

- A dotted half note is three beats in duration.
- *Re* is one tone higher than *do* and one tone lower than *mi*.
- A B A form is the same as A B form with a repetition of the first section.
- Music from different places use different instruments and styles.

Essential/Guiding Question:

- How long does a dotted half note last?
- How do I identify *re*?
- How does A B form differ from A B A?
- How is music from other places different?

Content:

- Rhythm
- Melody
- Form/Structure
- Style/Background

Skills (Objectives):

- Identify *Ó*.
- Identify *re*
- Identify A B and A B A form
- Recognize music from diverse cultures

Interdisciplinary Connection(s):

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:

- Social games, dances and activities that focus on community and working together.
- Emotional expression through music
- Sound and science connection
- Poetry in lyrics
- Geographical and historical context of music
- Music and math connection

NJSLS for Literacy

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5.** - Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Second Grade Music

NJSLS for Mathematical Practice

- 1. - Make sense of problems and persevere in solving them.
- 2. - Reason abstractly and quantitatively.
- 5. - Use appropriate tools strategically.
- 6. - Attend to precision.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1- Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1- Describe how valuable items might be damaged or lost and ways to protect them.
- 9.4.2.CI.1- Demonstrate openness to new ideas and perspectives.

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

Other Evidence:

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 4.1: Meter, sets of three

- Say a rhythmic ostinato while listening to a song in $\frac{3}{4}$
- Move to a minuet

Session 4.2: Pitch, re

- Move hand to show melodic direction of a melody with mi do and the pitch in between
- Listen and compare pitches of two known songs – aurally and in pictorial notation – to describe the new pitch

Session 4.3: Form, same and different

- Move differently with two poems to show that they form different sections of one piece
- Pat with the beat during only one part of a song to demonstrate awareness of the two different sections

Session 4.4: Pitch, re

- Raise and hand to show aural recognition of the pattern mi mi re do while singing a song
- Sing a melodic pattern from notation, using pitch syllables including re

Session 4.5: Rhythm, dotted half note

- Play a hand game with a song to show one-beat and three-beat movements
- Play a rhythm containing dotted half notes from notation

Session 4.6: Pitch, do mi so la

Resources:

Session 4.1

- "Share the Music" textbook pages 160-163
- "Share the Music" CD 3 Track 40
- "Share the Music" CD 4 Tracks 1, 2 & 3
- Resource Master 4-1 (practice)
- Signing Master S-2-4

Session 4.2

- "Share the Music" textbook pages 164-167
- "Share the Music" CD 2 Track 30
- "Share the Music" CD 4 Tracks 4, 5 & 6
- Resource Master 4-2 (practice)
- Resource Master 4-3 (practice)

Session 4.3

- "Share the Music" textbook pages 168-171
- "Share the Music" CD 4 Tracks 7, 8 & 9

Session 4.4

- "Share the Music" textbook pages 172-175
- "Share the Music" CD 4 Tracks 4, 5 & 10
- button
- Resource Master 4-4 (practice)
- Resource Master 4-5 (practice)

Session 4.5

- "Share the Music" textbook pages 176-179
- "Share the Music" CD 4 Tracks 1, 3 & 11
- three kind of unpitched instruments
- Resource Master 4-6 (practice)

Session 4.6

- "Share the Music" textbook pages 180-183

Second Grade Music

<ul style="list-style-type: none">• Sing the A section of a song using pitch syllable do re and mi• Create and play a melody using do re mi so and la	<ul style="list-style-type: none">• “Share the Music” CD 4 Tracks 10, 12, 13, 14 & 15• Resource Master 4-7 (practice)• Resource Master 4-8 (practice)		
<u>Session 4.7 and 4.8: Form, A B and A B A</u> <ul style="list-style-type: none">• Raise a hand to show the B section of a song• Move to show recognition of A and B sections while singing a song	<u>Session 4.7 and 4.8</u> <ul style="list-style-type: none">• “Share the Music” textbook pages 184-187• “Share the Music” CD 4 Tracks 9, 16, 17 & 18		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none">• Pitched instruments• Two part harmony• Visual Presentation• Opportunity to Assist Peers• Solo Demonstrations for Class• Independent Study• Accelerated Study• Use of technology• Student Choice	<ul style="list-style-type: none">• Pitched instruments• Two part harmony• Visual Presentation• Use of a Variety of Media to Present Information• Flexible grouping• Kinesthetic activity• Mnemonics• Feedback• Use of technology• Student Choice• Guided Practice	<ul style="list-style-type: none">• Unpitched instruments• Speak-Sing• Visual Presentation• Use of a Variety of Media to Present Information• Flexible grouping• Kinesthetic activity• Mnemonics• Feedback• Use of technology• Student Choice• Highlighting key points• Chunking• Rhythm Games• Word Banks	<ul style="list-style-type: none">• Unpitched instruments• Speak Sing• Visual Presentation• Use of a Variety of Media to Present Information• Flexible grouping• Kinesthetic activity• Mnemonics• Feedback• Use of technology• Student Choice• Highlighting key points• Chunking• Additional Rhythm Games• Extra Teacher Assistance• Reduced Workload

Second Grade Music

Second Grade Music Scope and Sequence

	THEME TOTAL	CUMULATIVE TOTAL
Unit One – Music is Mine to Share	7 days	7 days
Unit Two – Let’s Play the Day Away	7 days	14 days
Unit Three – Take a New Path	8 days	22 days
Unit Four – The Sky’s the Limit	8 days	30 days
CATEGORY TOTALS	30 days	

Notes: There are 30 Music sessions during the course of the year.