



Dover Area School District Curriculum Cover Sheet

Grade: 2nd

Subject/Course Title: General Music

Credit: 30 days (40 min classes)

Course Description:

Elementary school general music convenes once every six days, totaling 30 sessions per school year. Music concepts that were introduced in Kindergarten and 1st Grade will be expanded through singing, moving, creating, listening, and playing rhythm instruments. Music-reading skills will be developed by moving gradually from simplified to traditional notation.

Instructional Resources:

Silver Burdett Making Music (2005), CD player, MusicPlay Online, MusicK8, Seesaw, Google Slides, YouTube, Chrome Music Lab website, PlayXylo website, various classroom rhythm instruments, boomwhackers, slide whistle, John Feierabend's First Steps in Classical Music: Keeping the Beat, obstacle course hoops, scarves, bean bags, 5" bouncy balls, whiteboards, dry erase markers and erasers, copy paper, colored pencils, and pencils.



**DASD Curriculum KUD
Music: Grade 2**

National Core Arts Standards	Know	Understand	Do
CREATING			
MU:Cr1.1 : Imagine-Generate musical ideas for various purposes and contexts.	Beat, melodic contour, musical questions, improvisation, rhythmic & melodic patterns, purpose. Musical ideas, movement, multiple tonalities (major and minor), and meters (duple & triple).	Creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	Improvise, create and play rhythm patterns, melodies, new verses, and sound effects for stories and poems.
MU:Cr2.1 : Plan and Make-Select and develop musical ideas for defined purposes and contexts.	Musical ideas, expressive intent. Iconic or standard notation, recording technology.	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	Read and perform iconic or standard notation. Explore various music technology applications and/or websites when appropriate.
MU:Cr3.1 : Evaluate and Refine-Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.	Feedback, interpret & refine musical ideas.	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	Critique their own performances as well as other works using teacher provided criteria.
MU:Cr3.2 : Present- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	Performance of musical ideas (expressive intent, purpose).	Musicians' presentation of creative work is the culmination of a process of creation and communication.	Perform a varied repertoire of music utilizing the fundamental music concepts of the second grade year.
PERFORMING			
MU:Pr4.1 : Select-Select varied musical works based on interest, knowledge, technical skill, and context.	Personal interest and purpose of musical selections.	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	Sing, move, and play instruments.
MU:Pr4.2 : Analyze-Analyze the structure and context of varied musical works and their implications for performance.	Music concepts (such as high/low, loud/soft, same/different, beat, melodic contour, tonality, meter), cultures. Rhythmic patterns using iconic or standard notation.	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Analyze performances using music contrast terminology
MU:Pr4.3 : Interpret-Develop personal interpretations that consider creators' intent.	Expressive qualities (such as voice quality, dynamics, and tempo), expressive intent.	Performers make interpretive decisions based on their understanding of context and expressive intent.	Demonstrate all 4 voices (sing, shout, whisper, speak).
MU:Pr.5.1 : Rehearse, Evaluate and Refine- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	Feedback, established criteria to evaluate performances. Technical challenges.	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	Evaluate lessons and performances based on teacher feedback.
MU:Pr6.1: Present-Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	Expression, performance, purpose, technical accuracy.	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Perform music from a variety of cultures and languages. As an audience, be a good listener.
RESPONDING			
MU:Re7.1 : Select-Choose music appropriate for specific purpose or context.	Personal interests and experiences, finding musical purpose.	Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes.	Tell or show with movement how music makes them feel.

MU:Re7.2.: Analyze-Analyze how the structure and context of various musical works inform the response.	Music concepts (such as beat, melodic direction, pitch), purpose.	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	List personal interests and demonstrate why they prefer some music selections over others.
MU:Re8.1 : Interpret-Support interpretation of musical works that reflects creators'/performers' expressive intent.	Expressive Qualities (such as dynamics and tempo), Musical Concepts, expressive intent.	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Describe music using opposites: Fast/Slow, High/Low, Loud/Soft, Same/Different etc.
MU:Re9.1 : Evaluate-Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	Expressive preferences, evaluation of music, purpose.	The personal evaluation of musical work and performance is informed by analysis, interpretation, and established criteria.	Evaluate music using terms like Fast/Slow, High/Low, Loud/Soft, Same/Different etc.
CONNECTING			
MU:Cn10.0 : Synthesize and relate knowledge and personal experiences to make music	Creating, performing, and responding to music.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Connect personal interests to performance. Listen to music or sing songs and tell about the places they're from.
MU:Cn11.0 : Relate musical ideas and works to varied context and daily life to deepen understanding.	Relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Make connections between music and other arts

Grade 2 Music
Unit 1: Beat



Subject: General Music **Grade Level:** 2 **Duration:** 3 classes

Key Learning Exploring ways that we can keep the steady beat through the use of body percussion, classroom instruments and our voice.

Unit Essential Question: What is a steady beat?

Identified Standards Addressed in the Unit:

MU:Cr1.1.2a, MU:Cr1.1.2b, MU:Cr2.1.2a, MU:Cr3.1.2a, MU:Pr4.2.2a, MU:Re9.1.2
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts): **Do (Competencies):**

- | | |
|--|---|
| <ul style="list-style-type: none">• Steady beat/No beat• Strong and weak beats• Move to beat• Play steady beat• Time signature | <ul style="list-style-type: none">• Demonstrate steady beat• Demonstrate strong and weak beats• Demonstrate movement to the beat• Play the steady beat• Define time signature and identify how many beats per measure |
|--|---|

Unit Key vocabulary Steady beat
Strong beat
Weak beat

**Sample Unit
Activating
Strategy**

Videos, preview vocabulary, Google slides

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 Class	1 Class	1 Class
Lesson Essential Question	Can you maintain the steady beat?	How can we show the strong beat in a song?	How can we show the difference between steady beat and strong beat?
Key Lesson Vocabulary	Steady Beat	Steady Beat Strong and weak beats	Steady Beat Strong and weak beats
Assessment	Through various activities in class, students will show/demonstrate they understand steady beat.	Through various activities in class, students will show/demonstrate they understand the difference between strong and weak beats.	Through various activities in class, students will show/demonstrate they understand the difference between strong and steady beats with body percussion or bouncy balls.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Assess students' ability to demonstrate steady beat (review from First Grade).

Common Summative Assessment:

Assess students' ability to maintain a steady beat.

Assess students' ability to show/demonstrate the difference between strong and weak beats.

Assess students' ability to show/demonstrate the difference between strong and steady beats.

Unit Success Criteria:

Students will be able to maintain a steady beat.

Students will be able to show/demonstrate they understand the difference between strong and weak beats.

Students will be able to show/demonstrate they understand the difference between strong and steady beats.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

<i>Scaffolds and Enrichment</i>		
<i>Struggling Learners</i>	<i>Multilingual Learners</i>	<i>Advanced Learners</i>
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

Grade 2 Music
Unit 2: Singing/Voice



Subject: General Music **Grade Level:** 2 **Duration:** 2 classes

Key Learning Proper singing technique

Unit Essential Question: Why is it important to develop proper singing technique?

Identified Standards Addressed in the Unit:
MU:Pr4.2.2a, MU:Pr4.2.2b
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:
N/A

Know (Concepts):	Do (Competencies):
<ul style="list-style-type: none">• Proper singing technique• Partner songs	<ul style="list-style-type: none">• Demonstrate proper singing technique• Sing a simple partner song (Row Row Row Your Boat/Are You Sleeping?)

Unit Key vocabulary singing
technique
posture
breathing
diaphragm

Sample Unit Activating Strategy Sing a simple tune while slouching. Now sit up tall and sing the song again. How did your singing change?

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	
Lesson Essential Question	What is proper singing technique?	What is a partner song?	
Key Lesson Vocabulary	singing technique posture breathing diaphragm	partner song	
Assessment	Students will demonstrate correct posture and breathing while singing with a relaxed throat, tongue, and upper body.	Students will demonstrate they understand the concept of partner song by singing “Row Row Row Your Boat”/“Are You Sleeping?”	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use activating strategy to determine if students have an understanding of proper singing posture.

Common Summative Assessment:

Assess students’ ability to demonstrate correct posture and breathing while singing with a relaxed throat, tongue, and upper body.

Assess students’ ability to demonstrate they understand the concept of partner song by singing “Row Row Row Your Boat”/“Are You Sleeping?”

Unit Success Criteria:

Students will be able to demonstrate correct posture and breathing while singing with a relaxed throat, tongue, and upper body.

Students will be able to demonstrate they understand the concept of partner song by singing “Row Row Row Your Boat”/“Are You Sleeping?”

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

<i>Scaffolds and Enrichment</i>		
Struggling Learners	Multilingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

Grade 2 Music
Unit 3: Rhythm



Subject: General Music

Grade Level: 2

Duration: 3 classes

Key Learning Exploring ways we can understand and create rhythm.

Unit Essential Question: How do I read and write musical sound?

Identified Standards Addressed in the Unit:

MU:Cr1.1.2a, MU:Cr2.1.2b, MU:Pr4.2.2b, MU:Pr5.1.2a, MU:Re7.2.2a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Quarter note, quarter rest, paired eighth notes, half notes, & half rests
- Simple rhythm patterns

Do (Competencies):

- Read/perform simple rhythms using body percussion, classroom instruments or voice.
- Compose an eight beat rhythmic ostinato

Unit Key vocabulary

Beat
Rhythm
Quarter Notes (ta)
Quarter Rest
Eighth Notes (ti ti)
Half Note (ta-a)
Half Rest
Composer

**Sample Unit
Activating
Strategy**

Read simple rhythms using ta, ti ti, and rest.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	What are quarter notes, quarter rests and paired eighth notes?	What are half notes and half rests?	How do composers use rhythm in their compositions?
Key Lesson Vocabulary	quarter note quarter rest paired eighth notes	half note half rest	compose composer composition
Assessment	Through classroom activities and discussions, students will demonstrate their understanding of reading/playing simple rhythms, including quarter notes, quarter rests, and paired eighth notes.	Through classroom activities and discussions, students will demonstrate their understanding of reading/playing simple rhythms, including half notes and half rests.	Through classroom activities and discussions, students will demonstrate their understanding of composing music.

Authentic, Varied, and Frequent Assessment Types**Common Pre-Assessment (If applicable):***Use activating strategy to determine if students have an understanding reading simple ta, ti ti, and rest rhythms.***Common Summative Assessment:***Assess students' ability to identify and demonstrate quarter notes, quarter rests, and eighth notes.**Assess students' ability to identify and demonstrate half notes and half rests.**Assess students' ability to create an eight beat rhythmic ostinato.***Unit Success Criteria:***Students will be able to identify and demonstrate quarter notes, quarter rests, and eighth notes.**Students will be able to identify and demonstrate half notes and half rests.**Students will be able to create an eight beat rhythmic ostinato.*

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

Grade 2 Music
Unit 4: Pitch



Subject: General Music

Grade Level: 2

Duration: 3 classes

Key Learning Music is a string of pitches placed on the staff to tell us which notes to sing or play.

Unit Essential Question: How can I read the pitch of music?

Identified Standards Addressed in the Unit:

MU:Cr1.1.2b, MU:Cr2.1.2b, MU:Pr4.2.2a, MU:Pr5.1.2a, MU:Re7.2.2a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Scale

Do (Competencies):

- Sing a scale using numbers
- Sing a scale using solfege, including hand signs
- Write a so, mi, and la pattern.

Unit Key vocabulary

Solfege
Scale
Octave

Sample Unit Activating Strategy

Use a set of 8 (Octave) Handbells to demonstrate a scale - sing 1 to 8 from C, to C'.
Sing Do, Re, Mi from the Sound of Music

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	What is a scale?	What is solfege?	How can I write a so, mi, la pattern?
Key Lesson Vocabulary	scale octave	scale solfege	solfege
Assessment	Through classroom activities and discussions students will demonstrate their understanding of a scale.	Through classroom activities and discussions students will demonstrate their understanding of solfege.	Through classroom activities and discussions students will demonstrate their understanding of writing a so, mi and la pattern.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use activating strategy to determine if students have an understanding of a scale.

Common Summative Assessment:

Assess students' ability to demonstrate their understanding of a scale.

Assess students' ability to demonstrate their understanding of solfege.

Assess students' ability to demonstrate their understanding of writing a so, mi, and la pattern.

Unit Success Criteria:

Students will be able to define a musical scale.

Students will be able to sing a scale using solfege syllables and hand signs.

Students will be able to create their own so, mi, and la pattern pattern.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

Grade 2 Music
Unit 5: Melody



Subject: General Music

Grade Level: 2

Duration: 2 classes

Key Learning

Melody

Unit Essential Question:

How do pitches move to form a melody?

Identified Standards Addressed in the Unit:

MU:Cr1.1.2a, MU:Pr4.2.2a,, MU:Re7.2.2a, MU:Cn11.0.2a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Melody can move up and down (melodic contour).

Do (Competencies):

- Describe and demonstrate an understanding of melodic contour.
- Visually and aurally identify melodic direction

Unit Key vocabulary

pitch
high/medium/low
upward/downward
same/different
melody
melodic phrase

**Sample Unit
Activating
Strategy**

Teacher displays 2 patterns of notes on the staff. Ask students which pattern is moving upward and which pattern is moving downward.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	
Lesson Essential Question	How do notes on the staff show melodic direction?	How do you identify the melodic direction by ear?	
Key Lesson Vocabulary	pitch high/medium/low upward/downward same/different melody melodic direction	pitch high/medium/low upward/downward same/different melody melodic direction	
Assessment	Students can identify melodic direction by looking at the notes on the staff.	Students can identify melodic direction by ear.	

Authentic, Varied, and Frequent Assessment Types**Common Pre-Assessment (If applicable):**

Use an activating strategy to determine if students have an understanding of music moving up or down.

Common Summative Assessment:

Assess students' ability to identify melodic direction by looking at the notes on the staff.

Assess students' ability to identify melodic direction by ear.

Unit Success Criteria:

Students will be able to visually and aurally identify melodic direction.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

<i>Scaffolds and Enrichment</i>		
Struggling Learners	Multilingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

Grade 2 Music
Unit 6: Timbre / Orchestra Families



Subject: General Music

Grade Level: 2

Duration: 5 classes

Key Learning Timbre is the unique quality of the sound that a musical instrument makes. Like instruments are grouped into families.

Unit Essential Question: What is timbre?

Identified Standards Addressed in the Unit:

MU:Cr1.1.2a, MU:Pr4.1.2a, MU:Pr4.2.2a, MU:Re7.1.2a, MU:Re7.2.2a, MU:Re8.1.2a, MU:Re9.1.2a, MU:Cn10.0.2a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Instruments are grouped into families with similar characteristics.
- Classroom instruments.
- Instruments that are considered keyboard instruments: piano, harpsichord, organ.

Do (Competencies):

- Identify families of instruments (strings, woodwinds, brass and percussion) and individual instruments by sight and sound.
- Identify classroom instruments by sight and sound.
- Identify keyboard instruments by sight and sound.

Unit Key vocabulary

timbre
orchestra
string family
woodwind family
brass family
percussion family

**Sample Unit
Activating
Strategy**

Ask students to name some instruments.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	What are some string instruments in the orchestra?	What are some woodwind instruments in the orchestra?	What are some brass instruments in the orchestra?
Key Lesson Vocabulary	timbre orchestra string family	timbre orchestra woodwind family	timbre orchestra brass family
Assessment	Students are able to identify some string instruments by sight and sound.	Students are able to identify some woodwind instruments by sight and sound.	Students are able to identify some brass instruments by sight and sound.

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	1 class (ongoing)	1 class (ongoing)	
Essential Question	How do percussion instruments produce their sound?	Why is there a seating chart in the orchestra?	
Key Lesson Vocabulary	timbre orchestra percussion family	timbre orchestra seating chart	
Assessment	Students are able to identify some percussion instruments by sight and sound.	Students are able to understand and explain why an orchestra has a seating chart.	

Common Pre-Assessment (If applicable):

Use an activating strategy to determine if students have an understanding of instruments.

Common Summative Assessment:

Assess students' ability to identify some string instruments by sight and sound.

Assess students' ability to identify some woodwind instruments by sight and sound.

Assess students' ability to identify some brass instruments by sight and sound.

Assess students' ability to identify some percussion instruments by sight and sound.

Assess students' ability to understand and explain why an orchestra has a seating chart.

Unit Success Criteria:

Students will be able to show an understanding of timbre by recognizing various instruments of the orchestra by sight and sound.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment**Struggling Learners**

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance

Multilingual Learners

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher

Advanced Learners

Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher

Grade 2 Music
Unit 7: Meter



Subject: General Music

Grade Level: 2

Duration: 3 classes

Key Learning Meter

Unit Essential Question: What is meter?

Identified Standards Addressed in the Unit:

MU:Cr1.1.2a, MU:Cr1.1.2b, MU:Re7.2.2a

[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Beats can be grouped in 2, 3, and 4.

Do (Competencies):

- Identify when the beats are grouped in 2.
- Identify when the beats are grouped in 3.
- Identify the difference between duple and triple meter.
- Conduct in 2, 3, and 4.

Unit Key vocabulary

meter
conduct
duple
triple

Sample Unit Activating Strategy

Use a song in 2/4 to review steady beat. Then play a song in 3/4. Notice how the beat feels different.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	How can you identify when the meter is 2 and 4?	How can you identify when the meter is 3?	How does a conductor conduct in 2, 3, and 4?
Key Lesson Vocabulary	meter	meter	meter conduct
Assessment	Students are able to identify meters of 2 and 4.	Students are able to identify meter of 3.	Students are able to conduct in 2, 3, and 4.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use an activating strategy to determine if students have an understanding of steady beat.

Common Summative Assessment:

Assess students' ability to identify when the beats are grouped in 2 or 4.

Assess students' ability to identify when the beats are grouped in 3.

Assess students' ability to conduct in 2, 3, and 4.

Unit Success Criteria:

Students will be able to aurally identify the meter of a song.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners

Multilingual Learners

Advanced Learners

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher

Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher

Grade 2 Music
Unit 8: Expression



Subject: General Music	Grade Level: 2	Duration: 3 classes
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Key Learning	Expression
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Unit Essential Question:	How do we use expression in music?
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Identified Standards Addressed in the Unit:
 MU:Cr3.2.2a, MU:Pr4.1.2a, MU:Pr4.2.2a, MU:Pr4.3.2a, MU:Pr6.1.2a, MU:Re7.2.2a, MU:Re8.1.2a, MU:Re9.1.2a, MU:Cn10.0.2a, MU:Cn11.0.2a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:
 N/A

Know (Concepts):	Do (Competencies):
<ul style="list-style-type: none"> ● Dynamics is a way to show expression in music. ● Tempo is a way to show expression in music. ● Articulation is a way to show expression in music. 	<ul style="list-style-type: none"> ● Identify and demonstrate pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo and decrescendo aurally and with movement. ● Identify and demonstrate largo, adagio, andante, moderato, allegro, presto tempos aurally and with movement. ● Identify and demonstrate accent, smooth and separated articulation aurally and with movement.

Unit Key vocabulary	Expression	tempo
	loud/soft	fast/slow
	pianissimo	largo
	piano	adagio
	mezzo piano	andante

mezzo forte	moderato
forte	allegro
fortissimo	presto
crescendo	smooth/separated (connected/not connected)
decrescendo	accent

**Sample Unit
Activating
Strategy**

Name a loud sound and name a soft sound. In music, what is another word for loud? Soft?
 Display picture of mouse and snail. Which one moves fast? Which one moves slow? In music, what is another word for fast? Slow?
 Play a short phrase smoothly on the piano. Then play another phrase separated. Which phrase was smooth?

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	How do we use dynamics to show expression?	How do we use tempo to show expression?	How do we use articulation to show expression?
Key Lesson Vocabulary	dynamics loud soft pianissimo piano mezzo piano mezzo forte forte fortissimo crescendo decrescendo	tempo fast slow largo adagio andante moderato allegro presto	phrase smooth separated accent
Assessment	Students are able to define, identify and demonstrate pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo and decrescendo.	Students are able to define, identify, and demonstrate largo, adagio, andante, moderato, allegro, presto.	Students are able to define, identify and demonstrate accent, smooth and separated.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

*Use an activating strategy to determine if students have an understanding of the dynamics forte and piano.
Use an activating strategy to determine if students have an understanding of the tempos presto and largo.
Use an activating strategy to determine if students have an understanding of smooth and separated.*

Common Summative Assessment:

*Assess students' ability to define, identify and demonstrate pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo and decrescendo.
Assess students' ability to define, identify and demonstrate largo, adagio, andante, moderato, allegro, presto.
Assess students' ability to define, identify and demonstrate accent, smooth and separated.*

Unit Success Criteria:

Students will be able to define and demonstrate various dynamics, tempos, and articulation to show expression in music.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

Grade 2 Music
Unit 9: Form



Subject: General Music **Grade Level:** 2 **Duration:** 3 classes

Key Learning Form

Unit Essential Question: What is form in music?

Identified Standards Addressed in the Unit:
 MU:Cr1.1.2a, MU:Cr1.1.2b, MU:Pr4.2.2a, MU:Pr9.1.2a, MU:Cn11.0.2a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:
 N/A

Know (Concepts):	Do (Competencies):
<ul style="list-style-type: none"> Form is used to organize music. 	<ul style="list-style-type: none"> Identify and demonstrate different sections in music through the use of various classroom activities. Listen to and analyze simple musical pieces, identifying various types of form including call and response, same/different, phrases/sections, AB, repeat signs, 1st & 2nd endings, verse/refrain, intro, coda, ABA and AAB.

Unit Key vocabulary	form call and response same/different phrases/sections AB repeat signs 1st & 2nd endings	verse/refrain intro coda ABA AAB
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**Sample Unit
Activating Strategy**

What is a map? Form is like a map in music.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	How is music organized?	What is the beginning and ending of a song called?	How do we use letters to show different sections of music?
Key Lesson Vocabulary	form call and response same/different phrases/sections AB repeat signs 1st & 2nd endings verse/refrain	intro coda	form AB ABA AAB
Assessment	Students are able to define and identify call & response, same/different phrases/sections (AB), repeat signs, 1st & 2nd endings, and verse/refrain.	Students are able to define and identify intro and coda.	Students are able to define and identify ABA and AAB form.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use an activating strategy to determine if students have an understanding of form.

Common Summative Assessment:

Assess students' ability to define and identify call & response, same/different phrases/sections (AB), repeat signs, 1st & 2nd endings, and verse/refrain.

Assess students' ability to define and identify intro and coda.

Assess students' ability to define and identify ABA and AAB form.

Unit Success Criteria:

Students will be able to follow the form of a song.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>