Park Hill School District

Building Successful Futures • Each Student • Every Day

2nd Grade Music Curriculum

Course Description: The Park Hill K-5 music program was developed collaboratively and built on both state and national standards. The K-5 music program provides students with a continuum of essential knowledge and skills incrementally increasing in depth and rigor. Students will develop knowledge and skills related to the elements of music, the principles of performance, the connection of music to history and culture, as well as music's many interdisciplinary connections.

Every effort has been made to ensure that sample lessons referenced in this document support culturally responsive education in an effort to promote inclusivity and belonging for all students. As part of a society that is constantly evolving and changing, we recognize that new information does at times become available about the origins of songs. We commit to engaging in purposeful learning and conversations as we create a culture of accountability by learning from and addressing our mistakes. Resources should continue to be evaluated to ensure that all materials are consistent with Park Hill's core value of Equity and aligned with the Diversity, Equity, Inclusion, and Belonging (DEIB) drivers and narratives as we continue to build a more inclusive Park Hill community.

Resource Acronyms

SOM: *Spotlight on Music* (2008) by Macmillian/McGraw-Hill
EEMC*: Essential Elements Music Class* (subscription web-based resource)
MPO: *MusicPlay Online* (subscription web-based resource)
GP: *GAMEPLAN* (2014) by KidSounds

Scope and Sequence

Timeframe	Unit	Instructional Topics
One Quarter	Emerging Grade-Level Skills	Topic 1: Rhythm Topic 2: Expressive Qualities
One Quarter	Intermediate Grade-Level Skills	Topic 1: Rhythm Topic 2: Expressive Qualities
One Quarter	Advanced Grade-Level Skills	Topic 1: Melody Topic 2: Harmony Topic 3: Form Topic 4: Tempo
One Quarter	Performance Skills	Topic 1: Vocal/Instrumental Performance Skills Topic 2: Performance Etiquette

Emerging Grade-Level Skills

Subject: Music
Grade: Second
Name of Unit: Emerging Grade-Level Skills
Length of Unit: One Quarter
Overview of Unit: In this unit, students will demonstrate competency of steady beat, use iconic or standard notation (quarter notes, quarter rests, and eighth note pairs), and identify and demonstrate knowledge of dynamics.

Priority Standards for Unit

- **MU: Cr2A.2b** Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.
- **MU: Pr4B.2a** Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.
- **MU: Pr4B.2b** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- **MU: Pr4C.2a** Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

Supporting Standards for Unit

- **MU: Cr1A.2a** Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

Elements of Music

- **Rhythm:** Steady Beat, Quarter Note and Rest, Eighth Note Pairs
- **Melody:** N/A
- **Harmony:** N/A
- **Form:** N/A
- **Timbre:** N/A
- **Expressive Qualities:** *Forte/Piano*

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.	Use	Apply	2
Knowledge of musical concepts (i.e. tonality and meter) in music from a variety of cultures selected for performance.	Demonstrate	Apply	2
Rhythm and melodic patterns using iconic or standard notation.	Analyze	Analyze	4
Rhythm and melodic patterns using iconic or standard notation.	Read	Understand	1
Rhythm and melodic patterns using iconic or standard notation.	Perform	Apply	2
Understanding of expressive qualities (i.e. dynamics and tempo) and how creatures use them to convey expressive intent.	Demonstrate	Apply	2

Essential Questions

1. How can you perform a steady beat?
2. How can students use notation to express rhythm?
3. How can you demonstrate understanding of dynamics?

Enduring Understanding/Big Ideas

1. The student could use body percussion (snap, clap, pat, stomp, etc.), movement, and/or instruments to demonstrate the steady beat.
2. The students can use iconic or standard notation to represent the rhythm of a piece of music.

3. The student could use written music, manipulatives, and verbal responses to identify dynamics by word and symbol.

Unit Vocabulary

Academic Cross-Curricular Words	Content/Domain Specific
	Rhythm Half Note Half Rest Repeat Sign Double Barline *Piano (p)* *Forte* (*f*) Tempo Composer Conductor

Topic 1: Rhythm

Engaging Experience 1

Learning Objective: Students will perform a steady beat.

Suggested Length of Time: 25 minutes

Standards Addressed:

Priority:

- **MU: Pr4B.2a** Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

Supporting:

- **MU: Cr1A.2a** Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

Detailed Description/Instructions:

One way to do this is the name game "I Can Keep the Beat" found in *GP Grade Two*, p. 5. Students learn the speech piece and perform it with the body percussion to keep the beat. Students have the opportunity to speak their name as a solo. Once the students are able to perform the piece and keep the steady beat, the teacher can improvise on a drum playing different rhythms to see if students can still keep the beat.

Extension: Try this beat activity with the song "Sioux Lullaby," found in *GP Grade 2*, p. 42. Have students keep the beat with rocks while having other students play mallet percussion.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Learning Objective: Students will read rhythmic notation.

Suggested Length of Time: 30 minutes

Standards Addressed:

Priority:

- **MU: Cr2A.2b** Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.
- **MU: Pr4B.2b** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

Supporting:

- **MU: Cr1A.2a** Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

One way to do this is to teach the song "Ha Ha This Away" found in *GP Grade 2*, p. 4. Have students read the notation to discuss the rhythm while learning the song. Teach the melody by rote after the rhythm has been mastered. Students improve their own occupation and appropriate motion to demonstrate that occupation when it is their turn to sing the song. Review previous notes that have been learned (quarter note, eighth note pairs). Have students notate the rhythm to their improvised occupation.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Expressive Qualities

Engaging Experience 1

Learning Objective: Students will identify and demonstrate dynamic understanding.

Suggested Length of Time: 15-20 minutes

Standards Addressed

Priority:

- **MU: Pr4C.2a** Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

Supporting: N/A

Detailed Description/Instructions:

One way to do this is to have students move to "Gavotte Fantastique" by Amy Beach (found in *SOM Grade 2*, *Teacher Edition*, p. 26) using large movements to demonstrate *forte (f)* and using small movements to demonstrate *piano (p)*.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario
Classroom Performance
Students will demonstrate their level of mastery of the elements of music in various ways, for example: Singing, playing instruments, movement, manipulatives, and body percussion.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Rhythm	Students will perform a steady beat.	**One way to do this is** the name game "I Can Keep the Beat" found in *GP Grade Two*, p. 5. Students learn the speech piece and perform it with the body percussion to keep the beat. Students have the opportunity to speak their name as a solo. Once the students are able to perform the piece and keep the steady beat, the teacher can improvise on a drum playing different rhythms to see if students can still keep the beat. **Extension:** Try this beat activity with the song "Sioux Lullaby," found in *GP Grade 2*, p. 42. Have students keep the beat with rocks while having other students play mallet percussion.	25 minutes
Rhythm	Students will read rhythmic notation.	**One way to do this is** to teach the song "Ha Ha This Away" found in *GP Grade 2*, p. 4. Have students read the notation to discuss the rhythm while learning the song. Teach the melody by rote after the rhythm has been mastered. Students improve their own occupation and appropriate motion to	30 minutes

		demonstrate that occupation when it is their turn to sing the song. Review previous notes that have been learned (quarter note, eighth note pairs). Have students notate the rhythm to their improvised occupation.	
Expressive Qualities	Students will identify and demonstrate dynamic understanding.	**One way to do this is** to have students move to "Gavotte Fantastique" by Amy Beach (found in *SOM Grade 2*, *Teacher Edition*, p. 26) using large movements to demonstrate *forte (f)* and using small movements to demonstrate *piano (p)*.	15-20 minutes

Intermediate Grade-Level Skills

Subject: Music
Grade: Second
Name of Unit: Intermediate Grade-Level Skills
Length of Unit: One Quarter
Overview of Unit: In this unit, students will demonstrate competency of steady beat, use iconic or standard notation to express rhythm (quarter notes, quarter rests, and eighth note pairs), and identify and demonstrate knowledge of dynamics. In addition, students will read and perform rhythmic patterns containing the half note and half rest.

Priority Standards for Unit

- **MU: Cr2A.2b** Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.
- **MU: Pr4B.2a** Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.
- **MU: Pr4B.2b** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- **MU: Pr4C.2a** Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.
- **MU: Re7B.2a** Describe how specific music concepts are used to support a specific purpose in music.

Supporting Standards for Unit

- **MU:Cr1A.2b** Generate musical patterns and ideas within the context of a given tonality (i.e. major and minor) and meter (i.e. duple and triple).
- **MU: Cr2A.2a** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- **MU: Re7A.2a** Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.
- **MU: Cn11A.2a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Elements of Music

- **Rhythm**: Quarter Note/Rest, Half Note/Rest, Eighth Note Pairs
- **Melody:** N/A
- **Harmony:** N/A
- **Form:** N/A
- **Timbre:** N/A
- **Expressive Qualities:** *Piano/Forte*

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.	Use	Apply	2
Knowledge of musical concepts (i.e. tonality and meter) in music from a variety of cultures selected for performance.	Demonstrate	Apply	2
Rhythm and melodic patterns using iconic or standard notation.	Analyze	Analyze	4
Rhythm and melodic patterns using iconic or standard notation.	Read	Understand	1
Rhythm and melodic patterns using iconic or standard notation.	Perform	Apply	2
Understanding of expressive qualities (i.e. dynamics and tempo) and how creators use them to convey expressive intent.	Demonstrate	Apply	2
How specific musical concepts are used to support a specific purpose in music.	Describe	Apply	2

Essential Questions

1. How can you perform rhythmic patterns that contain quarter notes/rests, eighth note pairs, and half note/rests?
2. How can you read rhythmic patterns that contain quarter notes/rests, eighth note pairs, and half note/rests?
3. How can you show an understanding of dynamics?

Enduring Understanding/Big Ideas

1. Students can perform rhythmic patterns with their voices, body percussion, and various instruments.
2. Students can read rhythmic patterns by showing an understanding of music notation through use of sheet music, manipulatives, movements, body percussion, singing and playing instruments.
3. The student could use written music, manipulatives, and verbal responses to identify dynamics by word and symbol.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Rhythm Half Note Half Rest Repeat Sign Double Barline *Piano (p)* *Forte (f)* Tempo Composer Conductor

Topic 1: Rhythm

Engaging Experience 1

Learning Objective: Students will perform a song that has quarter notes and half notes.
Suggested Length of Time: 15 minutes
Standards Addressed:

Priority:

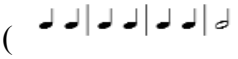
- **MU: Cr2A.2b** Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

- **MU: Pr4B.2b** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

Supporting:

- **MU:Cr1A.2b** Generate musical patterns and ideas within the context of a given tonality (i.e. major and minor) and meter (i.e. duple and triple).
- **MU: Cr2A.2a** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

Detailed Description/Instructions:

One way to do this is to use the song "Traffic Lights" from *GP Grade Two*, p 13. Students will learn to sing the song as a class. Students will use body percussion to learn the ostinato (). Teacher will introduce the concept of half notes and how it is one note that lasts for two beats of sound. Demonstrate how the note would sound on a metallophone, where the sound would ring for 2 beats. Students will move to metallophones or other metal instruments and play the ostinato while singing the song.

Extension: Have students create their own ostinati using half notes and quarter notes. Have students notate their ostinati. Students will use the Kagan structure of Mix, Pair, Share to share their ostinati with other students and discuss their ideas.

Bloom's Levels: Apply

Webb's DOK: 2

<u>Engaging Experience 2</u>

Learning Objective: The student will read half notes/rests to show understanding of their rhythmic value.

Suggested Length of Time: 20 minutes

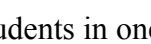
Standards Addressed:

Priority:

- **MU: Pr4B.2a** Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance
- **MU: Pr4B.2b** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

Supporting: N/A

Detailed Description/Instructions:

One way to do this is the Four Chair Rhythm Game. Put four chairs in front of the room. Put one student in each chair. Remind them that each person in one chair is a  . Have them read the rhythm  . Put two students in one chair and remind them that two people are  , have students read the rhythm of  , and . Put one person stretching across two chairs. Explain that this is a half note  , which is one note that takes up two beats. If you

leave a chair empty, students are silent on the rest. Have a student make a rhythm using other students to be the quarter notes/rests, eighth note pairs, and half notes. The students will read it first, then write it with markers on the dry erase boards.
Bloom's Levels: Apply
Webb's DOK: 2

Topic 2: Expressive Qualities

Engaging Experience 1
Learning Objective: Students can sing *piano* and *forte* to demonstrate expressive qualities while making music.
Suggested Length of Time: 20 minutes
Standards Addressed:

Priority:

- **MU: Pr4C.2a** Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.
- **MU: Re7B.2a** Describe how specific music concepts are used to support a specific purpose in music.

Supporting:

- **MU: Re7A.2a** Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.
- **MU: Cn11A.2a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Detailed Description/Instructions:
One way to do this is to teach the song "Who?" from *GP Grade Two*, p. 27. Teach the song by rote. Address how students can use a singing voice to be loud and quiet, without needing to whisper or shout. Play the owl movement game. One person hides an owl card behind their back. Another student walks around the room. When he or she is closer to the owl card, the rest of the class will sing louder while using a good tone. When the student is farther away from the card, the class will sing quieter. Game continues until the owl card is found. Have a discussion with students about vocal health and how using a clear and proper singing voice is important. There are times in life where you may need to be loud (ask for examples). Explain the importance of using voice appropriately to keep it healthy.
Bloom's Levels: Apply
Webb's DOK: 2

Engaging Scenario

Engaging Scenario
Classroom Performance
Students will demonstrate their level of mastery of the elements of music in various ways, for example: Singing, playing instruments, movement, manipulatives, and body percussion.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Rhythm	Students will perform a song that half quarter notes and half notes.	**One way to do this is** to use the song "Traffic Lights" from *GP Grade Two*, p 13. Students will learn to sing the song as a class. Students will use body percussion to learn the ostinato (). Teacher will introduce the concept of half notes and how it is one note that lasts for two beats of sound. Demonstrate how the note would sound on a metallophone, where the sound would ring for 2 beats. Students will move to metallophones or other metal instruments and play the ostinato while singing the song. **Extension:** Have students create their own ostinati using half notes and quarter notes. Have students notate their ostinati. Students will use the Kagan structure of Mix, Pair, Share to share their ostinati with other students and discuss their ideas.	15 minutes
Rhythm	The students will read half notes/rests to show understanding of their rhythmic value.	**One way to do this is** the Four Chair Rhythm Game. Put four chairs in front of the room. Put one student in each chair. Remind them that each person in one chair is a . Have them read the rhythm . Put two students in one chair and remind them that two	20 minutes

		people are  , have students read the rhythm of  , and  . Put one person stretching across two chairs. Explain that this is a half note  , which is one note that takes up two beats. If you leave a chair empty, students are silent on the rest. Have a student make a rhythm using other students to be the quarter notes/rests, eighth note pairs, and half notes. The students will read it first, then write it with markers on the dry erase boards.	
Expressive Qualities	Students can sing *piano* and *forte* to demonstrate expressive qualities while making music	**One way to do this is** to teach the song "Who?" from *GP Grade Two*, p. 27. Teach the song by rote. Address how students can use a singing voice to be loud and quiet, without needing to whisper or shout. Play the owl movement game. One person hides an owl card behind their back. Another student walks around the room. When he or she is closer to the owl card, the rest of the class will sing louder while using a good tone. When the student is farther away from the card, the class will sing quieter. Game continues until the owl card is found. Have a discussion with students about vocal health and how using a clear and proper singing voice is important. There are times in life where you may need to be loud (ask for examples). Explain the importance of using voice appropriately to keep it healthy.	20 minutes

Advanced Grade-Level Skills

Subject: Music
Grade: Second
Name of Unit: Advanced Grade-Level Skills
Length of Unit: One Quarter

Overview of Unit: In this unit, students will demonstrate competency of steady beat, read and perform rhythms containing quarter note/rest, half note/rest, eighth-note pairs, and identify and demonstrate knowledge of dynamics. In addition, students will apply pitch relationships, and perform ostinati.

Priority Standards for Unit

- **MU: Cr2A.2b** Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.
- **MU: Pr4B.2a** Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.
- **MU: Pr4B.2b** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- **MU: Pr4C.2a** Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.
- **MU: Re7B.2a** Describe how specific music concepts are used to support a specific purpose in music.

Supporting Standards for Unit

- **MU: Cr3A.2a** Interpret and apply personal, peer and teacher feedback to revise personal music.
- **MU: Cr3B.2a** Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.
- **MU: Cn10A.2a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating,performing, and responding to music.

Elements of Music

- **Rhythm:** N/A
- **Melody:** *La-Sol-Mi, Sol-Mi-Re-Do*/Staff Notation
- **Harmony:** Ostinato
- **Form:** Double Bar Line, Repeat Sign
- **Timbre:** N/A
- **Expressive Qualities:** Tempo

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.	Use	Apply	2

Knowledge of musical concepts (i.e. tonality and meter) in music from a variety of cultures selected for performance	Demonstrate	Apply	2
Rhythmic and melodic patterns using iconic or standard notation	Analyze	Analyze	4
Rhythmic and melodic patterns using iconic or standard notation	Read	Understand	1
Rhythmic and melodic patterns using iconic or standard notation	Perform	Apply	2
Understanding of expressive qualities (i.e. dynamics and tempo) and how creators use them to convey expressive intent.	Demonstrate	Apply	2
How specific musical concepts are used to support a specific purpose in music.	Describe	Apply	2

Essential Questions

1. How do you apply pitch relationships?
2. How can you perform an ostinati?
3. How can you tell when part of a song should be sung again?
4. How can you tell when a song is over?

Enduring Understanding/Big Ideas

1. Students can apply pitch relationships by singing different solfege syllables.
2. Students can perform ostinati by speaking, singing, using body percussion, and/or instruments to perform a short, repeated pattern.
3. Students can recognize a repeat sign and follow them accordingly to repeat a section or piece of music.
4. Students can recognize a double bar line in a piece of music to express the ending of a piece or movement in music.

Unit Vocabulary

Academic Cross-Curricular Words	Content/Domain Specific
	Rhythm Half Note Half Rest Repeat Sign Double Barline *Piano (p)* *Forte (f)*

	Tempo Composer Conductor

Topic 1: Melody

Engaging Experience 1

Learning Objective: Students will sing *sol-mi-la.*

Suggested Length of Time: 12-15 minutes

Standards Addressed:

Priority:

- **MU: Pr4B.2a** Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

Supporting: N/A

Detailed Description/Instructions:

One way to do this is by teaching "Taxi, Taxi" found in *GP Grade Two,* p. 54. Students first learn the melody (*sol-mi-sol-mi-sol-la-sol*). Encourage students to use hand signs (solfege) to differentiate between the notes. Display the taxi car visual (found in *GP Digital Resources*) which demonstrates taxi icons on lines or spaces to represent the melody. To extend this activity, invite students to point to the taxi icons from left to right so that students can track the melodic direction.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Learning Objective: Students will sing sol-sol-mi and play ostinati on instruments

Suggested Length of Time: 20 minutes

Standards Addressed:

Priority:

- **MU: Pr4B.2b** b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

Supporting: N/A

Detailed Description/Instructions:

One way to do this is by teaching "Poor Little Kitty Cat" as found in *GP Grade Two*, p. 16. Students first learn the melody of the song. Teacher teaches *sol-sol-mi, sol-sol-mi* (CCA-CCA) pattern on the staff using a notated visual chart (*GP Digital Resources*). Students take turns transferring pattern to barred percussion instruments.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Harmony

Engaging Experience 1

Learning Objective: Students will perform an ostinato.

Suggested Length of Time: 15 minutes

Standards Addressed:

Priority:

- **MU: Re7B.2a** Describe how specific music concepts are used to support a specific purpose in music.

Supporting: N/A

Detailed Description/Instructions:

One way to do this is to teach the speech piece "Play in the Snow" found in *GP Grade Two,* p. 61. Have students practice keeping a steady beat while singing the song. Transfer steady beat to body percussion to create a pattern (clap, clap, stamp, stamp). Introduce/review the concept of ostinato (a short, repeated pattern). Have students keep the body percussion ostinato while speaking the piece through several times. Students can play the ostinato on various percussion instruments. Students can also create movements to make a movement ostinato (e.g., patting head, head, knee knee).

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Form

Engaging Experience 1

Learning Objective: Students will perform AABA form.

Suggested Length of Time: 10-15 minutes

Standards Addressed:

Priority:

- **MU: Cr2A.2b** Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

Supporting:

- **MU: Cr3B.2a** Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

Detailed Description/Instructions:

One way to do this is to use the song "Ballet of the Unhatched Chicks" from *Pictures at an Exhibition* Listening Maps found in *EEMC* and *SOM Grade Three***.** The piece has an AABA form using repeat signs and a double barline. Have students hold an egg shaker during the A

section and shake to the beat. During the B section, a different group of students could play jingle bells on the beat. Afterwards, compare how the two sections sounded different. **Another way to do this is** to add movement. Ask students to tiptoe around the room during the A section. During the B section, have students jump to a half note pulse. Returns to tip toes for the final A section.
Bloom's Levels: Apply
Webb's DOK: 2

Engaging Experience 2
Learning Objective: Students will recognize repeat signs.
Suggested Length of Time: 10-15 minutes
Standards Addressed:

Priority:

- **MU: Re7B.2a** Describe how specific music concepts are used to support a specific purpose in music.

Supporting: N/A

Detailed Description/Instructions:
One way to do this is to ask students to sing "Pizza, Pizza Daddy-O*",* an African-American singing game found in *SOM Grade Two*, *Teacher Edition,* p. 63. Have students point to the repeat sign in the music, describe what the symbol looks like, discuss what a repeat sign tells the singer or player to do, and perform it by repeating that section of music.
Bloom's Levels: Understand
Webb's DOK: 1

Topic 4: Expressive Qualities

Engaging Experience 1
Learning Objective: Students will respond to changes in tempo.
Suggested Length of Time: 30 minutes
Standards Addressed:

Priority:

- **MU: Cr2A.2b** Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.
- **MU: Pr4C.2a** Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

Supporting:

- **MU: Cr3A.2a** Interpret and apply personal, peer and teacher feedback to revise personal music.

- **MU: Cn10A.2a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating,performing, and responding to music.

Detailed Description/Instructions:

One way to do this is to ask students to read and sing "Merry-Go-Round" from *SOM Grade Two, Teacher Edition,* p. 267). Ask students to identify changes in the song (*accelerando poco a poco*, *rit poco a poco*, gets faster, slows down, etc). Discuss the vocabulary. Sing the song again while patting the beat and changing the tempo as indicated in the music. Divide the class into small groups. Ask each group to plan a way to move in a way that matches the music (the text and the tempo changes). **Another way to do this is** to have students write a four-beat rhythm pattern to play with the song in 2/4 time. This can be notated on *SOM Resource Master* R:22.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario

Classroom Performance

Students will demonstrate their level of mastery of the elements of music in various ways, for example: Singing, playing instruments, movement, manipulatives, and body percussion.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Melody	Students will sing *sol-mi-la.*	**One way to do this is** by teaching "Taxi, Taxi" found in *GP Grade Two,* p. 54. Students first learn the melody (*sol-mi-sol-mi-sol-la-sol*). Encourage students to use hand signs (solfege) to differentiate between the notes. Display the taxi car visual (found in *GP Digital Resources*) which demonstrates taxi icons on lines or spaces to represent the melody. To extend this activity, invite students to point to the taxi	12-15 minutes

		icons from left to right so that students can track the melodic direction.	
Melody	Students will sing and play *so-so-mi* melody patterns	**One way to do this is** by teaching "Poor Little Kitty Cat" as found in *GP Grade Two*, p. 16. Students first learn the melody of the song. Teacher teaches *sol-sol-mi, sol-sol-mi* (CCA-CCA) pattern on the staff using a notated visual chart (*GP Digital Resources*). Students take turns transferring pattern to barred percussion instruments.	20 minutes
Harmony	Students will perform an ostinato	**One way to do this is** to teach the speech piece "Play in the Snow" found in *GP Grade Two,* p. 61. Have students practice keeping a steady beat while singing the song. Transfer steady beat to body percussion to create a pattern (clap, clap, stamp, stamp). Introduce/review the concept of ostinato (a short, repeated pattern). Have students keep the body percussion ostinato while speaking the piece through several times. Students can play the ostinato on various percussion instruments. Students can also create movements to make a movement ostinato (e.g., patting head, head, knee knee).	15 minutes
Form	Students will recognize ABC Form	**One way to do this is** to use the song "Ballet of the Unhatched Chicks" from *Pictures at an Exhibition* Listening Maps found in *EEMC* and *SOM Grade Three***.** The piece has an AABA form using repeat signs and a double barline. Have students hold an egg shaker during the A section and shake to the beat. During the B section, a different group of students could play jingle bells on the beat. Afterwards, compare how the two sections sounded different. **Another way to do this is** to add movement. Ask students to tiptoe around the room during the A section. During the B section, have students jump to a half note pulse. Returns to tip toes for the final A section.	10-15 minutes

Form	Students will recognize repeat signs	**One way to do this is** to ask students to sing "Pizza, Pizza Daddy-O*",* an African-American singing game found in *SOM Grade Two*, *Teacher Edition,* p. 63. Have students point to the repeat sign in the music, describe what the symbol looks like, discuss what a repeat sign tells the singer or player to do, and perform it by repeating that section of music.	10-15 minutes
Expressive Qualities	Students will respond to changes in tempo	**One way to do this is** to ask students to read and sing "Merry-Go-Round" from *SOM Grade Two, Teacher Edition,* p. 267). Ask students to identify changes in the song (*accelerando poco a poco*, *rit poco a poco*, gets faster, slows down, etc). Discuss the vocabulary. Sing the song again while patting the beat and changing the tempo as indicated in the music. Divide the class into small groups. Ask each group to plan a way to move in a way that matches the music (the text and the tempo changes). **Another way to do this is** to have students write a four-beat rhythm pattern to play with the song in 2/4 time. This can be notated on *SOM Resource Master* R:22.	30 minutes

Performance Skills

Subject: Music
Grade: Second
Name of Unit: Performance Skills
Length of Unit: One Quarter
Overview of Unit: In this unit, students will perform in groups vocally and/or instrumentally. They will demonstrate appropriate singing posture. They will learn to follow the cues of a conductor in rehearsal and performance settings, as well as identifying the responsibilities of the composer and conductor. Students will demonstrate appropriate listening behavior during performances.

Priority Standards for Unit

- **MU: Pr6A.2a** Perform music for a specific purpose with expression and technical accuracy.
- **MU: Pr6A.2b** Perform appropriately for the audience and purpose.

Supporting Standards for Unit

- **MU: Pr4A.2a** Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- **MU: Pr5A.2a** Apply established criteria to judge the accuracy, expressiveness and effectiveness of performances.
- **MU: Pr5A.2b** Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.
- **MU: Re8A.2a** Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.
- **MU: Re9A.2a** Apply personal and expressive preferences in the evaluation of music for specific purposes.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Music for a specific purpose with expression, technical accuracy.	Perform	Apply	2
Appropriately for the audience and purpose.	Perform	Apply	2

Essential Questions

1. How can correct singing posture help to improve the sound of a singer?
2. How can you identify the responsibilities of a composer and conductor?
3. How does following the conductor's cues and directions help us make music?
4. What are behavioral expectations when watching a performance?
5. How can students show expected performance behaviors when watching or participating in performances?

Enduring Understanding/Big Ideas

1. Students can use correct singing posture to give them proper breath support and tone production when singing.
2. Students can identify the responsibilities of composers and conductors by comparing and contrasting their roles in the musical world.
3. Following the conductor's directions helps us to work as a team to make music together.
4. Students are expected to sit tall, eyes on the performer, voices off, silent bodies and applaud when appropriate.
5. Students are expected to sit tall, eyes on the performer, voices off, silent bodies and applaud when appropriate.

Unit Vocabulary

Academic Cross-Curricular Words	Content/Domain Specific
	Rhythm Half Note Half Rest Repeat Sign Double Barline *Piano (p)* *Forte (f)* Tempo Composer Conductor

Topic 1: Vocal/Instrumental Performance Skills

Engaging Experience 1

Title: Grade Level Rehearsal

Suggested Length of Time: 8 weeks

Standards Addressed:

Priority:

- **MU: Pr6A.2a** Perform music for a specific purpose with expression and technical accuracy.
- **MU: Pr6A.2b** Perform appropriately for the audience and purpose.

Supporting:

- **MU: Pr4A.2a** Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- **MU: Pr5A.2a** Apply established criteria to judge the accuracy, expressiveness and effectiveness of performances.
- **MU: Pr5A.2b** Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.
- **MU: Re8A.2a** Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.
- **MU: Re9A.2a** Apply personal and expressive preferences in the evaluation of music for specific purposes.

Detailed Description/Instructions: Students will prepare to perform in a grade-level program over the course of an 8-week time period. Students may practice: matching pitch, singing/playing with correct rhythm and steady beat, using appropriate tone quality, and following the conductor's cues and tempi. Students will evaluate their performance with the intent of how to improve for future performances.

Bloom's Levels: Apply
Webb's DOK: 2

Topic 2: Performance Etiquette

Engaging Experience 1
Title: Grade-Level Rehearsal
Suggested Length of Time: 8 weeks
Standards Addressed

Priority:

- **MU: Pr6A.2a** Perform music for a specific purpose with expression and technical accuracy.
- **MU: Pr6A.2b** Perform appropriately for the audience and purpose.

Supporting: N/A

Detailed Description/Instructions: Students will prepare to perform in a grade-level program over the course of an 8-week time period. Students will practice following procedural expectations for rehearsals and performances including sitting tall, eyes on the performer, voices off, silent bodies and applauding when appropriate.
Bloom's Levels: Apply
Webb's DOK: 2

Engaging Scenario



Engaging Scenario
Grade-Level Performance
Students will prepare to perform in a grade-level program over the course of an 8-week time period. Students may practice: matching pitch, singing/playing with correct rhythm and steady beat, using tone quality, and following the conductor's cues. Students will also practice following procedural expectations for rehearsals and performances including sitting tall, eyes on the performer, voices off, silent bodies and applauding when appropriate.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Vocal/ Instrumental Performance Skills	Grade Level Rehearsal 	Students will prepare to perform in a grade-level program over the course of an 8-week time period. Students may practice: matching pitch, singing/playing with correct rhythm and steady beat, using appropriate tone quality, and following the conductor's cues and tempi. Students will evaluate their performance with the intent of how to improve for future performances.	8 weeks
Performance Etiquette	Grade Level Rehearsal	Students will prepare to perform in a grade-level program over the course of an 8-week time period. Students will practice following procedural expectations for rehearsals and performances including sitting tall, eyes on the performer, voices off, silent bodies and applauding when appropriate.	8 weeks

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Symbols:



This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.