

Quinton Township School District
Music
Grade 2
[Pacing Guide](#)

Marking Period:	One	Unit Title:	Understanding Music	Pacing:	10 Days
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Unit Summary: Students will review the concepts learned in first grade. They will revisit many of them with a deeper understanding. Students will use their voice more than in previous years, and pay more attention to head voice. This school year is in preparation for third grade, which will be their first experience in a choir and with an instrument.

Objectives:

Week 1: Move to a steady beat, show high and low and upward and downward through movement, match pitch.

Week 2: Move to a steady beat, show high and low and upward and downward through movement, speak independent parts, use soft, high and low voice, perform with inside voice, use head voice, identify syllables.

Week 3: Move to a steady beat, show high and low and upward and downward through movement, speak independent parts, use soft, high and low voice, perform with inside voice, use head voice, recognize different timbres, identify major and minor, match pitch with voices.

Week 4: Move to a steady beat, show high and low and upward and downward through movement, speak independent parts, use soft, high and low voice 1, perform with inside voice, use head voice, recognize different timbres, identify major and minor, match pitch with voices, show change in phrase.

Week 5: Move to a steady beat, show high and low and upward and downward through movement, speak independent parts, use soft, high and low voice 1, perform with inside voice, use head voice, recognize different timbres, identify major and minor, match pitch with voices, show change in phrase.

Week 6: Move to a steady beat, show high and low and upward and downward through movement, use soft, high and low voice, perform with inside voice, use head voice, recognize different timbres, identify major and minor, match pitch with voices, show

change in phrase.

Week 7: Move to a steady beat, show high and low and upward and downward through movement, show phrases with movement, match pitch, recognize good choral pronunciation.

Week 8: Move to a steady beat, show high and low and upward and downward through movement, show phrases with movement, match pitch, recognize good choral pronunciation.

Week 9: Identify various brass instruments and see how they are related, read staff notes, distinguish high from low pitches.

Week 10: Identify various brass instruments and see how they are related, read staff notes, distinguish high from low pitches.

Essential Questions:

1. What is music?
2. What is the relationship between music and movement?
3. How can we respond to music together?

NJSLS - Visual and Performing Arts

- 1.3A.2Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 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.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.

Interdisciplinary Connections: L.RF.2.3, SL.PE.2.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Review rules and what we will learn this year. Play drmfs on piano and ask, “does that sound like a kite going upward or downward?” #Five Kites- Move upward and downward to contour the melody, choose kite icons that go with beginning and ending phrases. Up the Steps we will go- motions to ascending and descending melody. What did you do this Summer- Pitch matching. Circle Round the Zero- steady beat activity. Shake them Simmons Down- perform movements suggested by words, move downward on descending pattern. Lucy Locket- chase game. Here Comes the Mailman- pitch matching. Week 2: Echo rhythms waiting four beats of silence. Listen to four recordings of Row Row Row Your Boat. They are to figure out which one has all the correct pitches and write down the number. Strawberry Shortcake Review name songs- Student stands up when	Songs and activities come from various resources, such as the Silver Burdett “World of Music” series, “Reaching the Special Learner Through Music” by Sona D. Nocera, “Juba This and Juba That” by Virginia A. Tashjian, “Leading Young Children to Music: A Resource Book for Teachers” by B. Joan E. Haines and Linda L. Gerber, and “120 Singing Games and Dances” by Lois Choksy	Icon magnets, staff note magnets, piano, solfege chart, flashlight, staff board,	• Smart Board Applications • Google Applications • Garageband recordings • Tutorial videos • Youtube videos

name is played. Echo rhythms-Lucy Locket Stretching Song Review staff notes and spaces- play game for championship circle: Note Mover Race Oliver Twist- Soft, high, low voice, inside, canon, singing Five Kites- Play ascending and descending bells on step ladder #Jack In the Box- Down, Down, Yellow and Brown Students will be swept up by wind Climb up the stairs Up to the Hilltop sally walks The Witch Rides Raise hands on “ooh”. Students will sing “ooh’ How many pumpkins per window? Which pumpkin fell off the window sill? 1234/ Handy Spandy How many syllables? Snail Snail <u>seat students with high and low</u> Five Kites Week 3: Practice echoing rhythms, practice waiting four beats. SGO pitch matching test Solfege four-note Sol Mi La Review staff note #Handy Spandy- Motions, Canon #The Witch Rides Students will raise hands when they hear “ooh,” name characters from songs, sing “ooh’ each time in head voice.			
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Pretend to be each character. Ask if happy or spooky- Label as minor #MTA 1-8 Counting Acorns- Pitch matching #Pumpkin Pumpkin- Body scale d m s s m d Ask if happy or spooky- Label as Major- Future canon How many Pumpkins per window? Exercise of writing rhythms with eighth and quarter notes. Same-different game- Students will sit in a chair. I will play a melody over and over again. When I change to a different melody they are all moved to the next chair. #Doggie Doggie- Pitch Matching, timbre recognition. 1234- Steady Beat game, canon if ready #Scalloped Potatoes- hand motions, future canon #Pitch matching off flute-single, then patterns. #Ev'rybody's Welcome- Teach movements that follow phrases #Sally Go 'Round the Sun- Teach movements. Week 4: Flashlight Ghost- Head voice, upward/downward activity Review name songs Find out who matches simple pitch patterns including mrd smd mrd dms. Give each student a 1, 2, 3, or 4 reflecting how many they got correct. The students who do the best will do the pitch matching profile.			
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Major or minor scales- Black cat and pumpkin icons- I will play a scale. I choose a student raising his or her hand. If he identifies it correctly (major or minor) he may go up and touch the icons as the notes ascend. After a few students have turns the class will be split into smaller groups. Each group is to come up with a plan. They are to first choose major or minor, then the scheme to arrange the icons. Each will become their own composition. They will then go up one group at a time and place them in the order they want. I will play the composition for each group and record it into Garageband. Down Down Yellow and Brown- Students will descend to the floor- use minor scale on last example and see if some of them notice the difference on their own. Teach body scale motions for ascending and descending triads. They will sing back and do motions after I play them. Pumpkin Pumpkin- Body scale d m s s m d <i>Ask if happy or spooky-</i> Label as Major- Touch pumpkin icons on board. Future canon- sing as canon if ready. Week 5: Same different game- there are four envelopes, each below three bells. Play a pattern for the student going. If he/she figures out which pattern is the same there will be a ticket for him/her in the envelope. Flashlight Ghost- Head voice, upward/downward activity			
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Major or minor scales- Black cat and pumpkin icons- I will play a scale. I choose a student raising his or her hand. If he identifies it correctly (major or minor) he may go up and touch the icons as the notes ascend. After a few students have turns the class will be split into smaller groups. Each group is to come up with a plan. They are to first choose major or minor, then the scheme to arrange the icons. Each will become their own composition. They will then go up one group at a time and place them in the order they want. I will play the composition for each group and record it into Garageband. Which pumpkin fell out of the window? High/low dictation Ev'rybody's Welcome- Switch movement on breath to show change in phrase. Sally Go 'Round the Sun- switch directions on each phrase. Flashlight Ghost- Head voice, upward/downward activity Major or minor scales- Black cat and pumpkin icons- See if someone can find the cat that makes it minor (the third, also the sixth) The mailman: pitch matching game Down Down Yellow and Brown- Students will descend to the floor- use minor scale Jack O'Lantern: Ask if major or minor Pumpkin Pumpkin- Body scale d m s s m d <i>Ask if happy or spooky-</i> Label as Major- Touch pumpkin icons on board. Future canon- sing as canon if ready.			
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Down on the Banks: Teach motions #The Witch Rides Students will raise their hands when they hear “ooh”, name characters from songs, sing “ooh” each time in head voice. Sing if ready. Ask if happy or spooky- Label as minor How many trick-or-treaters per house? rhythmic dictation Week 6: Review staff sentences. Play note naming game. Flashlight Ghost- Head voice, upward/downward activity Write notes with sol-mi patterns Students will listen to recordings of compositions from last week. One group at a time will go up and write the melody they hear with magnets. Which pumpkin fell out of the window? High/low dictation #Do Not Bump (bubble game) Game of spatial awareness and following directions, and waiting for a cue. #Imitate slide whistle. Review ascending and descending. Review major and minor scales with pumpkins and cats. Pumpkin Pumpkin- Body scale d m s s m d Ask if happy or spooky- Label as Major- Touch pumpkin icons on board. Future canon- sing as canon if ready. Down Down Yellow and Brown- Students will descend to the floor- use minor scale			
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#What will you be for Halloween? Pitch matching with voices Oliver Twist- Inside, canon Match pitches to flute Ev’rybody’s Welcome- Switch movement on breath to show change in phrase. Sing Oh Glory with the record Handy Spandy Review motions Down on the Banks: Teach motions Assessment Week 7: Hello Ev’rybody- Respond to flute Practice singing major and minor scales Move magnets to patterns in major and minor. Class will sing these patterns from seeing the magnets. Doggie Doggie- Pitch Matching Sally Go ‘Round the Sun- switch directions on each phrase. Teacher sing phrases 1 and 3, class sing phrases 2 and 4. Match pitch patterns to flute Ev’rybody’s Welcome- Switch movement on breath to show change in phrase. Sing Oh Glory with the record. Record sing phrases 1 and 3, class sing phrases 2 and 4. Handy Spandy Review motions. Two circles in canon. Down on the Banks: Teach motions Down Down Yellow and Brown- Students will descend to the floor- float back up with the wind- touch leaf icons. Class will choose good choral vowels.			
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Week 8: Move to a steady beat, show high and low and upward and downward through movement, show phrases with movement, match pitch, recognize good choral pronunciation. Activities Hello Ev'rybody- Respond to flute #Name Name- Pitch Matching Doggie Doggie- Pitch Matching Sally Go 'Round the Sun- switch directions on each phrase. Teacher sing phrases 1 and 3, class sing phrases 2 and 4. Match pitch patterns to flute. Ev'rybody's Welcome- Switch movement on breath to show change in phrase. Sing Oh Glory with the record. Record sing phrases 1 and 3, class sing phrases 2 and 4. Handy Spandy Review motions. Two circles in canon. Down on the Banks: Teach motions Down Down Yellow and Brown-Students will descend to the floor- float back up with the wind- touch leaf icons. Class will choose good choral vowels. Week 9: Work on Grandparents' Day songs- "Autumn Leaves" and "Every Morning" Introduce Brass Family Review staff notes. Each student will have a turn playing a note on the bells. Write rhythms by putting turkeys in cages.			
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Andy Pandy- High/Low activity Five Kites- Move body to ascending and descending melody Chop Chop- Clap beat, clap words, canon Name Name- Pitch matching activity Week 10: Work on Grandparents' Day songs "Autumn Leaves" and "Every Mornin'" Introduce Brass Family Review staff notes. Each student will have a turn playing a note on the bells. Write rhythms by putting turkeys in cages. Andy Pandy- High/Low activity Five Kites- Move body to ascending and descending melody Chop Chop- Clap beat, clap words, canon Name Name- Pitch matching activity			
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Assessments	
Formative Assessments - Teacher Observation in pitch matching, melodic recognition, and keeping a steady beat - Class Discussion	Summative Assessments - Participation Rubric - Assessments in notation of solfege, movement in activities and dances, pitch matching
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for quizzes and tests. • Create modified assessments. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Quinton Township School District
Music
Grade 2

Marking Period:	Two	Unit Title:	Performance in Action	Pacing:	10 Days
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Unit Summary: Students will prepare a performance for their grandparents. They will continue learning to read notes and lyrics from sheet music. Students will continue to develop the musical skills they learned in the past year and in preparation for third grade.

Objectives:

Week 1: Identify various brass instruments and see how they are related, read staff notes, distinguish high from low pitches.

Week 2: Move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, demonstrate inside voice, identify beats of silence, create motions.

Week 3: Move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, demonstrate inside voice, identify beats of silence, create motions.

Week 4: Move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, demonstrate inside voice, identify beats of silence, create motions.

Week 5: Move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, demonstrate inside voice, identify beats of silence, create motions.

Week 6: Move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, demonstrate inside voice, identify beats of silence, create motions.

Week 7: Move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, write two-note melodies, create motions, identify instruments from the woodwind family.

Week 8: Move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, write two-note melodies, create motions, identify instruments from the woodwind family.

Week 9: Move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, write two-note melodies, create motions, identify instruments from the woodwind family, distinguish simple duple from complex duple meters.

Week 10: Move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, write two-note melodies, create motions, distinguish simple duple from complex duple meters.

Essential Questions:

1. How can we respond to music?
2. How can we tell if a song has a stepping or skipping rhythm?

NJSLS - Visual and Performing Arts

- 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
- 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.
- 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.

Interdisciplinary Connections: L.RF.2.3, SL.PE.2.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Review "Autumn Leaves" and "Every Morning" for Grandparents' Day Play the "same different" game Introduce Brass Family Review staff notes. Each student will have a turn playing a note on the bells. Write rhythms by putting turkeys in cages. Andy Pandy- High/Low activity Five Kites- Move body to ascending and descending melody Chop Chop- Clap beat, clap words, canon Name Name- Pitch matching activity Week 2 & 3: Pitch vs. Timbre activity I will play the same pitch on five different instruments- hand bell, piano, trumpet, pitch pipe, and clarinet. They are to figure out which is on a different pitch. Review brass instruments (trumpet, trombone, tuba, and baritone) "What do they have in common?" (Valves, bells, mouthpieces, color- brass) Explain that each has a different name, but they're all from the brass family. Discuss size related to pitch of each one. Play "Jingle Bells" on each. Which instrument is more like your voice? (trumpet or tuba) Andy Pandy- High/Low activity Write rhythms with Christmas trees in	Songs and activities come from various resources, such as the Silver Burdett "World of Music" series, "Reaching the Special Learner Through Music" by Sona D. Nocera, "Juba This and Juba That" by Virginia A. Tashjian, "Leading Young Children to Music: A Resource Book for Teachers" by B. Joan E. Haines and Linda L. Gerber, and "120 Singing Games and Dances" by Lois Choksy.	Sheet music, brass instruments, resonator bells, magnet notes, staff board	• Smart Board Applications • Google Applications • Garageband recordings • Tutorial videos • mp3 recordings

houses Chop Chop- Clap beat, clap words, canon Frosty Weather- Teach motions Review circle dance to "Liza Jane" MGA 71- Rise Sally Rise- Student in center will model his or her own motion on the second verse. The class will join in the motion on the third verse. Review staff note sentences. Week 4: Hello Ev'rybody on trumpet Review brass instruments (trumpet, trombone, tuba, and baritone) "What do they have in common?" (Valves, bells, mouthpieces, color- brass) Explain that each has a different name, but they're all from the brass family. Discuss size related to pitch of each one. Play "Jingle Bells" on each. Which instrument is more like your voice? (trumpet or tuba) Andy Pandy- High/Low activity Five Kites- Move body to ascending and descending melody Chop Chop- Clap beat, clap words, canon Name Name- Pitch matching activity Pease Porridge- Jump in on rests Upstairs/Downstairs- Movement to ascending and descending melody Bee Bee- Musical chairs One or two Christmas trees per house- rhythmic dictation Lil'Liza Jane- Teach motions			
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Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Long Steps- fast/slow activity MGA 71- Rise Sally Rise- Student in center will model his or her own motion on the second verse. The class will join in the motion on the third verse. Frosty Weather- Teach motions Patty Cake- Teach motions Assessment Week 5: Hello Ev’rybody on trumpet Review brass instruments (trumpet, trombone, French Horn, tuba, and baritone) “What do they have in common?” (Valves, bells, mouthpieces, color- brass) Explain that each has a different name, but they’re all from the brass family. Discuss size related to pitch of each one. Play “Jingle Bells” on each. Which instrument is more like your voice? (trumpet or tuba) Which is like mine? Introduce staff notes. Andy Pandey- High/Low activity Five Kites- Move body to ascending and descending melody Chop Chop- Clap beat, clap words, canon Name Name- Pitch matching activity Pease Porridge- Jump in on rests Upstairs/Downstairs- Movement to ascending and descending melody Bee Bee- Musical chairs One or two Christmas trees per house- rhythmic dictation Lil’Liza Jane- Teach motions			
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Long Steps- fast/slow activity MGA 71- Rise Sally Rise- Student in center will model his or her own motion on the second verse. The class will join in the motion on the third verse. Frosty Weather- Teach motions Patty Cake- Teach motions Week 6: Hello Ev’rybody on trumpet Lil’Liza Jane- Teach motions Review staff notes. Play game. Andy Pandy- High/Low activity Five Kites- Move body to ascending and descending melody Chop Chop- Clap beat, clap words, canon Name Name- Pitch matching activity Pease Porridge- Jump in on rests Upstairs/Downstairs- Movement to ascending and descending melody Bee Bee- Musical chairs One or two Christmas trees per house- rhythmic dictation Long Steps- fast/slow activity MGA 71- Rise Sally Rise- Student in center will model his or her own motion on the second verse. The class will join in the motion on the third verse. Frosty Weather- Teach motions Patty Cake- Teach motions Week 7: Introduce Woodwinds- Saxophone, Clarinet, and Flute Echo clap rhythms- with stepping			
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Muffin Man- Partner choosing activity. I have a Little snowman He is so fat and round I made him from a snowball I rolled upon the ground I put some buttons on his coat A nice warm scarf of red I gave him eyes, a nose, a mouth A hat upon his head. Watch him as he melts to the ground. Move snowman icons to make eighth and quarter notes. 120-21 Take your feet out the sand- action song My rocket ship- touch rocket icons Move star icons on lines Review sol-mi Write “Starlight” with stars Frosty Weather- review motions Canon if ready. Bow Wow Wow- teach moves Rise Sally Rise- individual students will create steady beat motions, which the other students will imitate. Hot Potato- steady beat and pitch matching game. Week 8: Review Woodwinds- Saxophone, Clarinet, and Flute Bow Wow Wow- teach moves Rise Sally Rise- individual students will create steady beat motions, which the other students will imitate.			
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Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Hot Potato- steady beat and pitch matching game. Week 9: Review Muffin man Echo Rhythms: Students will identify whether it sounds like stepping or skipping. Sing various songs for the students, and they will identify them as stepping or skipping. 120-60 Charlie Over the Ocean: chase game. Ask if it is stepping or skipping. Rig a Jig Jig- Raise hands when it becomes a skipping song. Teach skaters position. Scalloped Potatoes: motions. Ask if it is stepping or skipping. Frosty Weather- Canon. Ask if it is stepping or skipping. Liza Jane: teach motions Repeat 4-note patterns with bells. Bow Wow Wow- review moves Hot Potato- review steady beat and pitch matching game for Shafer. Review stepping and skipping rhythms by clapping examples and having the class identify them. Week 10: Review hand clapping to Bingo 120-60 Charlie Over the Ocean: chase game. Ask if it is stepping or skipping. Practice singing scales Write rhythms and solfege with four people at a time. Use arms for rhythm and squat for			
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solfege. Identify songs by rhythm clapped by teacher- Bow Wow Wow, Hot Potato, Rig a Jig Jig, Bingo. Rig a Jig Jig- Raise hands when it becomes a skipping song. Review skaters position.			
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Assessments	
Formative Assessments - Teacher Observation in pitch matching, melodic recognition, keeping a steady beat, and melodic notations - Class Discussion	Summative Assessments - Participation Rubric - Assessments in matching pitch on five note pattern and melodic contour recognition
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended	- Basic Skills Instruction - Speech/Language Therapy - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

questioning techniques. • Utilize extended time and/or reduce number of items given for quizzes and tests. • Create modified assessments. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
Music
Grade 2

Marking Period:	Three	Unit Title:	Details in Music	Pacing:	10 Days
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Unit Summary: Students will hone attention to accuracy in pitch and tuning. Students will experience same/different activities with rhythm in order to strengthen their rhythmic skills. They will perform more intricate folk dances than in previous marking periods.

Objectives:

Week 1: Move to a steady beat, perform a winding dance, recognize melodies of songs for their concert, identify high and low, identify upward and downward, write two-note melodies, perform independent parts, identify phrases in music, identify dynamic changes.

Week 2: Move to a steady beat, perform a winding dance, recognize melodies of songs for their concert, identify high and low, identify upward and downward, write two-note melodies, perform independent parts, identify phrases in music, identify dynamic changes.

Week 3: Move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, write two-note melodies, create motions, identify instruments from the woodwind family.

Week 4: Move to a steady beat, perform a winding dance, recognize melodies of songs for their concert, identify high and low, identify upward and downward, write two-note melodies, perform independent parts.

Week 5: Distinguish pitch from timbre, identify brass instruments.

Week 6: Identify various notes of the scale, sing songs for a performance.

Week 7: Sing songs for a performance, match pitch, identify various notes of the scale.

Week 8: Sing songs for a performance, match pitch, identify various notes of the scale.

Week 9: Identify upward and downward motion in scales, keep a steady beat, sing music with accurate pitch.

Week 10: Move to a steady beat, recognize melodies of songs for their concert, identify high and low, identify upward and

downward, write two-note melodies with rhythm, perform independent parts, identify “pitch” and distinguish it from timbre.

Essential Questions:

1. How are phrases used in music?
2. How can we respond to music?
3. How does movement connect with music?
4. What is the difference between timbre and pitch?
5. How do pitches move up and down?
6. What does it take to prepare a performance?
7. How does music connect with beat?

NJSLS - Visual and Performing Arts

- 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
- 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
- 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.

Interdisciplinary Connections: L.RF.2.3, SL.PE.2.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Review moves to “Ev’rybody’s Welcome.” Write 7 note solfege on the board. Teach winding game for “The Alley Alley Oh” Teach “Are you Sleeping”- future canon. Students will point to animal chart with “Cindy” Write rhythms and solfege with four people at a time. Use arms for rhythm and squat for solfege. Review hand clapping to Bingo Rocky Mountain- Perform moves to phrases. Which phrase is soft? Introduce Great Big Stars- song for concert. Week 2: Find the students in the book who match pitch the best, play pattern on piano, have them match, then class will match Review Moves to Ev’rybody’s Welcome. Write 7 note solfege on the board. Teach winding game for “The Alley Alley Oh” Teach “Are You Sleeping”- future canon. Students will point to animal chart with “Going Down to Cairo” Introduce Oh Susanna- future partner song to “Going Down to Cairo” Write rhythms and solfege with four people at a time. Use arms for rhythm and squat for	Songs and activities come from various resources, such as the Silver Burdett “World of Music” series, “Reaching the Special Learner Through Music” by Sona D. Nocera, “Juba This and Juba That” by Virginia A. Tashjian, “Leading Young Children to Music: A Resource Book for Teachers” by B. Joan E. Haines and Linda L. Gerber, and “120 Singing Games and Dances” by Lois Choksy.	Magnet notes, staff board, woodwind instruments, sheet music	• Smart Board Applications • Google Applications • Garageband recordings • mp3 recordings • youtube videos • tutorial videos

solfege. Review hand clapping to Bingo Rocky Mountain- Perform moves to phrases. Which phrase is soft. Introduce Great Big Stars- song for concert. Week 3: Introduce the woodwind family using the saxophone. Start off with the wooden reed. Play student names on the saxophone and have them identify them. Rise Sally Rise- individual students will create steady beat motions, which the other students will imitate. Place various icons on the board. Have students follow them up and down to the playing of the saxophone and identify the pitch level where I stopped playing. Week 4: Practice pitch matching off selected students. Are You Sleeping- canon Here Comes a Bluebird- Window game. Canon if ready. Match pitches to the pitch pipe- review the word “pitch.” Play a song on the pitch pipe and stop on one pitch. Put out five instruments- piano, pitch pipe, voice, handbell, and trumpet- students are to surpass timbre and identify the instrument playing a different pitch. Review winding game for “The Alley Alley Oh” Teach Moves to Shoo Fly			
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Review Are you Sleeping- future canon. Here Comes a Bluebird- Game, canon. Students will point to animal chart with She'll Be Comin' Round the Mountain. Introduce the instrument "Bass" Ask the class how they think it will sound due to its big size. Ask what family. Review "Going Down to Cairo" Write 7 note solfege on the board. Include eighth notes if the class is ready. Review hand clapping to Bingo Rocky Mountain- Perform moves to phrases. Which phrase is soft? Review Great Big Stars- song for concert Week 5: Introduce "Mr. Sun" with a tutorial video for reading the notes. The students are to listen and follow the notes on the board, then identify which word was played last. Review woodwinds- clarinet and saxophone. Teach moves to "Rocky Mountain"- "doo doo doo" first, then whole song Review dance to "Ev'rybody's welcome. Follow animal chart for "Going Down to Cairo" Stop on word, and they have to find the corresponding animal. Review "Bingo" using grand right and left. Down on the Banks. Listen to a CD of different instruments and figure out which are at a different pitch. Listen to a CD of different brass instruments and name them Assessment- students will be assessed through			
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oral responses. Week 6: Do icon scale magnets. Point at a passage of music notes, and the students are to name the icons that correspond. Continue working on "Jubilee" for the primary concert. Teach moves to "Rocky Mountain"- "doo doo doo" first, then whole song Review dance to "Ev'rybody's welcome. Follow the animal chart for "Going Down to Cairo" Stop on word, and they have to find the corresponding animal. Review "Bingo" using grand right and left. Down on the Banks. Review staff notes and play on bells. Line up four students- they will hear solfege patterns and show them by squatting and standing, a pair of "note movers" will move the notes on the board. Week 7: Teach moves to "Rocky Mountain"- "doo doo doo" first, then whole song Review dance to "Ev'rybody's welcome. Follow animal chart for "Going Down to Cairo" Stop on word, and they have to find the corresponding animal. Review "Bingo" using grand right and left. Put eight ascending icons (each one different) on the board. Students will listen to scale steps played upward, downward, and repeating, then select which icon was the final			
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pitch. Match pitches to the pitch pipe- review the word “pitch” Short vs. long- “Red and Orange” (and song for Grandparents’ Day). “Shoo Fly” and “Here Comes a Bluebird” for grandparents’ Day- have students raise hands on selected words. Work in groups of fours representing solfege and rhythm patterns- write each pattern on the board. Here Comes a Bluebird- Window game. Canon if ready. Shoo Fly- review moves Week 8: Play same different rhythm game with papers on floor in circle. Review following sheet music to “Mr. Sun” and “Sleep My Little Bird.” Put eight ascending icons (each one different) on the board. Students will listen to scale steps played upward, downward, and repeating, then select which icon was the final pitch. Body Scale Simon Match pitches to the pitch pipe- review the word “pitch” Short vs. long- “Red and Orange” “Ev’rybody’s Welcome” - have students raise their hands on selected words. Students will work in groups of fours representing solfege and rhythm patterns- write each pattern on the board.			
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Here Comes a Bluebird- Window game. Canon if ready. Shoo Fly- review moves Week 9: Review scale step activity with magnet icons Repeat four-beat patterns after four beat pause- inside voice Follow animal chart for beats on Sleep My Little Bird Sing "Sleep My Little Bird" with notes on the board Review hand clapping to Bingo Introduce counting of quarter, half, and whole notes. Week 10: Go over concert songs- Sleep My Little Bird, Mr. Sun, Cindy, and Bye'm Bye Play same-different stepping game with rhythm. Review motions to "Shoo Fly" Review Motions to "Alley Alley O" Echo rhythms after four beats Echo pitch patterns after four beats Teach counting of quarter, half, and whole notes. Write 4 note solfege on the board (This week use the five-line staff). Include eighth notes if the class is ready. Include "la". Review staff sentences. Each student will play a note on the board. Review hand clapping to Bingo Sing concert selections- Shoo Fly,			
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Comin Round the Mountain, Jubilee, The Big Ship Sails Down the Alley Alley Oh. Sing Scalloped Potatoes as a canon.			
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Assessments	
Formative Assessments - Teacher Observation in pitch matching, melodic recognition, and keeping a steady beat - Class Discussion	Summative Assessments - Assessments: folk-dance moves, timbre recognition, pitch matching - Participation Rubric
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for quizzes and tests.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development

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• Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
Music
Grade 2

Marking Period:	Four	Unit Title:	Performance Time	Pacing:	10 Days
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Unit Summary: Students will prepare to sing a concert. They will continue building on the skills they learned in first grade to follow a two-part score. They will be more adept at singing two-part music than they were in first grade. They will act as mentors to the first graders in rehearsals for the concert.

Objectives:

Week 1: Move to a steady beat, recognize melodies of songs for their concert, identify high and low, identify upward and downward, write two-note melodies with rhythm, perform independent parts, identify “pitch” and distinguish it from timbre.

Week 2: Move to a steady beat , perform a winding dance, identify high and low, identify upward and downward and long vs. short, write two-note melodies, perform independent parts.

Week 3: Move to a steady beat, perform a winding dance, identify high and low, identify upward and downward and long vs. short, write two-note melodies, perform independent parts.

Week 4: Identify various degrees of the scale and upward and downward movement in pitches, perform concert songs accurately.

Week 5: Sing concert songs correctly.

Week 6: Sing concert songs correctly.

Week 7: Identify various percussion instruments, identify ascending and descending notes, sing concert songs.

Week 8: Sing concert songs, identify staff notes, breathe properly for singing, use proper vowel sounds for choral singing, write melodies with so-mi-la.

Week 9: Sing concert songs, identify staff notes, breathe properly for singing, use proper vowel sounds for choral singing, write melodies with so-mi-la.

Week 10: Identify staff notes, breathe properly for singing, use proper vowel sounds for choral singing, write melodies with so-mi-la.

Essential Questions:

1. How can we respond to music?
2. What are the aspects of good singing?
3. What is involved in preparing a successful performance?
4. What does it take to prepare a performance?
5. How are percussion instruments related?
6. What are the aspects of reading music?

NJSLS - Visual and Performing Arts

- 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.
- 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

Interdisciplinary Connections: L.RF.2.3, SL.PE.2.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Echo Rhythms after four beats	Songs and activities come from	Sheet music, staff	● Smart Board Applications

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Echo pitch patterns after four beats Teach counting of quarter, half, and whole notes. Songs for May Concert Sleep My Little Bird Mr. Sun Bye'm Bye Cindy Write 4 note solfege on the board (This week use the five-line staff). Include eighth notes if the class is ready. Include "la". Review staff sentences. Each student will play a note on the board. Review hand clapping to Bingo Week 2: Teach Body Scale Smon. Ebenezer Sneezzer- using body scale. Review concert etiquette. Concert songs: Bye'm Bye Cindy Sleep My Little Bird Mr. Sun Jubilee- use magnets for beat This Train- Use Animal chart Here Comes the Mailman- pitch matching. Review counting of quarter, half, and whole notes. Week 3: Individual students will improvise three-note	various resources, such as the Silver Burdett "World of Music" series, "Reaching the Special Learner Through Music" by Sona D. Nocera, "Juba This and Juba That" by Virginia A. Tashjian, "Leading Young Children to Music: A Resource Book for Teachers" by B. Joan E. Haines and Linda L. Gerber, and "120 Singing Games and Dances" by Lois Choksy.	board, magnet notes, note value chart	• Google Applications
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patterns, and the class will echo. Teach the simple form of Solfege simon with just three bells. Practice abdominal breathing with a tissue box on their stomachs Review concert songs. Shoo Fly Comin Round the Mountain- start next week Jubilee This Train Ebeneezer Sneezer- teach body scale. Play body scale Simon. Review counting of quarter, half, and whole notes. Write 7 note solfege on the board (This week use the five-line staff). Include eighth notes if the class is ready. Include “la”. Review staff sentences. Each student will play a note on the board. Review hand clapping to Bingo Sing Lullaby my jamie. Have students match in-tune students. Add countermelody. Introduce “Oh Susanna”. Sing Are you sleeping as a canon. Review partner song to The Alley Alley Oh. Review proper “ooh” and “ah” singing formations. Apply to pitch matching. Apply to Great Big Stars. Add “oh” for the Alley Alley Oh. Discuss concert audience etiquette- listening, not clapping or singing, etc. Here Comes the Mailman- pitch matching.			
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Week 4: Review Body Scale Simon Review concert songs Cindy Bye'm Bye Sleep My Little Bird Mr. Sun Week 5: See the music to their concert songs and rehearse them. Sleep My Little Bird Bye'm Bye Cindy Mr. Sun Review Breathing with tissue box Play Body Scale Simon. Week 6: Rehearse concert songs: Cindy Sleep My Little Bird Bye'm Bye Mr. Sun Practice sight singing "sol-mi" patterns. Grade 2 will do their pitch matching assessment for the SGO Grade 1 will practice sight singing "sol-mi" patterns. Week 7: SGO test for second grade on pitch Benchmark assessment for grades 1 and 2			
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Review the percussion family Play Body Scale Simon Review- She'll Be Comin Round the Mountain Shoo Fly Jubilee This Train/When the Saints go Marching In Teach conducting patterns in Three and Four Week 8: Rehearse songs for the primary concert. Review staff sentences. Introduce ledger lines above and below Review counting of quarter, half, and whole notes. Review proper breathing. Sing "Lovely Evening" as a canon. Practice matching pitches in harmony. Oh Susanna, Bye'm Bye, Going Down to Cairo, The Alley Alley Oh, Are you Sleeping Write 7 note solfege on the board (This week use the five-line staff). Include eighth notes if the class is ready. Include "la". Week 9: Musical chairs using solfege Review staff sentences. Introduce ledger lines above and below Review counting of quarter, half, and whole notes. Review proper breathing. Sing "Lovely Evening" as a canon. Practice matching pitches in harmony. Oh Susanna, Bye'm Bye, Going Down to Cairo, The Alley			
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Alley Oh, Are you Sleeping Write 7 note solfege on the board (This week use the five-line staff). Include eighth notes if the class is ready. Include “la”. Week 10: Follow scale with envelopes on the board. A ticket prize will be inside one of the envelopes. They are to figure out which envelope I stop on when hearing me play the notes. Review staff sentences. Introduce ledger lines above and below. Review counting of quarter, half, and whole notes. Review proper breathing. Sing "Lovely Evening" as a canon. Practice matching pitches in harmony. Oh Susanna, Bye'm Bye, Going Down to Cairo, The Alley Alley Oh, Are you Sleeping Write 7 note solfege on the board (This week use the five-line staff). Include eighth notes if the class is ready. Include “la”.			
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Assessments	
Formative Assessments - Teacher Observation in pitch matching, melodic recognition, and keeping a steady beat - Class Discussion	Summative Assessments - Assessments: sight-sing patterns using “sol” and “mi”, note reading, pitch recognition, and contour recognition - Participation Rubric
Benchmark Assessments	Alternative Assessments

- District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)

- Alternative Choice Projects
- Oral Assessments

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