

General Music Grade 2: Responding and Connecting

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply appropriate musical criteria in order to analyze musical performances. - Students will demonstrate the ability to apply historical, personal, and cultural contexts in order to connect and relate to musical repertoire. <u>Content Standards:</u> National Core Arts Standards – Music - Anchor Standard #7. Perceive and analyze artistic work. - Anchor Standard #8. Interpret intent and meaning in artistic work. - Anchor Standard #9. Apply criteria to evaluate artistic work. - Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art. - Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to connect music to their lives.</i>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - musicians' response to and perception of musical works are influenced by their interests, experiences, understandings, and purposes. - through their use of elements and structures of music, creators and performers provide clues to their expressive intent. - the personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. - musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. - understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	ESSENTIAL QUESTIONS How do music and history influence each other?
	<i>Acquisition</i>	

	<i>Students will know...</i> • that notes can represent sound or no sound. • that there are patterns in melody and rhythm. • that they can move to music. • the orchestral instruments. • that breathing and correct posture are part of singing well. • that there are differences between high/low and loud/soft pitches. • that different materials, such as metal and wood, make different sounds. • that music can be responded to in a creative manner. • that they can sing simple songs from memory. • that they can create using singing, speaking, whispering, humming and calling voices. • that music has melodic contour. • that there are songs and musical traditions from other cultures. • that there is a difference between various vocal and instrumental sounds. • that rhythms can be played on various instruments. <u><i>vocabulary:</i></u> melody, time, space, levels, shape, folk dance terms, arioso, dynamics, steady beat, rhythm and tonal syllables, fast/medium/slow speeds, high/middle/low, same/different, folk song, solo, create, call and response, repeated tones, echo song, tempo, mood,, pattern, voices, instrument families, vocal timbres (man, woman, child)	<i>Students will be skilled at...</i> • explaining and demonstrating how personal interests and experiences influence musical selection for specific purposes. • describing how specific music concepts are used to support a specific purpose in music. • demonstrating knowledge of music concepts and how they support creators'/ performers' expressive intent. • applying personal and expressive preferences in the evaluation of music for specific purposes. • demonstrating how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. • demonstrating understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Content Area Literacy Standards	21st Century Skills	
• NOT APPLICABLE	• <i>reason effectively</i> • <i>make judgments and decisions</i> • <i>think creatively</i> • <i>adapt to change</i> • <i>work creatively with others</i>	

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	