

## General Music / Grade 2

### Rhythm-Steady Beat

**Subject: General Music**

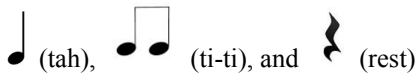


**Grade: 2**

**Unit:  
1-Rhythm-Steady Beat**

**Suggested Timeline: 12  
Focused Cycles and Year  
Long Concept**

<b>Grade Level Summary</b>	Students in second grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize basic musical notation.
<b>Grade Level Units</b>	<b>1-Rhythm-Steady Beat</b> 2-Performance Skills 3-Performance Types 4-Composers & Composition 5-Tempo 6-Dynamics 7-Form 8-Tone Color

<b>Unit Title</b>	Rhythm and Steady Beat
<b>Unit Summary</b>	Steady beat and rhythm are the cornerstones of elementary musical performance and instruction. This unit provides a foundation for rhythmic reading and a stepping stone for year long dictation, practice, and performance.

<b>Unit Essential Questions</b> <ol style="list-style-type: none"> <li>1. Why is a steady beat important?</li> <li>2. What is the difference between beat and rhythm?</li> <li>3. How are tah, ti-ti, and rest notated in second grade?</li> <li>4. How do you perform tah, ti-ti, and rest rhythm patterns?</li> </ol>	<b>Key Understandings</b> <ol style="list-style-type: none"> <li>1. Steady beat is important for any group to stay together while performing.</li> <li>2. The beat stays the same the rhythm changes &amp; In a pictorial pattern, beat=pictures are all the same size and rhythm=pictures are different sizes</li> <li>3.  (tah),  (ti-ti), and  (rest)</li> <li>4. Students demonstrate by performance on voice, body percussion, and classroom instruments.</li> </ol>
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<b>Focus Standards Addressed in the Unit</b>	
<b>9.1.3.A</b>	Know and use the elements and principles of each art form to create works in the arts and humanities.
<b>9.1.3.B</b>	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

<b>9.1.3.C</b>	Recognize and use fundamental vocabulary within each of the arts forms.
<b>9.1.3H</b>	Handle materials (instruments) safely, identify instruments used
<b>Core Music Standards MU:Pr4.2.2b</b>	When analyzing selected music, read and perform <b>rhythmic</b> and <b>melodic patterns</b> using <b>iconic</b> or <b>standard notation</b> .
<b>Core Music Standards MU:Cr1.1.2a</b>	Improvise <b>rhythmic</b> and <b>melodic patterns</b> and <b>musical ideas</b> for a specific purpose
<b>Important Standards Addressed in the Unit</b>	
<b>Core Music Standards MU:Pr5.1.2a</b>	Apply <b>established criteria</b> to judge the accuracy, expressiveness, and effectiveness of performances
<b>Core Music Standards MU:Re7.2.2a</b>	Describe how specific music <b>concepts</b> are used to support a specific <b>purpose</b> in music

<b>Misconceptions</b>	<ol style="list-style-type: none"> <li>1. Beat and rhythm are the same.</li> <li>2. Steady beat is not important for an ensemble to perform together.</li> <li>3. All rhythmic notation looks the same.</li> <li>4. Musical notation can be drawn anywhere.</li> </ol>	<b>Proper Conceptions</b>	<ol style="list-style-type: none"> <li>1. The beat is constant and the rhythm changes.</li> <li>2. Steady beat binds an ensemble together.</li> <li>3. Rhythmic notation varies based on the performer.</li> <li>4. Proper location of the notes is essential for correct performance.</li> </ol>
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<b>Concepts:</b> <ol style="list-style-type: none"> <li>1. Music is comprised of sounds and silences arranged in rhythms.</li> <li>2. Instruments and bodies can be used to perform those rhythms.</li> <li>3. Notes are visual representations of sounds.</li> </ol>	<b>Competencies: The students will...</b> <ol style="list-style-type: none"> <li>1. move to music with a steady beat.</li> <li>2. identify if music has a steady beat and find that beat on their body/instrument</li> <li>3. notate music using rhythm symbols.</li> <li>4. move and freeze to demonstrate beats or rests.</li> <li>5. read rhythmic notation and perform those patterns alone and by echoing others</li> <li>6. translate images (ex: bees) into musical notation (based on size)</li> <li>7. sing and play a steady beat at the same time</li> <li>8. share the performance of a rhythm pattern with a partner and perform the whole rhythm pattern alone (different skill set, relying on others or yourself)</li> </ol>	<b>Vocabulary:</b> <ol style="list-style-type: none"> <li>1. Beat</li> <li>2. Rhythm</li> <li>3. Steady</li> <li>4. Tah</li> <li>5. Ti-Ti</li> <li>6. Notes</li> <li>7. Rest</li> <li>8. Pulse</li> </ol>
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#### Assessments:

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1. Teacher visual assessment - observation of rhythm performance
  2. Written assessments - group dictation activities, melody books
  3. Class member visual assessment - observation of rhythm performance corrected by peers
  4. Performance assessment - teacher observes rhythm card performances
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### **Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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#### **Domain 3a-Communicating with Students, Directions & Procedures**

\*It is essential that students know there is a procedure for getting and playing instruments in the music class. This must be communicated before instruments can be used in performance.

#### **Domain 3e-Demonstrating Flexibility & Responsiveness, Lesson Adjustment, Response to Students, Persistence**

\*At the second grade level, not all students have the coordination necessary to perform musical accompaniments. Continued teacher guidance increases the probability of student success in group performance activities.

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#### **Differentiation:**

1. Instrument modification
  2. Alternative movement for rests
  3. Notation modification (reading the music in the book)
  4. One-on-one support for quiz (teacher guidance, ex: "put your finger in box 1...")
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#### **Interdisciplinary Connections:**

1. Math (beat and meter division)
  2. Physical Education (beats and pulse as it relates to movement)
  3. Literature (readers theatre, reading with a steady cadence)
  4. Language Arts (reading and spelling)
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#### **Additional Resources:**

1. K8 Magazine
  2. Melody Books
  3. Rhythm Dictation Packets
  4. Balls for Steady Beat Activity
  5. Smartboard
  6. Dance Ribbons
  7. Classroom Instruments
  8. CDs
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#### **Created By:**

**Rachel Sherman and Karla Silbaugh**

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## General Music / Grade 2

### Performance Skills

**Subject: General Music**

**Grade: 2**

**Unit:  
2-Performance Skills**

**Suggested Timeline: 3  
Semi-Focused Cycles and  
Year Long Concept**

<b>Grade Level Summary</b>	Students in second grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize basic musical notation.
<b>Grade Level Units</b>	1-Rhythm/Steady Beat <b>2-Performance Skills</b> 3-Performance Types 4-Composers & Composition 5-Tempo 6-Dynamics 7-Form 8-Tone Color

<b>Unit Title</b>	Performance Skills
<b>Unit Summary</b>	All performers need different skill sets for practice vs. performance. Good performance skills make a song look and sound like a polished performance.

<b>Unit Essential Questions</b> <ol style="list-style-type: none"> <li>1. What does a good performance <u>look</u> like?</li> <li>2. What does a good performance <u>sound</u> like?</li> <li>3. What does a good audience member look &amp; sound like?</li> </ol>	<b>Key Understandings.</b> <ol style="list-style-type: none"> <li>1. Performers should: be focused on the conductor, have calm, respectful bodies, smile show the audience that they are happy to be there.</li> <li>2. Performers should: use their best singing voice or best playing technique, blend their voice/instrument with the rest of the ensemble and not “stick out”, and know their music well.</li> <li>3. Audience members are part of the show, too. Their job is to be quiet and focused on the performance and show their respect and gratitude through applause.</li> </ol>
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<b>Focus Standards Addressed in the Unit</b>	
<b>9.1.3.C</b>	Recognize and use fundamental vocabulary within each of the arts forms.
<b>9.1.3.G</b>	Recognize the function of rehearsals and practice sessions
<b>9.1.3.I</b>	Identify arts events that take place in schools and in communities

<b>MU:Pr4.1.2a</b>	Demonstrate and explain personal interest in knowledge about, and purpose of varied musical selections.
<b>MU:Pr5.1.2b</b>	Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.
<b>Important Standards Addressed in the Unit</b>	
<b>9.2.3.E</b>	Analyze how historical events and culture impact forms techniques, and purposes of works in the arts
<b>9.4.3.C</b>	Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (listening to live music vs. music that is on a recording)
<b>MU:Pr6.1.2a</b>	Perform music for a specific purpose with expression and technical accuracy.
<b>MU:Pr6.1.2b</b>	Perform appropriately for the audience and purpose.

<b>Misconceptions</b>	<ol style="list-style-type: none"> <li>1. Body position does not affect sound production.</li> <li>2. Conductors are not important.</li> <li>3. When my part is over, the song is over.</li> <li>4. Singing is easy, it does not need to be practiced.</li> <li>5. The behavior of the audience does not affect a performance.</li> </ol>	<b>Proper Conceptions</b>	<ol style="list-style-type: none"> <li>1. Posture is very important for singers and instrumentalists to look and sound their best.</li> <li>2. A conductor's job is to hold the ensemble together, and make a performance easier for the musicians.</li> <li>3. A musician is attentive and in performance position from the first note of the piece until the last note, showing respect for the other performers.</li> <li>4. Singers need to practice their skills to achieve the best group performance.</li> <li>5. An audience can entirely change the end result of a musical performance and the musicians confidence and ability to perform.</li> </ol>
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<b>Concepts:</b> <ol style="list-style-type: none"> <li>1. Posture is very important to a good performance.</li> <li>2. Singers use their voices differently based on the type of music they are performing.</li> <li>3. Listening skills are just as important as singing and playing skills when it come to performance time.</li> <li>4. Audience members have high standards just as performers do.</li> </ol>	<b>Competencies: The students will...</b> <ol style="list-style-type: none"> <li>1. sing using a good singing voice.</li> <li>2. demonstrate the proper way body position for a performance.</li> <li>3. demonstrate and be able to distinguish between good and bad vocal sounds.</li> <li>4. compare the role of performer, accompanist, and conductor and know what is expected of each.</li> <li>5. perform (sing) in a group for an audience.</li> </ol>	<b>Vocabulary:</b> <ol style="list-style-type: none"> <li>1. Conductor</li> <li>2. Performer</li> <li>3. Deep Breath</li> <li>4. Hold (fermata)</li> <li>5. Accompaniment</li> <li>6. Audience</li> <li>7. Live Performance</li> </ol>
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	6. demonstrate proper audience behavior at a live and recorded musical performance	
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**Assessments:**

1. Teacher visual assessment - observation of group singing performance, and behavior as audience members
  2. Class member visual assessment - observation of singing performances corrected by peers
  3. Performance assessment - teacher observes individual singing skills from within a group
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**Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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**Domain 3b-Using Questioning and Discussion Techniques**

\* Discussion Techniques

\*Student Participation

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**Differentiation:**

1. Lyrics taught by rote & allowing the performer to read lyrics from a sheet
  2. Visual cues to remind singers of the lyrics
  3. Notation modification
  4. Preferential Seating (weak singer near a strong one)
  5. Limiting distractions during a musical performance (when acting as an audience member)
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**Interdisciplinary Connections:**

1. Physical Education (breathing and breath support)
  2. History/Social Studies/Culture (topic of the song, SSB, Veterans Day, Christmas)
  3. Language Arts (reading and spelling, fluency)
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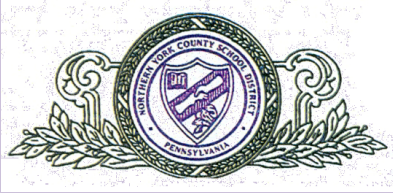
**Additional Resources:**

1. K8 Magazine
  2. Smartboard
  3. Computer
  4. Classroom Instruments
  5. CDs
  6. Video device to record performances for playback and critique
  7. Audience
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## General Music / Grade 2

### Performance Types

<b>Subject: General Music</b>	<b>Grade: 2</b>	<b>Unit: 3-Performance Types</b>	<b>Suggested Timeline: 3 Semi-Focused Cycles and Year Long Concept</b>
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<b>Grade Level Summary</b>	Students in second grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize basic musical notation.
<b>Grade Level Units</b>	1-Rhythm/Steady Beat 2-Performance Skills <b>3-Performance Types</b> 4-Composers & Composition 5-Tempo 6-Dynamics 7-Form 8-Tone Color

<b>Unit Title</b>	Types of Musical Performances
<b>Unit Summary</b>	There are many types of musical performances that students should know about. In second grade we focus on Concerts (vocal and instrumental), Assemblies and Ballet. This unit fits together nicely with Performance Skills. We compare different versions of the Nutcracker Ballet and discuss the original story and how it has been changed.

<b>Unit Essential Questions</b> <ol style="list-style-type: none"> <li>1. What is a Ballet?</li> <li>2. How is a concert different from a ballet?</li> <li>3. How is a play different from a ballet?</li> </ol>	<b>Key Understandings.</b> <ol style="list-style-type: none"> <li>1. Ballet is the art form that combines music and dance to tell a story. There is little to no talking.</li> <li>2. While a concert is a musical performance, the performers are not trying to convey a story to the audience. Concerts can be vocal (singing) or instrumental (band or orchestra).</li> <li>3. The main way for characters to tell the story in a play is by talking. In a ballet the story is told by dance.</li> </ol>
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<b>Focus Standards Addressed in the Unit</b>	
<b>9.1.3.G</b>	Recognize the function of rehearsals and practice sessions
<b>9.1.3.I</b>	Identify arts events that take place in schools and in communities

<b>MU:Re7.1.2a</b>	Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.
<b>Important Standards Addressed in the Unit</b>	
<b>9.2.3.A</b>	Explain the historical, cultural, and social context of an individual work in the arts.
<b>9.3.3B</b>	Know classification skills with materials and processes used to create works in the arts
<b>MU:Re8.1.2a</b>	Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent

<b>Misconceptions</b>	<ol style="list-style-type: none"> <li>Only girls dance in the ballet.</li> <li><u>The Nutcracker</u> Ballet is the same no matter where you see it performed.</li> </ol>	<b>Proper Conceptions</b>	<ol style="list-style-type: none"> <li>Both Men &amp; women dance in the ballet. There are many famous male ballet dancers. Ballet dancers are athletes.</li> <li>Depending on the choreographer, the story of <u>The Nutcracker</u> can look very different from one stage to another.</li> </ol>
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<b>Concepts:</b> <ol style="list-style-type: none"> <li>Ballet is a musical art form that tells a story through dance.</li> <li>A concert is a musical art form that does not need to tell a story (singers &amp; musicians)</li> <li>A play is not a musical performance. Music is not needed to tell the story.</li> </ol>	<b>Competencies: The students will...</b> <ol style="list-style-type: none"> <li>study the story of <u>The Nutcracker</u></li> <li>act out the story of <u>The Nutcracker</u> without talking</li> <li>watch a performance of <u>The Nutcracker Ballet</u> in class</li> <li>discuss how the dancers used their bodies to tell the story</li> <li>compare reader's theater to a ballet, how is the story told, what do the performers do to share the story?</li> </ol>	<b>Vocabulary:</b> <ol style="list-style-type: none"> <li>Orchestra</li> <li>Dancer</li> <li>Ballet</li> <li>Play</li> <li>Concert</li> <li>Stage</li> <li>Readers Theater</li> </ol>
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#### Assessments:

- Teacher visual assessment - observation of group watching performance and group discussion.

#### Suggested Strategies to Support Design of Coherent Instruction

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

#### Domain 3c-Engaging Students in Learning

\*Activities and assignments

\*Instruction Materials and Resources

#### Differentiation:

- Previewing the story so that students know the what to expect before watching the video.



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2. Having a “safe place” for those who are nervous about the Mouse King or the Battle Scene
  3. Preferential Seating (to keep focus on the performance video)
  4. Teacher verbal guidance to help follow the story.
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**Interdisciplinary Connections:**

1. History/Social Studies/Culture (Time Period & Setting of the story)
  2. Language Arts (reading and spelling, fluency)
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**Additional Resources:**

1. The Nutcracker, book
  2. Nutcracker toy for demonstration
  3. Nutcracker video
  4. Smartboard
  5. Computer
  6. CDs
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## General Music / Grade 2

### Composers & Composition

<b>Subject: General Music</b>	<b>Grade: 2</b>	<b>Unit: 4-Composers &amp; Composition</b>	<b>Suggested Timeline: 3 Semi-Focused Cycles and Year Long Concept</b>
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<b>Grade Level Summary</b>	Students in second grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize basic musical notation.
<b>Grade Level Units</b>	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types <b>4-Composers &amp; Composition</b> 5-Tempo 6-Dynamics 7-Form 8-Tone Color

<b>Unit Title</b>	Composers & Composition
<b>Unit Summary</b>	Just as mentor texts are used as guides for emergent writers, young musicians can pattern their pieces after those of great composers. Students learn about 2-3 important composers and then compose their own melody patterns (using sol, mi, la) for class performances. This builds confidence for the creation and performance of larger compositions in upper grades.

<b>Unit Essential Questions</b> <ol style="list-style-type: none"> <li>1. What does a Composer do?</li> <li>2. What is the difference between a Composer and a Conductor?</li> <li>3. What are the rules for composition in second grade?</li> <li>4. Where are sol, mi, and la on the music staff?</li> </ol>	<b>Key Understandings.</b> <ol style="list-style-type: none"> <li>1. A composer is someone who writes music.</li> <li>2. A conductor leads a group of musicians. Sometimes a composer is also a conductor, but the two job titles have different meanings.</li> <li>3. Second Graders will compose using stick &amp; traditional music notation. They compose with 4 beats in each measure. They compose 2 measure pieces, and often combine their compositions with other classmates for longer pieces.</li> <li>4. Sol is a third above Mi. La is a second above sol.</li> </ol>
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<b>Focus Standards Addressed in the Unit</b>	
9.1.3.A	Know and use the elements and principles of each art form to create works in the arts & humanities.
9.1.3.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.3.C	REcognize and use fundamental vocabulary within each of the arts forms.
MU:Cr1.1.2b	Generate musical patterns and ideas within the context of a given tonality and meter

MU: Pr4.1.2a	Demonstrate and explain personal interest in knowledge about and purpose of varied musical selections
<b>Important Standards Addressed in the Unit</b>	
MU:Cr2.1.2b	Use iconic or standard notation and/or recording technology to document personal musical ideas
MU:Cr3.2.2a	Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

<b>Misconceptions</b>	<ol style="list-style-type: none"> <li>1. Composers are always conductors.</li> <li>2. Second graders can't read or write "real" musical notation.</li> <li>3. As long as the performer knows what to play, there is no need to write it for others.</li> </ol>	<b>Proper Conceptions</b>	<ol style="list-style-type: none"> <li>1. Yes, many composers are also conductors. However, there are many composers who do not conduct.</li> <li>2. Second graders CAN be taught to read and write using the same musical notation that adults use.</li> <li>3. The greatest accomplishment of a composer is to have his/her music performed. Taking the time to write a composition in musical notation allows others to perform the creation.</li> </ol>
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<b>Concepts:</b> <ol style="list-style-type: none"> <li>1. Composition is the act of writing music for performance.</li> <li>2. Composers write music. They write music for many different reasons.</li> </ol>	<b>Competencies: The students will...</b> <ol style="list-style-type: none"> <li>1. compose 2 measure melody patterns in 4/4 time.</li> <li>2. add their short composition to those of other students to create a longer piece of music.</li> <li>3. perform their compositions.</li> <li>4. discuss why composers compose (who commissioned, for what purpose, what influenced?)</li> <li>5. compare the works of 2 composers (sound, background, influences etc.)</li> </ol>	<b>Vocabulary:</b> <ol style="list-style-type: none"> <li>1. Conductor</li> <li>2. Composer</li> <li>3. Composition</li> <li>4. Orchestra</li> <li>5. Ballet</li> <li>6. Rhythm</li> <li>7. Concert</li> <li>8. Solfège Syllables (Sol, Mi, La)</li> </ol>
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#### Assessments:

1. Teacher visual assessment - observation of composition process
2. Peer assessment - discussion of composition performances (peer checking & correcting \*I write, then you play it back to me)
3. Written assessment- submission of written composition (follow composition guidelines?)

#### Suggested Strategies to Support Design of Coherent Instruction

**Domain 3A - Communicating With Students, Directions and Procedures**

\*Composition has rules and guidelines that students need to know and follow.

**Domain 3C - Engaging Students in Learning, Activities**

\*Students will discover what it feels like to have *their* compositions performed (the life of a composer).

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**Differentiation:**

1. Modified Staff Paper (limited lines/spaces)
  2. Group performance (for those who are shy about performing in front of the class)
  3. Instrument Choice (to fit performance ability)
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**Interdisciplinary Connections:**

1. Math (counting number of beats) Spatial relation skills (above/below, near/far)
  2. Current Events/Popular Culture (movie music and the reasons for composition)
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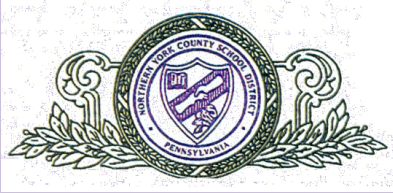
**Additional Resources:**

1. Staff Paper/ Staff Whiteboards
  2. Materials for composition notation
  3. Classroom percussion instruments (pitched)
  4. Computer
  5. Smartboard
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## General Music / Grade 2

### Tempo

<b>Subject: General Music</b>	<b>Grade: 2</b>	<b>Unit: 5-Tempo</b>	<b>Suggested Timeline: 5 Semi-Focused Cycles and Year Long Concept</b>
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<b>Grade Level Summary</b>	Students in second grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize basic musical notation.
<b>Grade Level Units</b>	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types 4-Composers & Composition <b>5-Tempo</b> 6-Dynamics 7-Form 8-Tone Color

<b>Unit Title</b>	Tempo
<b>Unit Summary</b>	Students will explore <i>Tempo</i> through literature, movement, vocal performance, and instrumental performance.

<b>Unit Essential Questions</b> <ol style="list-style-type: none"> <li>1. What is tempo?</li> <li>2. When is a largo tempo appropriate? Presto tempo?</li> <li>3. Are there tempi between FAST and SLOW?</li> </ol>	<b>Key Understandings.</b> <ol style="list-style-type: none"> <li>1. Tempo is the speed of the beat or speed of music.</li> <li>2. Setting is important when determining tempo. (lullaby, largo tempo// motivational music, presto tempo).</li> <li>3. The mood of a story or movie can change as the background music changes tempo (ex: largo to presto, becoming exciting, sneaking up, scary).</li> <li>4. There are many tempo markings between largo and presto (Andante=walking speed)</li> </ol>
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<b>Focus Standards Addressed in the Unit</b>	
9.1.3.C	Recognize and use fundamental vocabulary within each of the arts forms.
9.3.3.A	Recognize critical processes used in the examination of works in the arts and humanities
9.3.3.B	Know that works in the arts can be described by using the arts elements, principles and concepts (tempo).

MU:Pr4.2.2b	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
MU:Pr4.3.2a	Demonstrate understanding of expressive qualities (tempo) and how creators use them to convey intent.

<b>Important Standards Addressed in the Unit</b>	
MU:Pr5.1.2a	Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performance (peer review and assessment)
MU:Pr6.1.2a	Perform music for a specific purpose with expression and technical accuracy.
MU:Re7.2.2a	Describe how specific concepts are used to support a specific purpose in music.

<b>Misconceptions</b>	<ol style="list-style-type: none"> <li>1. You can change the tempo of a piece of music if it gets too difficult or if you get bored.</li> <li>2. Performers set the tempo of a piece of music.</li> <li>3. Tempo dictates the dynamics of music.</li> <li>4. Slow music is always sad.</li> </ol>	<b>Proper Conceptions</b>	<ol style="list-style-type: none"> <li>1. A steady beat is very important when following the tempo markings in a song.</li> <li>2. Composers often notate the tempo for a piece of music just as they notate the rhythms or pitches.</li> <li>3. Genre can dictate the speed of a piece of music.</li> <li>4. Tempo, dynamics, and tonality, are separate expressive qualities.</li> </ol>
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<b>Concepts:</b> <ol style="list-style-type: none"> <li>1. Tempo is an important expressive quality that can change the mood of a piece of music.</li> <li>2. A steady beat is very important to a performance, however the tempo can change within a piece of music.</li> </ol>	<b>Competencies: The students will...</b> <ol style="list-style-type: none"> <li>1. show the tempo of music using their bodies and dancing ribbons.</li> <li>2. analyze lyrics and determine an appropriate tempo for song performance.</li> <li>3. analyze a story and assign tempo markings to the characters based on personality.</li> <li>4. discuss genres and their “typical” tempos.</li> <li>5. perform (with instruments and voices) a piece that has a changing tempo.</li> </ol>	<b>Vocabulary:</b> <ol style="list-style-type: none"> <li>1. Largo</li> <li>2. Presto</li> <li>3. Tortoise</li> <li>4. Hare</li> </ol>
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#### Assessments:

1. Teacher visual assessment - observation of movement with ribbons
2. Peer assessment - analysis and discussion of lyrics to assign tempo markings
3. Performance assessment- performance of tempo markings in the story, The Tortoise and the Hare
4. Written assessment- tempo quiz

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## **Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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### **Domain 3A - Communicating With Students, Directions and Procedures**

\*Safe movement procedures

### **Domain 3C - Engaging Students in Learning, Activities**

\*Demonstration of tempo in various ways

### **Domain 3D- Using Assessment in Instruction**

\*Feedback to students

\*Student self-assessment and monitoring

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### **Differentiation:**

1. Lyrics read out loud for those who are unable to read.
  2. Movement activities modified for those who need it.
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### **Interdisciplinary Connections:**

1. Reading & Language Arts (lyrics & story)
  2. Physical Education (rate and intensity, speed)
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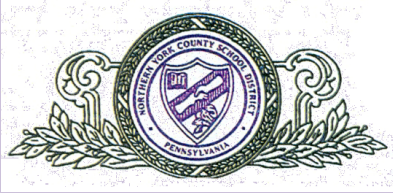
### **Additional Resources:**

1. Movement Ribbons
  2. Classroom percussion instruments
  3. Computer
  4. Smartboard
- 

### **Created By:**

**Rachel Sherman and Karla Silbaugh**

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## General Music / Grade 2

### Dynamics

<b>Subject: General Music</b>	<b>Grade: 2</b>	<b>Unit: 6-Dynamics</b>	<b>Suggested Timeline: 3 Semi-Focused Cycles and Year Long Concept</b>
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<b>Grade Level Summary</b>	Students in second grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize basic musical notation.
<b>Grade Level Units</b>	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types 4-Composers & Composition 5-Tempo <b>6-Dynamics</b> 7-Form 8-Tone Color

<b>Unit Title</b>	Dynamics
<b>Unit Summary</b>	Students will explore <i>Dynamics</i> through composition, movement, vocal performance, and instrumental performance.

<b>Unit Essential Questions</b> <ol style="list-style-type: none"> <li>1. What are dynamics?</li> <li>2. When is a piano dynamic appropriate? Forte dynamic?</li> <li>3. How does the mood of the music change when the dynamics change?</li> <li>4. How do musicians perform dynamics with instruments?</li> </ol>	<b>Key Understandings.</b> <ol style="list-style-type: none"> <li>1. Dynamics describe the volume of music.</li> <li>2. Setting and purpose are important when determining dynamics. (building intensity, piano changing to forte).</li> <li>3. The mood of a musical selection, story or movie can change as the dynamics change</li> <li>4. A musician's playing technique is different based on the dynamic they need to perform.</li> </ol>
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<b>Focus Standards Addressed in the Unit</b>	
9.1.3.C	Recognize and use fundamental vocabulary within each of the arts forms.
9.2.3.L	Identify, explain and analyze common themes, forms and techniques from works in the arts.
9.3.3.B	Know that works in the arts can be described by using the arts elements, principles and concepts (dynamics).
MU:Pr4.3.2a	Demonstrate understanding of expressive qualities (dynamics) and how creators use them to convey expressive intent.



MU:Re7.2.2a	Describe how specific music concepts are used to support a specific purpose in music.
<b>Important Standards Addressed in the Unit</b>	
9.1.3A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.3.B	Recognize, know, use and demonstrate a variety of appropriate elements and principles to produce, review and revise original works in the arts.
MU:Cr2.1.2b	Use iconic or standard notation and/or recording technology to combine, sequence and document personal musical ideas.
MU:Cr3.2.2a	Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

<b>Misconceptions</b>	<ol style="list-style-type: none"> <li>Each instrument has only one dynamic (ex:drums are loud).</li> <li>All quiet music is slow and all fast music is loud.</li> </ol>	<b>Proper Conceptions</b>	<ol style="list-style-type: none"> <li>Most instruments can play a variety of dynamics.</li> <li>Dynamics do not dictate the tempo of a piece of music.</li> </ol>
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<b>Concepts:</b> <ol style="list-style-type: none"> <li>Dynamics are important expressive qualities that can change the mood of a piece of music.</li> <li>Dynamics can help determine the genre of music.</li> <li>Dynamics can be used to change the form of a piece of music.</li> </ol>	<b>Competencies: The students will...</b> <ol style="list-style-type: none"> <li>show the dynamic of music using their bodies and dancing ribbons.</li> <li>analyze lyrics and determine an appropriate dynamic for song performance.</li> <li>discuss genres and their “typical” dynamics.</li> <li>compose and perform rhythm patterns at different dynamics.</li> </ol>	<b>Vocabulary:</b> <ol style="list-style-type: none"> <li>Piano</li> <li>Forte</li> <li>Pianissimo</li> <li>Fortissimo</li> <li>Crescendo</li> </ol>
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#### Assessments:

- Teacher visual assessment - observation of movement with ribbons
- Peer assessment - analysis and discussion of lyrics to assign dynamic markings
- Written assessment- melodic composition with assignment of dynamics
- Performance assessment-rhythmic composition in a specified form with dynamics

#### Suggested Strategies to Support Design of Coherent Instruction

*Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction*

#### Domain 3A - Communicating With Students, Directions and Procedures

\*Safe movement procedures

#### Domain 3C - Engaging Students in Learning, Activities

\*Demonstration of dynamics in various ways

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**Differentiation:**

1. Lyrics read out loud for those who are unable to read.
  2. Modification for students with sensitivity to changes in volume (dynamics)
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**Interdisciplinary Connections:**

1. Reading (lyrics)
  2. Science (sound frequency)
  3. Physical Education (movement)
- 

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**Additional Resources:**

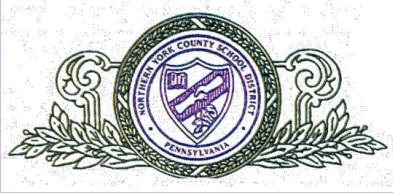
1. Movement Ribbons
  2. Composition Materials
  3. Classroom Percussion Instruments
  4. Computer
  5. Smartboard
- 

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**Created By:**

**Rachel Sherman and Karla Silbaugh**

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## General Music / Grade 2

### Form

**Subject: General Music**

**Grade: 2**

**Unit:  
7-Form**

**Suggested Timeline: 3  
Semi-Focused Cycles and  
Year Long Concept**

<b>Grade Level Summary</b>	Students in second grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize basic musical notation.
<b>Grade Level Units</b>	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types 4-Composers & Composition 5-Tempo 6-Dynamics <b>7-Form</b> 8-Tone Color

<b>Unit Title</b>	Form
<b>Unit Summary</b>	Form is the how musicians describe the shape of music. Students use their knowledge of patterns to compare and contrast pieces of music and determine the shape using letters of the alphabet.

<b>Unit Essential Questions</b> <ol style="list-style-type: none"> <li>What is form?</li> <li>Are the sections of the music the same or different?</li> <li>How do musicians describe the form of a song <i>easily</i>?</li> </ol>	<b>Key Understandings.</b> <ol style="list-style-type: none"> <li>Form is the shape of music (a song).</li> <li>By comparing the dynamics, tempo, performing instruments, and lyrics, students can determine if the sections of a piece are the same or different.</li> <li>Letters of the alphabet are used to label the form in an easy way (AB//ABA//ABC).</li> </ol>
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<b>Focus Standards Addressed in the Unit</b>	
9.1.3.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.3.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and review original works in the arts.
9.1.3.C	Recognize and use fundamental vocabulary within each of the arts forms.
MU:Cr2.1.2b	Use iconic or standard notation and/or recording technology to combine, sequence and document personal musical ideas.

<b>Important Standards Addressed in the Unit</b>	
9.3.3.B	Know that works in the arts can be described by using the arts elements, principles and concepts.
MU:Pr4.1.2a	Demonstrate and explain personal interest in knowledge about and purpose of varied musical selections.
MU:Pr4.2.2b	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
MU:Re7.2.2a	Describe how specific music concepts are used to support a specific purpose in music.

<b>Misconceptions</b>	<ol style="list-style-type: none"> <li>1. If a piece has 2 sections, it is in AB form. (3 sections =ABA form)</li> <li>2. The section can't change (letter designation) until the instruments change.</li> </ol>	<b>Proper Conceptions</b>	<ol style="list-style-type: none"> <li>1. In analysis of a piece the number of sections alone does not determine the form.</li> <li>2. Composers change sections in many ways. Change of instrument selection is only one of those ways (dynamics, melodic contour, tempo)</li> </ol>
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<b>Concepts:</b> <ol style="list-style-type: none"> <li>1. Form is the way that musicians verbalize the shape of a piece of music.</li> <li>2. The elements of repetition and contrast add shape to a piece of music.</li> <li>3. Composers use many different elements to change the form of a piece of music.</li> </ol>	<b>Competencies: The students will...</b> <ol style="list-style-type: none"> <li>1. visually demonstrate the forms AB &amp; ABA using their bodies and instruments.</li> <li>2. analyze lyrics and instrument selection (changes) and determine the form of a musical selection.</li> <li>3. discuss genres and their "typical" forms.</li> <li>4. move to and sing along with musical pieces in AB and ABA forms.</li> <li>5. compose a rhythmic selection in ABA form.</li> </ol>	<b>Vocabulary:</b> <ol style="list-style-type: none"> <li>1. Same (repetition)</li> <li>2. Different (contrast)</li> <li>3. Verse</li> <li>4. Refrain</li> <li>5. AB/ABA/ABC</li> </ol>
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#### **Assessments:**

1. Teacher visual assessment - observation of student movement activities
2. Peer assessment - determining the form of a performance by classmates
3. Written assessment- form quiz

#### **Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

#### **Domain 3D - Using assessment in Instruction**

\*Assessment criteria, feedback to students.

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**Differentiation:**

1. Lyrics read out loud for those who are unable to read.
  2. Use of visual & aural patterns for analysis.
  3. Modified movement activities (guided framework).
  4. Template for form composition
- 

**Interdisciplinary Connections:**

1. Reading
  2. Math (patterns)
- 

**Additional Resources:**

1. Movement Ribbons
  2. Percussion Instruments
  3. Computer
  4. Smartboard
- 

**Created By:**

**Rachel Sherman and Karla Silbaugh**

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## General Music / Grade 2

### Tone Color

**Subject: General Music**

**Grade: 2**

**Unit:  
8-Tone Color**

**Suggested Timeline: 4  
Focused Cycles and Year  
Long Concept**

<b>Grade Level Summary</b>	Students in second grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize basic musical notation.
<b>Grade Level Units</b>	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types 4-Composers & Composition 5-Tempo 6-Dynamics 7-Form <b>8-Tone Color</b>

<b>Unit Title</b>	Tone Color
<b>Unit Summary</b>	Tone Color is the how musicians describe the instruments used to perform a selection (instruments, voices, non-traditional “instruments”). Students will explore how specific instruments produce sound.

<b>Unit Essential Questions</b> <ol style="list-style-type: none"> <li>1. What is an instrument family?</li> <li>2. How can instruments be sorted?</li> <li>3. How does an instrument produce a sound?</li> <li>4. How can instruments help to tell a story?</li> </ol>	<b>Key Understandings.</b> <ol style="list-style-type: none"> <li>1. A family is how instruments are grouped.</li> <li>2. Instruments are classified into families based on how their sound is produced (lips vibrating or string vibrating, etc.)</li> <li>3. A vibration is needed for any instrument to produce a sound (even a vocal instrument).</li> <li>4. Composers use different instrument families to represent different moods in music (P&amp;W happy bird=flute)</li> </ol>
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<b>Focus Standards Addressed in the Unit</b>	
9.1.3.C	Recognize and use fundamental vocabulary within each of the arts forms.
9.1.3.H	Handle materials, equipment and tools safely at work and performance spaces.
MU:Pr6.1.2a	Perform music for a specific purpose with expression and technical accuracy.

<b>Important Standards Addressed in the Unit</b>	
9.2.3.J	Identify, explain and analyze historical and cultural differences as they relate to works in the arts (ethnic instruments)
9.3.3.C	Know classification skills with materials and processes used to create works in the arts.
MU:Re8.1.2a	Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.

<b>Misconceptions</b>		<b>Proper Conceptions</b>	
1. Instruments can be classified based on visual characteristics. 2. No rules are needed for playing instruments. 3. Instruments from all cultures and regions look the same. 4. Words (lyrics) are needed to “tell” a story in music.			1. Instruments are classified based on how their sound is produced. 2. Rules for playing instruments keep both instrument and player safe. 3. Orchestral instruments often look the same everywhere. However, ethnic instruments look different based on the materials available and type of music that is being performed. 4. Instruments can help a composer “tell” a story without words.

<b>Concepts:</b> <ol style="list-style-type: none"> <li>1. Instruments can be divided into families.</li> <li>2. The size of the instrument determines its pitch range.</li> <li>3. Notes move upward and downward on the music staff to signify the high or low sound of the pitch.</li> </ol>	<b>Competencies: The students will...</b> <ol style="list-style-type: none"> <li>1. classify instruments based on how the sound is produced (what vibrates)</li> <li>2. perform on percussion instruments by scraping, shaking, and striking to create the vibrations.</li> <li>3. order instruments based on size and then make predictions about the pitches that will be produced.</li> <li>4. move to and sing along with musical pieces responding to the direction of the notes and size of the instrument that is performing.</li> </ol>	<b>Vocabulary:</b> <ol style="list-style-type: none"> <li>1. Vibration</li> <li>2. Instrument Family</li> <li>3. String</li> <li>4. Percussion</li> <li>5. Brass</li> <li>6. Woodwind</li> <li>7. Lips Buzzing</li> <li>8. Shake</li> <li>9. Scrape</li> <li>10. Strike</li> <li>11. Size</li> <li>12. Pitch</li> <li>13. Upward</li> <li>14. Downward</li> </ol>
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#### **Assessments:**

1. Teacher visual assessment - observation of student movement activities.
2. Peer assessment - determining the family based on how instrument is played.
3. Written assessment- Tone Color (Peter & Wolf) quiz.

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## **Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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### **Domain 3B-Using Questioning and Discussion Techniques**

\*Discussion Techniques

### **Domain 3C- Managing Classroom procedures**

\*Safe use of instruments

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### **Differentiation:**

1. Modified instrumental performance
  2. Guideline and framework for sorting instruments
- 

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### **Interdisciplinary Connections:**

1. Math (sorting)
  2. Science (sound/vibration)
  3. Social Studies (cultural instruments)
- 

### **Additional Resources:**

1. Various orchestral instruments
  2. Percussion Instruments
  3. Computer
  4. Smartboard
- 

### **Created By:**

**Rachel Sherman and Karla Silbaugh**

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