

Englewood Public School District
Music
Grade 2

Unit 4 - Aesthetic Responses and Critique Methodologies

NEW JERSEY CONTENT STANDARDS

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.
- 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Overview: Students will refine the practice of fundamental music performance. They will demonstrate an understanding of the similarities and differences of children's songs and singing games from different continents comparing and contrasting melody, rhythm, tempo, etc. in representative examples of culturally-based music. Create a short song that tells a story which include the elements of music (e.g., dynamics, tempo, melodic direction, instrumentation) found in a piece (or a section of a piece) of program music. List the musical elements (e.g., dynamics, meter, melody etc.) found in performances of patriotic and use them to make objective assessments of the appropriateness/effectiveness of the elements in conveying the intent of the song. Critique the performance by the class or of a recording of an ensemble.

Time Frame: Fourth Marking Period

Enduring Understandings: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music

Essential Questions:

How do songs tell a story?

How does music from around the world express the culture of the locale?

How can the listener interpret different versions of the same piece of music in different ways?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p> <p>1.4.2.B.2</p>	<p>Topic- Songs/Families Around the World</p> <p>SWBAT - Demonstrate an understanding of the similarities and differences of children's songs and singing games from different continents (e.g., North America, the African continent) by comparing and contrasting melody, rhythm, tempo, etc. in representative examples of culturally-based music.</p> <p>Create a short song that tells a story which include the elements of music (e.g., dynamics, tempo, melodic direction, instrumentation) found in a piece (or a section of a piece) of program music.</p> <p>List the musical elements (e.g., dynamics, meter, melody etc.) found in performances of patriotic songs and use them to make objective assessments of the appropriateness/effectiveness of the elements in conveying the intent of the song.</p> <p>Critique the performance by the class or of a recording of an ensemble.</p>	<p>Create with your partner a movement for each verse of the song, Lots of Worms, use one movement for refrain. NJSLSA.SL1</p> <p>Compare and contrast singing games from around the world. NJSLSA.L3., 6.1.4.D.20</p> <p>Create a folk song that tells a story.</p> <p>Perform patriotic songs and determine the musical elements.</p> <p>Critique an ensemble performance.</p> <p>Perform Little Train of the Caipira by Villa-Lobos and identify musical elements.</p> <p>Create a list of the similarities and differences between two different interpretations of the same piece. NJSLSA.L6.</p> <p>Watch performances and use a rubric as a guide to form an opinion on the</p>	<p>Elements of Music: http://lessonplanspage.com/musiclessonrhythm-htm/</p> <p>Elements of Music: http://lessonplanspage.com/musiccirclemusicgame15-htm/</p> <p>Melody: https://www.bethsnotesplus.com/2013/03/2nd-grade-melody-lessons-1-7.html</p> <p>Singing Games from Around the World: http://www.janinesmusicroom.com/5-great-circle-games-from-around-the-world.html</p> <p>Patriotic Songs: http://wildflowerramblings.com/homeschooling/10-patriotic-songs-children-free-printable/</p> <p>Song lyrics: http://www.songsforteaching.com/index.htm</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> Common Formative Assessment <p>Formative:</p> <ul style="list-style-type: none"> Observation Question and answer group discussion Reflections Self-Assessment Peer Assessment <p>Summative: Solo and duo performance evaluations</p> <p>Folk Song</p> <p>Listening activities to identify musical elements.</p> <p>Evaluate and critique an ensemble performance.</p> <p>Music Rubrics https://www.rcampus.com/rubricshellc.cfm?sid=23</p>

Apply the principles of positive critique in giving and receiving responses to performances.

1.4.2.B.3

Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Discuss the application and appropriateness of the musical elements employed in the performance (e.g., melody, rhythm, dynamics and lyrics).

Describe two musical elements (e.g., tempo, rhythm, dynamics etc.) that correspond to the theme of a selected piece of music (i.e., the Little Train of the Caipira by Villa-Lobos).

Compare/contrast two distinct interpretations of a piece of music (e.g., the Danse de la Fee Dragee from the Nutcracker, versions by Tchaikovsky and Ellington).

performance (use of musical elements).

NJSLSA.R7,

In small groups, share opinions and provide a critique of a performance (use of musical elements).

NJSLSA.SL1

Alternative Assessments:

20 Quick Formative Assessments from the art of education:

- Outcome Sentences
- Pair-Share
- 3-2-1
- Beach ball

<https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>

Key Vocabulary:

La So Mi, Finger cymbals, Triangle, rests, Charango, Ch'ajch'as, Zampoña, bombas Texture, Harmony

Integration of 21st Century Standards NJSLS 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Speak and display terminology and movement ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Check for understanding of directions ● Use posters with directions written in pictures in all languages ● Seat students close to the teacher. ● Incorporate visuals: graphic organizers, gestures, props 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Work with a partner ● Provide concrete examples and relate all new assignments to previously learned tasks ● Solidify and refine concepts through repetition. ● Provide extended time. ● Repeat directions ● Check for understanding of directions 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Room for Artistic Choices ● Elevated Technique Complexity ● Additional Projects ● Adaptation of requirements

Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Social Studies:

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Technology Standards NJSL 8:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2.2.E.1 List and demonstrate the steps to an everyday tasks.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.