

Englewood Public School District
Music
Grade 2

Unit 3 - Performance

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 perform songs or rounds, alone or with others using proper vocal placement and breathing techniques in the range of C4 – D5. Demonstrate proper posture and breathing techniques used to smoothly connect the registers, producing a uniform vocal tone quality. Conduct a two beat pattern while others sing. The conducting pattern should reflect *forte* and/or *piano* or tempo. Using call and response, improvise the rhythm in the response while keeping the melodic pattern used in the call. Sing or play simple melodies in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale. Vocally improvise a melody on a neutral syllable using the pentatonic scale. Start and end the melody on the home and improvise over an ostinato of do-sol.

Time Frame: Third 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 does proper breathing and posture affect my singing?

Can I show the rhythm of two beat note and two tied quarter notes?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p> <p>1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</p> <p>1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p> <p>1.3.2.B.4 Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.</p> <p>1.3.2.B.6 Sing or play simple melodies or rhythmic</p>	<p>Topics –Around the World</p> <p>SWBAT –</p> <p>Perform songs or rounds, alone or with others using proper vocal placement and breathing techniques in the range of C4 – D5.</p> <p>Demonstrate proper posture and breathing techniques used to smoothly connect the registers, producing a uniform vocal tone quality.</p> <p>Conduct a two beat pattern while others sing. The conducting pattern should reflect <i>forte</i> and/or <i>piano</i> or tempo.</p> <p>Using call and response, improvise the rhythm in the response while keeping the melodic pattern used in the call.</p> <p>Sing or play simple melodies in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p>	<p>Sing songs from around the world, with a small group. Each group can pick a different country or continent. NJSLSA.SL1, 6.1.4.D.20, NJSLSA.L3.</p> <p>Practice posture and breathing exercises.</p> <p>Create dance movements showing movements (that match the emotion of the piece).</p> <p>Demonstrate piano and forte as a group, by playing games and playing instruments. NJSLSA.SL1</p> <p>Demonstrate ABA form by listening to performances. NJSLS M.2.GMD.D, NJSLS M.2.GMD.A.</p> <p>Play musical instruments that demonstrate a simple form (AB, ABA). NJSLS M.2.GMD.D</p> <p>Sing call and response songs from around the world.</p> <p>Play games and use visuals to help students read simple musical notes. NJSLSA.R7, NJSLSA.L6.</p>	<p>Vocal techniques: http://www.singfccc.org/wp-content/uploads/Vocal-Choral-Techniques-Fairfield-U.pdf</p> <p>Rounds: https://www.bethsnotesplus.com/2012/12/rounds.html</p> <p>Piano and Forte: https://www.bethsnotesplus.com/2013/07/i-had-rooster.html</p> <p>Conducting a 2 beat pattern: https://www.youtube.com/watch?v=neF_kpIC96U</p> <p>ABA form: http://teaching.monster.com/training/articles/2829-k-5-experience-aba-form</p> <p>Notes-visuals: https://www.bethsnotesplus.com/2011/12/rhythm-cards.html</p> <p>Reading music notations: https://www.bethsnotesplus.com/2014/03/2nd-grade-rhythm-lessons-</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> Common Formative Assessment <p>Formative:</p> <ul style="list-style-type: none"> Observation of correct posture and breathing Question and answer group discussion Reflections Self-Assessment Peer Assessment <p>Summative: Solo and duo performance evaluations</p> <p>Demonstration of form</p> <p>Demonstration of piano and forte</p> <p>Alternative Assessments:</p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> Outcome Sentences

<p>accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p> <p>1.3.2.B.7 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.</p>	<p>Vocally improvise a melody on a neutral syllable using the pentatonic scale. Start and end the melody on the home and improvise over an ostinato of do-sol.</p>	<p>resources.html</p> <p>Call and Response songs: https://www.ashleydanyew.com/posts/2017/40-call-and-response-songs-and-games-for-childrens-choir/</p> <p>Rhythm activity: https://www.bethsnotesplus.com/2012/07/hula-hoop-rhythms.html</p> <p>Songs for AB Form: http://www.wemakethemusic.org/blog/3songstoteachform</p> <p>Improvising a melody: https://www.tmea.org/assets/pdf/southwestern_musician/improvinearlyelem-jan2014.pdf</p> <p>Musical instruments</p> <p>Relevant sheet music</p> <ul style="list-style-type: none"> • Pair-Share • 3-2-1 • Beach ball <p>https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</p>
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Key Vocabulary:

D.C. al coda, Coda Do-pentatonic, Music map signs, Legato, Staccato, Calypso, Call and response, Louis Armstrong, Tito Puente, David Hansen ,Joaquín Rodrigo

Integration of 21st Century Standards NJSL 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 	<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

		needed. • Oral prompts can be given.	
Interdisciplinary Connections:			
<p>ELA - NJSLS/ELA:</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Social Studies:</p> <p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>			
Integration of Technology Standards NJSLS 8:			
<p>8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.2.2.E.1 List and demonstrate the steps to an everyday tasks.</p>			
Career Ready Practices:			
<p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			