

Englewood Public School District
Music
Grade 2

Unit 1 – The Creative Process

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 rhythm, pitch and dynamics. Read simple musical notation during a variety of music and movement activities. Demonstrate piano and forte vocally. Identify the rest sign for no sound on the beat. Find rhythm patterns in songs. Demonstrate the form through movement in call and response form. Play ostinato patterns on instruments while the class sings. Read from musical staff and use the hand signs.

Time Frame: First 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 can I change the dynamics of a song?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</p> <p>1.3.2.B.4</p>	<p>Topics Let the Music Begin</p> <p>SWBAT –</p> <p>Demonstrate rhythm, pitch and dynamics.</p> <p>Read simple musical notation during a variety of music and movement activities.</p> <p>Demonstrate piano and forte vocally.</p> <p>Identify the rest sign for no sound on the beat.</p> <p>Find rhythm patterns in songs.</p> <p>Demonstrate the form through movement in call and response form.</p> <p>Play ostinato patterns on instruments while the class sings.</p> <p>Read from musical staff and use the hand signs.</p> <p>Find So Mi and La pitches during singing games.</p>	<p>Sing Heigh- Ho with correct dynamics, f, loud, p soft.</p> <p>Identify the rest sign for no sound on the beat. Silver Moon Boat (Chinese)</p> <p>Find rhythm patterns in Un Pajarito</p> <p>Demonstrate the form of Michael Row through movement in call and response form. NJSLSA.R7</p> <p>Play ostinato patterns while class sings Lone Star Trail. NJSLSA.SL1</p> <p>Read from musical staff and use the hand signs So Mi, La while singing Lucy Lockett.</p> <p>Find So Mi and La pitches in Pizza, Pizza Daddy-O. NJSLSA.L3.</p> <p>Sing pitches and play game. NJSLSA.SL1</p> <p>Add Texture to Riddle Ree thin to thick by adding</p>	<p>Music Lesson: Pitch, Dynamic and Tone Color https://www.youtube.com/watch?v=vVGFpiUS0HA</p> <p>The High and Low Game - The Children's Music Workshop https://www.youtube.com/watch?v=KSEojtRAoHw</p> <p>Rhythm Lessons: https://www.bethsnotesplus.com/2012/07/2nd-grade-lessons-first-3-weeks.html</p> <p>Call & Response: https://makingmusicfun.net/htmfmmfmusiclibrary/michael-row-the-boat-ashore-a-music-classroom-lesson.php</p> <p>Lone Star Trail song: https://www.youtube.com/watch?v=Q9DXiYmL1ws</p> <p>Patterns in music:</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 <p>Summative: Solo and duo performance evaluations</p> <p>Admit/Exit tickets</p> <p>Teacher-made check list for rhythm patterns, form, ostinato patterns.</p> <p>Listening activities to identify musical characteristics.</p> <p>Reading musical staff using hand signs</p> <p>Alternative Assessments:</p>

<p>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 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>Add thin to thick texture to by adding given ostinato.</p>	<p>given ostinato. NJSLSA.L6.</p>	<p>http://lessonplanspage.com/recognizing-patterns-in-music-and-childrens-literature/</p> <p>Rhythm, Pitch: https://makingmusicfun.net/html/mmf_music_library_the_lesson_zone_index.php</p> <p>Hand signs-Do, Re, Mi: https://www.youtube.com/watch?v=3IU6X13icO0</p> <p>Musical instruments</p>	<p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> • Outcome Sentences • Pair-Share • 3-2-1 • Beach ball <p>https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</p> <ul style="list-style-type: none"> • Reflections • Self-Assessment • Peer Assessment
<p>Key Vocabulary: Dynamics, Barline, Repeat sign, Verse/ refrain, Rhythm, score, Call and response, Pitch, Ostinato</p>				
<p>Integration of 21st Century Standards NJSLS 9:</p>				
<p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p>				
<p>Accommodations and Modifications:</p>				
<p>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.</p>				
<p>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/</p>				
<p>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</p>				

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 NJSLS 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 task.

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.