

# 2nd Grade - Unit 1 (Beat)

Content Area: **Music**  
Course(s): **Music 2**  
Time Period: **Generic Time Period**  
Length: **3 Lessons**  
Status: **Published**

## Established Goals/Standards

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MU.K-2.1.3A.2.Cn	Connecting
MU.K-2.1.3A.2.Cr	Creating
MU.K-2.1.3A.2.Pr	Performing
MU.K-2.1.3A.2.Re	Responding
MU.K-2.1.3A.2.Cr1	Generating and conceptualizing ideas.
MU.K-2.1.3A.2.Cr2	Organizing and developing ideas.
MU.K-2.1.3A.2.Pr4	Selecting, analyzing, and interpreting work.
MU.K-2.1.3A.2.Pr6	Conveying meaning through art.
MU.K-2.1.3A.2.Re7	Perceiving and analyzing products.
MU.K-2.1.3A.2.Re8	Interpreting intent and meaning.
MU.K-2.1.3A.2.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.K-2.1.3A.2.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.K-2.1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
MU.K-2.1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
MU.K-2.1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
MU.K-2.1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
MU.K-2.1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
MU.K-2.1.3A.2.Pr6b	Perform appropriately for the audience and purpose.
MU.K-2.1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
MU.K-2.1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
MU.K-2.1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
MU.K-2.1.3A.2.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
MU.K-2.1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## Essential Questions

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- How do individuals choose music to experience?
- How do we discern the musical creators' and performers' expressive intent?
- How does understanding the structure and context of music inform a response?

## **Enduring Understanding**

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- Expand students' ability to understand and perform steady beat using a variety of music.
- Promote students' ability to identify and perform strong and weak beats.
- Reinforce the basics of beat, establish rules and procedures for music class and concert etiquette.

## **Purpose**

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- The purpose of this lesson is to expand students' ability to understand and perform steady beat using a variety of music.
- The purpose of this lesson is to promote students' ability to identify and perform strong and weak beats.
- The purpose of this lesson is to reinforce the basics of beat, establish rules and procedures for music class and concert etiquette, and prepare students for a successful year ahead.

## **Key Student Objectives**

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- Define Strong Beat.
- Define Weak Beat.
- Describe classroom rules and how The Quaver Five is followed in music class.
- Explain concert manners and how they relate to The Quaver Five.
- Feel and find the strong and weak beats in a song.
- Identify objects that have a steady beat.
- Perform steady beat in a song.
- Recall how to hold, take care of, and play classroom instruments.
- Recall the definition of Beat.
- Recall the definition of Steady Beat.