

2nd Grade - Unit 2 (Meter)

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

Established Goals/Standards

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.Re7	Perceiving and analyzing products.
MU.K-2.1.3A.2.Re9	Applying criteria to evaluate products.
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.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.Re9a	Apply personal and expressive preferences in the evaluation of music.
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

- How do context and the manner in which musical work is presented influence audience response?
- How do musicians make creative decisions?
- How does understanding the structure and context of musical works inform performance?

Enduring Understanding

- Develop students' ability to recognize and feel meters of 2, 3, and 4.
- Develop students' ability to recognize and perform musical activities related to meters of 2, 3, or 4.
- Experience a meter of 3 with a variety of activities.

Purpose

- The purpose of the lesson is to experience a meter of 3 using a variety of activities.
- The purpose of this lesson is to develop students' ability to recognize and perform music in meters of 2 or 4.
- The purpose of this lesson is to develop students' ability to recognize, feel, and perform music in meters of 2, 3, and 4.

Key Student Objectives

- Define Medley.
- Describe a meter of 2 as a marching meter and a meter of 4 as a walking meter.
- Describe the role of a conductor.
- Play and move to a simple piece of music using meters of 2, 3, and 4.
- Recall that beat remains steady when changing meters.
- Recall that the strong beat falls on beat 1.
- Recognize a meter of 3 as a waltzing or swaying meter.
- Recognize conducting in a meter of 2.
- Recognize conducting in a meter of 3.
- Recognize different styles of songs in meters of 2 and 4.
- Recognize that strong and weak beats help us feel meters of 2, 3, and 4.