

# 2nd Grade - Unit 9 (Instruments)

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.Pr5	Developing and refining techniques and models or steps needed to create products.
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.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
MU.K-2.1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g., tonality and meter) in music from a variety of cultures selected for performance.
MU.K-2.1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
MU.K-2.1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
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.
MU.K-2.1.3A.2Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.

## Essential Questions

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- How do context and the manner in which musical work is presented influence audience response?
- How do we discern the musical creators' and performers' expressive intent?
- When is a performance judged ready to present?

## Enduring Understanding

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- Discover the members of the Brass Family.
- Discover the science of sound production.
- Introduce the orchestra seating chart and role of the conductor.

## Purpose

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- The purpose of this lesson is to better understand the instruments of the orchestra by identifying the orchestra seating chart and role of the conductor.
- The purpose of this lesson is to help students discover the members of the Brass Family.
- The purpose of this lesson is to help students explore the science of sound production.

## Key Student Objectives

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- Describe one aspect of each instrument family's design, materials, or basic sound production.
- Describe the difference in sound production between a barred classroom instrument and a trumpet.
- Describe the relationship between tuba size and pitch.
- Describe the role of the conductor.
- Explain the purpose of the orchestra seating plan.
- Identify John Philip Sousa and his use of brass instruments in his compositions.
- Name the four main brass instruments.
- Recognize the relationship between the length, size, and thickness of an instruments' materials and its pitch.
- Recognize the sound of each instrument and how each is used in the orchestra.