

2nd Grade - Unit 7 (Notes and Rests)

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.Cr | Creating |
| MU.K-2.1.3A.2.Cr1 | Generating and conceptualizing ideas. |
| 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.Cr2 | Organizing and developing ideas. |
| 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.Cr3 | Refining and completing products. |
| MU.K-2.1.3A.2.Cr3a | Interpret and apply personal, peer and teacher feedback to revise personal music. |
| MU.K-2.1.3A.2.Cr3b | Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience. |
| MU.K-2.1.3A.2.Pr | Performing |
| MU.K-2.1.3A.2.Pr4 | Selecting, analyzing, and interpreting work. |
| 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.Re | Responding |
| MU.K-2.1.3A.2.Re7 | Perceiving and analyzing products. |
| 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.Re8 | Interpreting intent and meaning. |
| 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.Cn | Connecting |
| MU.K-2.1.3A.2.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| 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.Cn11 | Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. |
| 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 do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understanding

- Introduce quarter note, half note, quarter rest, and half rest.
- Recognize and use notation correctly through listening.
- Understand the need for accent marks in music through singing, moving, and playing instruments.

Purpose

- The purpose of this lesson is to introduce accent marks in music through singing, moving, and playing instruments.
- The purpose of this lesson is to introduce students to quarter and half note durations.
- The purpose of this lesson is to recognize and use notes and rests correctly through listening and reading notation.

Key Student Objectives

- Define Accent Mark.
- Define Duration.
- Identify quarter and half notes.
- Listen to, then write two measures of rhythms consisting of half, quarter, and beamed eighth notes and rests.
- Notate half, quarter, and beamed eighth notes and rests.