

2nd Grade - Unit 3 (Rhythm)

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.Pr5	Developing and refining techniques and models or steps needed to create products.
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.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.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.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.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.
MU.K-2.1.3A.2.Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.

Essential Questions

- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?
- When is creative work ready to share?

Enduring Understanding

- Gain more experience creating, performing, and improvising over simple ostinatos.
- Improve students' ability to feel and internalize rhythms through singing, moving, and playing instruments.
- Reinforce students' ability to feel, count, and perform rhythms along with a steady beat.

Purpose

- The purpose of this lesson is to gain more experience creating, performing, and improvising over simple ostinatos.
- The purpose of this lesson is to improve students' ability to feel and internalize rhythms through singing, moving, and playing instruments.
- The purpose of this lesson is to reinforce students' ability to feel, count, and perform rhythms along with a steady beat.

Key Student Objectives

- Describe how meters help us count beats and play rhythms by organizing them into measures.
- Improvise over a simple ostinato within a song.
- Recall that an ostinato is a short, repeated rhythmic or melodic pattern used to support a musical piece.
- Recall that strong and weak beats help us feel rhythms and keep a steady tempo.
- Recognize that a steady beat is necessary to feel and count rhythms.
- Recognize that rhythm can be felt BEST when we sing, play instruments, or move to music with a

steady beat.

- Sing, play, and move to rhythms within a song.