

Unit: Grade 2 - Harmony

Content Area: **Music**
Course(s): **Generic Course**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

In this unit, students will be able to distinguish between unison and harmony and will know that harmony can be created by adding simple accompaniments to a melody. Students will also be able to perform ostinato and round to create harmony.

Transfer

Students will be able to independently use their learning to...

- distinguish between unison and harmony singing
- sing simple ostinati
- sing simple rounds to create harmony
- create instrumental accompaniments
- build harmonic vocabulary
- access singing voice in proper register
- utilize thinking and problem solving skills
- strive for accuracy
- gather data through all the senses

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- music can have melody and harmony
- unison is when all voices are singing the same pitch/part at the same time
- harmony is created when two or more pitches are sung or played together
- harmony can be created by singing or playing classroom instruments (do-sol patterns)
- harmony can be created by singing in a round

Essential Questions

Students will keep considering...

- Do I hear one or more pitches or parts?
- Am I singing the same pitches or part as the teacher or my classmates?
- Are the voices singing same or different pitches or parts?
- Are the instruments playing the same or different pitches or parts as the voices?

Application of Knowledge and Skill

Students will know...

Students will know...

- harmony is singing or playing different pitches or parts at the same time
- harmony can be created by singing or playing accompaniment on classroom instruments
- harmony can be created by singing in a round

Students will be skilled at...

Students will be skilled at...

- recognizing different sounds and harmony
- distinguish between unison and harmony
- performing simple rounds to create harmony
- performing simple instrumental accompaniment to create harmony (do-low sol)
- creating original accompaniment using instruments
- recognizing and describe accompaniment

Academic Vocabulary

unison

harmony

same

different

pitch

melody

accompaniment

ostinato

round

identify

perform

Learning Goal-Harmony

The students will be able to sing simple rounds to create harmony.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP9.1

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

VPA.1.1.2.B.1

Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
VPA.1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.

Target 1--Unison Singing

Students will sing a song in unison with and without accompaniment

-sing resting tone of a song

-echo simple melodic patterns

-students will solo start song

-encourage vocal development by giving feedback regarding techniques for improving vocal production

- Students will sing a song in unison with and without accompaniment

VPA.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.

Target 2--Unison vs Harmony

Students will distinguish between melody and harmony in a song

-identify same or different pitches or parts

-build vocabulary

- Students will distinguish between melody and harmony in a song

VPA.1.1.2.B.2

Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

Target 3--Perform Simple Harmony

Students will perform simple accompaniment to create harmony

-ising and/or play do-sol pattern bilaterally and alternating on Orff instruments

-sing songs in a round

-
- Students will create original accompaniment using classroom instruments
 - Students will play simple accompaniment to create harmony
 - Students will sing rounds to create harmony

VPA.1.1.2.B.2

Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

VPA.1.3.2.B.2

Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.

VPA.1.3.2.B.3

Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.

VPA.1.3.2.B.4

Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.

Summative Assessment

Verbal/Written Response

Performance Assessment

Student Evaluation

Formative Assessment and Performance Opportunities

Class discussion

Class participation

Individual performance

Group discussion

- Class Discussion
- Class Participation
- Group Discussion
- Individual Performance

Differentiation / Enrichment

Use the Lists tab.

- 504
- Alternative Activity
- Enrichment: activities that require advanced skills
- Enrichment: assist struggling students
- Enrichment: leadership activities in classroom
- Eye contact
- IEP
- Modify Activity
- Preferential seating
- Provide good role model
- Repeat directions
- Reword directions
- Visual clues/Props

Unit Resources

Use Lists and attach Documents.

- classroom rhythm instruments
- instructional technology resources
- Silver Burdett-Making Music teacher manual, recordings, Big Book
- Supplemental resources including songs, games, and activities from songbooks, recordings, on-line resources, workshops
- Teacher created resources i.e. worksheets, assessments
- Teacher modeling