

Unit: Grade 2 - Melody

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

Unit Overview

In this unit, students will understand melodic contour both visually and aurally and recognize that melody can occur in various tonalities. Activities are also designed to develop vocal development and auditory skills.

Transfer

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

- to identify melodic movement as upward, downward and repeating
- to identify stepwise melodic movement
- to build melodic vocabulary and symbols (treble clef, staff)
- to recognize that notes are written on lines and spaces of a staff
- to identify tonal center in major and minor
- to access singing voice in proper register
- to use proper posture and breathing when singing
- to utilize thinking and problem solving
- to strive for accuracy
- to 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...

- melody is a series of pitches that create a musical idea
- melody moves upward, downward and repeating
- melody can move in stepwise patterns
- pitch is represented as notes on a treble staff
- notes are written on lines and spaces
- melody occurs in different tonalities

Essential Questions

Students will keep considering...

- Are the pitches getting or lower or do they stay the same?
- Do I hear pitch patterns in this music?
- What notation symbols do composers use to represent pitch?
- What feelings are created by the pitches in this song?
- How do I use my body to sing?

Application of Knowledge and Skill

Students will know...

Students will know...

- melody is a series of pitches that create a musical idea
- pitches move upward, downward and repeat
- pitches move in stepwise patterns
- to sing the tonal center of a melody in major and minor
- notes are written on the lines and spaces of the staff
- how to identify staff, treble clef, bar line, double bar line
- proper posture and breathing improve singing

Students will be skilled at...

Students will be skilled at...

- differentiate upward, downward and repeating movement aurally and visually on the treble clef staff
- singing songs in major and minor
- identify resting tone of a song in major and minor
- echo simple melodic patterns in major and minor

- identify notation symbols: staff, treble clef, bar line, double bar line
- differentiate and perform major tonic pitch patterns aurally and visually
- singing with improved posture and breathing

Academic Vocabulary

pitch

higher

lower

melody

upward

downward

repeating

pitch pattern

resting tone

tonality/key

major

minor

staff

treble clef (G clef)

posture

breathing

improvise

critique

Learning Goal-Melody

The students will be able to perform melodic direction aurally and visually with consideration of proper posture and breathing.

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.
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.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
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.
VPA.1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
VPA.1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
VPA.1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.

Target 1--Tonal Center

Students will identify tonal center of a song in major and minor tonalities

-sing songs in major and minor tonalities

-sing resting tone of a song

-echo simple melodic patterns in major and minor tonalities

-listen to songs in variety of tonalities including major and minor

-listen to instrumental pieces based on familiar melodies.

(Discuss origin of original melodies and how they were used in instrumental versions.)

-differentiate songs in major and minor keys as same or different

-compare and describe feeling/mood of music in major and minor tonalities

- Students will differentiate songs in major and minor tonalities
- Students will identify tonal center of a song in major and minor tonalities

VPA.1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

VPA.1.3.2.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.

VPA.1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

Target 2--Vocal Development

Students will begin to demonstrate appropriate vocal technique

-perform vocal exploration activities

-sing or play pitch patterns

-sing songs in a variety of styles in solo and as a group

-sing the neutral syllable "oo" horizontally and then vertically to demonstrate correct and incorrect way

-demonstrate understanding of proper posture and breathing (follow teacher model)

-build vocabulary i.e. posture and breath support

-use principles of positive critique to analyze class performance for areas that

were successful and areas for improvement (e.g. pitch, breath support, posture, following director)

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- Students will begin to demonstrate an understanding of proper posture and breathing

- Students will use positive critique to analyze performance

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VPA.1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.

VPA.1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

Target 3--Melodic Direction

Students will distinguish pitches moving upward, downward and repeating aurally and visually

-sing songs with ascending, descending and repeating melodies

-move to songs with ascending, descending and repeating melodies

-play ascending, descending and repeating patterns on classroom instruments

-understand that composers use symbols to represent pitch

-label pitch notation symbols: treble (G) clef, staff

-identify melodic direction in notation

-understand that notes can be written on lines and spaces

- Students will distinguish pitches moving upward, downward and repeating aurally and visually

- Students will identify pitch notation symbols

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.

Target 4--Tonic Pitch Patterns

Students will perform tonic pitch patterns aurally and visually in major tonality

-sing songs in major tonality

-echo melodic tonic patterns

-echo melodic tonic patterns with solfege hand signs

-perform melodic tonic pattern from solfege hand signs

-perform melodic patterns from written notation

-improvise a simple melody using familiar major tonic patterns starting and ending on do with teacher accompaniment (ostinato)

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

- Students will improvise simple melody using familiar major tonic patterns
- Students will perform major tonic patterns aurally and visually

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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