Unit: Grade 2 - Expressive Qualities

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

Unit Overview

In this unit, students will describe the various elements of music using the terms tempo and dynamics. Students will consider how the elements create imagery and reflect society and culture.

Transfer

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

-to understand expressive vocabulary (forte/piano, allegro/moderato/allegro, crescendo/decrescendo)

-to describe differences in tempo and dynamics using vocabulary

-to describe how tempo and dynamics affect the expressive nature of a song selection

-to know that music reflects societal beliefs

-to describe how elements of music create mood and imagery

-to gather data through all the senses

-to build critical listening and thinking skills through analyzing music

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...

-composers use Italian words and symbols to describe tempo and dynamics in music

-tempo and dynamics affect the mood of the music

-musical elements create imagery

-music reflects history and culture

Essential Questions

Students will keep considering...

-What is the speed (tempo) of the music?

-Is the music loud or quiet (soft)?

-Does the music gradually get softer/louder?

-How do tempo and dynamics help to create a mood/feeling?

-What pictures come to mind when I hear this music?

-How does this music relate to society/history?

Application of Knowledge and Skill

Students will know...

Students will know...

-definitions for adagio, moderato and allegro

-definitions for forte, piano, crescendo, decrescendo

-music has a variety of moods and styles

-tempo and dynamics affect mood/imagery

-music reflects the culture and society of the time period

Students will be skilled at...

Students will be skilled at...

-identifying the tempo using vocabulary

-identifying dynamics using vocabulary

-singing and performing songs in various moods and styles

-comparing and contrasting tempo and/or dynamic changes using appropriate vocabulary

-demonstrating the mood/imagery created by the expressive elements

Academic Vocabulary

tempo

dynamics

expression

mood

imagery

style

forte

piano

crescendo

decrescendo

allegro

adagio

moderato

identify

label

perform

same

different

celebratory music

Learning Goal-Expressive Qualities

The students will be able to describe expressive qualities in a song or selection of music and the mood/images they can create.

VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
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.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
VPA.1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
VPA.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Target 1--Identify Tempo

Students will identify various tempos

-sing songs with a variety of speeds

-listen to music with a variety of speeds

-move expressively/respond to fast/slow and changing tempos

-choose and play instruments appropriate to the mood of songs

-use a variety of styles

- Students will identify various tempos

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.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

Target 2--Identify Dynamics

Students will identify various dynamics

-identify dynamics as as the volume of the music

-sing songs with a variety of volumes

-listen to music with a variety of volumes

-move expressively/respond to loud/soft and changing dynamics

-choose and play instruments appropriate to the mood of songs

-hear a variety of styles of music

- Students will identify various dynamics

VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

Target 3--Performing Expressively

Students will read and perform dynamics and various tempos

-sing songs and play rhythm instruments with various tempos i.e. allegro, adagio, moderato

-sing and play dynamics using forte (f), piano (p) and crescendo/decrescendo

-create and perform movements reflecting dynamics and tempos

- Students will read and perform dynamics of forte (f) and piano (p), crescendo (<), decrescendo (>)
- Students will read and perform tempos of allegro, moderato and adagio

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.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.

Target 4--Compare and Contrast Expressive Qualities

Students will be able to differentiate tempo and dynamic changes in music

-listen to music of various tempo and/or dynamics

-label tempo and/or dynamics using appropriate vocabulary

-compare and contrast tempo and/or dynamic changes using appropriate vocabulary

-share imagery when listening to contrasting pieces of music

-use movement to reflect contrasting tempo and/or dynamics

- Compare and list elements of different interpretations of a melody
- Describe expressive qualities of a piece of music
- Express appropriately the mood created by contrasting tempo and dynamic changes

VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
VPA.1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an

	emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
VPA.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Target 5--Understanding the Affects of Expressive Qualities

Students will describe how variations in tempo and dynamics affect the mood/imagery of a song/musical selection

-listen to folk songs in various moods, styles and themes

-sing and perform celebratory folk songs (i.e. birthday, holidays, victories, coronation, etc.) in various moods, styles and themes

-describe how variations of tempo and dynamics create the mood or imagery of the song/musical selection

-perform movements (dances) that reflect a variety of time periods

- Students will describe expressive qualities and how they will create the air of celebration
- Students will describe the imagery created by the elements of the piece of music
- Students will perform movements/dances from a variety of time periods

VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
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.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
VPA.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Formative Assessment and Performance Opportunities

- Class Participation

- Exit Questions
- Individual Performance
- Peer Critique
- Teacher Observation

Summative Assessment

- Performance Assessment
- Verbal/Written Response

21st Century Life and Careers

Standards:

Civic Financial Responsibility

9.1.2.CR.1

Career Awareness and Planning

9.1.2.CAP.1

Creativity and Innovation

9.4.2.CI.2

Critical Thinking and Problem Solving

9.4.2.CT.3

Digital Citizenship

9.4.2.DC.3

9.4.2.DC.6

Global and Cultural Awareness

9.4.2.GCA.1

Information and Media Literacy

9.4.2.IML.1

Technology Literacy

9.4.2.TL.1

Accommodations/Modifications

(ELL, Special Education, Gifted and Talented, Students at Risk for Failure)

Notation modification (writing in notes), solo performance for excelled students, review IEP/504 plans and make listed modifications, collaborate with ESL department to make necessary modifications for ELL students, differentiated instructional strategies that allow students of different intelligence to achieve success

ELL:

- Build Background/Vocabulary
- Chunking Information
- Flexible Grouping
- Increased Eye Contact
- Manipulatives/Instruments
- Multi-Sensory Instruction
- Peer Buddies
- Repeat Directions
- Reword Directions

- Scaffolded Questioning

Special Education:

- Assistive Technology
- Build Background/Vocabulary
- Chunking Information
- Extended Time
- Flexible Grouping
- Increased Eye Contact
- Modified Assignments
- Multi-Sensory Instruction
- Peer Buddies
- Preferential Seating
- Repeat Directions
- Reword Directions
- Scaffolded Questioning
- Tiered Activities
- Visual Cues/Models

Students at Risk of Failure:

- Assistive Technology
- Build Background/Vocabulary
- Modified Assignments
- Preferential Seating
- Repeat Directions
- Scaffolded Questioning
- Tiered Activities
- Visual Cues/Model

Gifted and Talented:

- Extension Activities
- Open-ended questions that stimulate thinking skills
- Opportunities for Critical Thinking
- Peer Collaboration
- Solo Performance (for excelled students)
- Student Choice Activities

- Tiered Activities

Unit Resources

- classroom rhythm instruments

- Instructional technology resources such as Brain Pop, Google Classroom, Wixie, Flipgrid, Kahoot, YouTube

- 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, instructional videos/tutorials

- Teacher modeling

Interdisciplinary Connections