

Unit: Grade 2 - Form

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

Unit Overview

In this unit, students will continue to explore organization in music. Students will know and recognize sections in a song.

Transfer

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

- understand that music is organized
- label music in two parts (AB, ABA, verse/refrain)
- build form vocabulary
- utilize thinking and problem solving skills
- 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 is organized
- music has same/similar/different musical ideas or phrases
- music can have repeated sections
- music can be labeled as AB, ABA and verse/refrain

Essential Questions

Students will keep considering...

- Does the music repeat?
- If there are words, do the words repeat?
- How many times do I hear a musical idea?
- What is the order of musical ideas?
- Can I identify and label each musical idea (AB, ABA, verse refrain)?

Application of Knowledge and Skill

Students will know...

Students will know...

- music has organization
- same and different musical ideas are organized to create the form of a song

- music can have repeated sections
- parts of a song with words can be labeled as AB, ABA, verse/refrain (chorus)
- songs without words have same/different musical ideas

Students will be skilled at...

Students will be skilled at...

- identifying musical phrases
- recognizing repeated sections in a song
- labeling music in two parts (AB, ABA, verse/refrain)
- showing contrasting section (long and short phrases) through body movement
- perform AB, ABA, verse/refrain on instruments and voice

Academic Vocabulary

phrase

melody

call and response

verse

refrain

chorus

form

AB

ABA

organize

identify

label

perform

same

different

improvise

introduction

repeat sign

end

Learning Goal-Form

The students will be able to label form as call and response, verse and refrain, AB, and ABA.

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.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.

Target 1--Identify Phrases or Musical Ideas

Students will identify phrases or musical ideas in a song

-sing songs with clear, apparent phrasing

-listen to songs with clear, apparent phrasing

-move to demonstrate long and short phrases

- Students will identify phrases or musical ideas in a song

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.

Target 2--Same or Different Phrases or Musical Ideas

Students will distinguish between same/similar/different phrases or musical ideas

-move to show different phrases in song with words and without words

-listen songs with words and without words

- Students will distinguish between same and different phrases or musical ideas
- Students will identify repeating section of 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--Label Form (AB)

Students will distinguish music with words

-sing and improvise the response in call and response songs

-sing verse and refrain (chorus) songs

-listen to music in AB form

-demonstrate contrasting sections through movement

-perform AB independently and in groups

- Students will identify verse and refrain of a song
- Students will label AB form

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.6

Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.

Target 4--Label Form (ABA)

Students will label form for songs with two parts

- differentiate repeating and contrasting sections of a song
- use vocabulary to identify phrases/musical ideas
- label form using letters ABA
- sing and improvise ABA songs

- Students will identify repeating parts in a song
- Students will label ABA form

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.6

Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.

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 Direction
- 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 skill
- 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