

# Unit: Grade 2 - Harmony

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

## Unit Overview

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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

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

- distinguish between unison and harmony singing
- access singing voice in proper register
- sing simple ostinati
- sing simple rounds to create harmony
- perform instrumental accompaniments
- build harmonic vocabulary
- 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](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## **Understandings**

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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**

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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**

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## **Students will know...**

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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...**

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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**

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unison

harmony

same

different

pitch

melody

accompaniment

ostinato

round

identify

perform

## **Learning Goal-Harmony**

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

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**

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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**

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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**

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Students will perform simple accompaniment to create harmony

-sing 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.

### **Formative Assessment and Performance Opportunities**

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

### **Summative Assessment**

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- Performance Assessment

- Verbal/Written Response

## **21st Century Life and Careers**

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### **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**

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(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:**

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- 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:**

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- 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:**

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

### **Gifted and Talented:**

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

### **Unit Resources**

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- 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**

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