

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 aurally and visually as notes on a staff 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 use proper posture and breathing when singing
- to access singing voice in proper register
- to identify tonal center in major and minor
- to identify melodic movement as upward, downward and repeating
- to identify stepwise melodic movement
- to recognize that notes are written on lines and spaces of a staff
- to build melodic vocabulary and symbols on the treble clef staff
- 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 occurs in different tonalities
- 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

Essential Questions

Students will keep considering...

- How do I use my body to sing?
- 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?

Application of Knowledge and Skill

Students will know...

Students will know...

- proper posture and breathing improve singing
- 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

Students will be skilled at...

Students will be skilled at...

- singing with improved posture and breathing
- echo simple melodic patterns in major and minor
- identify resting tone of a song in major and minor
- singing songs in major and minor
- differentiate upward, downward and repeating movement aurally and visually on the treble clef staff
- identify notation symbols: staff, treble clef, bar line, double bar line
- differentiate and perform major tonic pitch patterns aurally and visually

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.

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--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)

- Students will begin to demonstrate an understanding of proper posture and breathing
- Students will use positive critique to analyze performance

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

Target 2--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.
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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 3--Melodic Direction

Students will distinguish pitches moving upward, downward 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 on 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

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.

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

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