

# Unit: Grade 2 - Tone Color

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

## Unit Overview

---

In this unit, students will understand that music can include a variety of sound sources. Students will be able to visually and aurally identify a variety of string instruments and voice types. Students will also begin identification of vocal and instrumental ensembles.

## Transfer

---

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

- to distinguish between instrumental sounds and vocal sounds
- to identify visually and aurally string instruments
- to understand that music can be performed in ensembles
- to create sound effects for songs, stories and movement
- to build tone color vocabulary
- to utilize thinking and problem solving skills
- 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](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

---

## **Understandings**

---

Students will understand that...

- individual string instruments have a unique tone colors
- how a sound can be produced on a string instrument
- music can be performed in solo or in groups

## **Essential Questions**

---

Students will keep considering...

- Do I hear instrumental or vocal sounds in this music?
- Do I hear one sound or more than one?
- What instruments do I hear?
- Do the voices or instruments have a high pitch or a low pitch?
- What sounds can I choose to create music that communicate my own ideas?

## **Application of Knowledge and Skill**

---

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

---

Students will know...

- that different sized string instruments each have their own unique tone color or sound
- a sound can be produced on a string instrument by bowing, plucking or strumming
- that generally there are differences in a male, female and children's singing voice
- music can be performed in solo or in groups (ensembles)

## **Students will be skilled at...**

---

Students will be skilled at...

- distinguish between various stringed instrument sounds
- identify how to produce a sound on a stringed instrument
- describing similarities and differences among stringed instruments
- identifying visually and aurally various stringed instruments
- classifying the type of voice or instrument used in a song
- identify vocal and instrumental performance as solo or duet
- creating various sound effects using instruments and vocal sounds

## **Academic Vocabulary**

---

tone color

pitch

violin

viola

cello

double bass

harp

guitar

banjo

vocal

solo

duet

chorus

identify

same

different

## Learning Goal-Tone Color

---

The students will be able to identify multiple sound sources and describe unique sound qualities of various sound sources including stringed instruments and vocal sounds.

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.1.1.2.B.4

Categorize families of instruments and identify their associated musical properties.

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.

**Learning Goal- Tone Color**

---

The students will be able to identify multiple sound sources and describe unique sound qualities of various sound sources including stringed instruments and vocal sounds.

**Target 1--Identifying Stringed Instruments**

---

Students will show recognition of stringed instruments both visually and aurally.

- listen to recordings of violin, viola, cello, double bass, guitar and banjo
- examine images of violin, viola, cello, double bass, guitar and banjo
- discuss visual and sound differences between instruments

- Students will aurally identify stringed instruments
- Students will visually identify stringed instruments

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.4 Categorize families of instruments and identify their associated musical properties.

**Target 2--Sound Production**

---

Students will show recognition of how sound is produced on a stringed instrument

- describe how sound is the vibration of air
- describe how a sound is produced on a stringed instrument by bowing, plucking or strumming the strings
- describe differences of techniques and how they (e.g. plucked vs bowed) can affect the mood or feeling of the music

- Students will describe how a sound can be produced on a stringed instrument

VPA.1.1.2.B.4                      Categorize families of instruments and identify their associated musical properties.

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--Vocal Timbre**

---

Students will differentiate between male, female and child voices

-discuss differences in pitch of each type of voice

-listen to and identify different voices

-create movements to represent variety of vocal timbres

- Students will differentiate between male, female and child voices

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--Solo vs Ensemble**

---

Students will recognize solo, duet and/or chorus performances

-listen to examples of solo, duet and chorus performances

-sing songs in solo and in chorus

-sing songs in unison and with simple harmony

-perform songs in solo, duet or chorus using classroom instruments

-build vocabulary

- Students will recognize solo, duet and/or chorus performances

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.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.CS4                      Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.

## **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**

---