

Grade 2 Unit 1: Duration (Beat/Meter and Rhythm)

Content Area: **Music**
Course(s): **Music Grade 2**
Time Period: **MP1**
Length: **45**
Status: **Published**

NJSLS Visual & Performing Arts

MU.K-2.1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
MU.K-2.1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
MU.K-2.1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
MU.K-2.1.3A.2.Cr3a	Interpret and apply personal, peer and teacher feedback to revise personal music.
MU.K-2.1.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
MU.K-2.1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
MU.K-2.1.3A.2Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
MU.K-2.1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
MU.K-2.1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g., tonality and meter) in music from a variety of cultures selected for performance.
MU.K-2.1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
MU.K-2.1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
MU.K-2.1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
MU.K-2.1.3A.2.Pr6b	Perform appropriately for the audience and purpose.
MU.K-2.1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
MU.K-2.1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
MU.K-2.1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

Rationale & Transfer Goals

Duration is one of the basic elements of music. An ability to decode rhythmic notation, create and perform rhythm patterns, differentiate between beat and no beat, and an understanding of meter are skills essential to basic music literacy. During this unit students will create, perform, listen to, and move to rhythms comprised of long and short sounds.

Enduring Understandings

- Rhythm of one of the building blocks for the creation of music.
- Beat and rhythm evoke a physical response.
- Music has rhythmic structure which can be felt, perceived, performed, and notated.
- Sounds either do have a steady beat or do not have a steady beat.
- Rhythm is one of four ways that sound is organized.

Essential Questions

- How do musicians use rhythm to express their ideas?
- How does developing our rhythmic skills make us stronger musicians?
- Which is more important, the composer's intention or the listener's response? Whose view is more important?

Content - What students will know

- Experience, identify, move, create and perform:
- Steady beat
- Beat vs. rhythm
- fast/slow tempi
- short/long sounds
- loud/soft sounds
- Use appropriate terminology when describing rhythm
- Quarter note, quarter rest, half note, half rest, eighth note, eighth rest

Skills - What students will be able to do

- Demonstrate a syncopated pattern, meter of two, meter of 3, tied notes, fermata, and strong/weak beat.
- Identify the four musical families and describe the characteristics of each family.
- Demonstrate terms: piano, forte, and crescendo, decrescendo.
- Identify forms: AABA, AABB, solo/chorus.
- Demonstrate pitch patterns using expanded solfeggio vocabulary.

Activities - How we teach content and skills

- Listen to, then perform short musical pieces with passages specified for individual “ad lib” response
- Introduce terms and format for self-evaluation of individual performance
- Apply appropriate vocabulary when describing rhythm
- Self and group critique of acquired rhythmic skills
- Rhythms using quarter notes, quarter rests, half notes, half rests, eighth notes, eighth rests

Assessment - How we know students have learned

The teacher will assess the student’s ability to

- read
- perform
- create
- hear/listen

Key Resources

- Rhythm Instruments - pitched and unpitched
- Technology - Laptop Computers, Smartboard
- Videos of the subject matter - Youtube
- Supplemental student materials
- Worksheets

- Visual aids
- Listening maps
- Reading/Language Arts skills
- Recordings
- Performance etiquette

Career Readiness

WRK.9.1.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

21st Century Skills

TECH.9.4.2.CI.1

Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.CI.2

Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).