

Grade 2 Unit 2: Pitch (Melody and Harmony)

Content Area: **Music**
Course(s): **Music Grade 2**
Time Period: **MP2**
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.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.
MU.K-2.1.3A.2Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.

Rationale & Transfer Goals

Pitch is one of the basic elements of music. Stringing pitches together creates melody and harmony. An understanding of pitch, melody, harmony, and music notation as it relates to pitch are essential to basic literacy. Students will explore melody by singing, performing on instruments, improvising and composing melodies, and melodic accompaniments.

Enduring Understandings

- A series of pitches creates a melody.
- Melody is one of the four ways to organize sounds to make music.
- Standard music notation allows composers and performers around the world a system for visually representing pitch, rhythm, and expressive qualities, so that music can be performed and remembered over long periods of time.
- Music has the melodic structure which can be felt, perceived, performed, and notated.

Essential Questions

- Why do melodies with similar pitches sound different?
- Why is a standard system of music notation important?
- What can music tell us about ourselves and our surroundings?
- How do musicians use melodic contour to express their ideas?

Content - What students will know

- Sing using correct solfege syllables (Do, Re, Mi, Fa, So, La, Ti, and Do) using moveable 'Do', body signs and hand signs.
- Sing in treble clef and continue to develop vocal technique in the head voice.
- Demonstrate progress in matching pitches.
- Identify, demonstrate, and sing dynamics from standard notation including: forte, mezzo forte, piano, mezzo piano, crescendo and decrescendo.
- Create musical phrases, (i.e. call and response.)

Skills - What students will be able to do

- Perform combinations of quarter, two eighths, half, tied, dotted half, whole notes, quarter rests and syncopated rhythms by clapping and counting aloud.
- Read, sing/play various combinations of do-re-mi-sol-la, high do, low sol, low la from a five line staff

using quarter, two eighth, half, tied, dotted half, whole notes, syncopated rhythms and quarter rests.

- On pitched barred instruments, read/perform melodies or ostinatos using do-re-mi-sol-la, high do, low sol, low la.
- Perform a different movement, use different percussion instruments or dynamics for each different section in AB, ABA, verse and refrain or rondo.
- Sight read a rhythmic ostinato using combinations of quarter, two eighths, half notes, quarter rests and syncopated rhythms, on percussion instruments or with a counting system

Activities - How we teach content and skills

- Associate visual display with auditory example (live or recorded)
- (Taught in conjunction with singing and playing activities)
- Incorporate simple body movements with singing and/or listening activities
- Discuss proper playing and handling techniques for various classroom instruments
- Substitute simple classroom instruments for body movements
- Create musical phrases using call and response
- Use appropriate terminology when describing melody and vocal production
- Develop a repertoire of songs

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).