

Grade 2 Unit 3: Design (Form and Texture)

Content Area: **Music**
Course(s): **Music Grade 2**
Time Period: **MP3**
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

During this unit students will explore how music has structure, and understand that basic musical form is essential to the creative process, performing music, and informed listening. These underlying structures unconsciously guide the creation of music, and they can be found via analysis and inference.

Enduring Understandings

- Form is the underlying structure of a piece of music. This structure can be found via analysis and inference.
- Composers use repetitions of music, and contrasting sections to keep the listener engaged.
- Form encourages an awareness and appreciation of beauty and the design of music.
- Form has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music.

Essential Questions

- How does developing an understanding of form make us stronger musicians?
- How can structure help musicians express their ideas?
- How is repetition and contrast used to create form in music?
- How is sound organized to make music?

Content - What students will know

- Identify, sing and play a variety of forms and textures, including unison, round/canon, ostinato, ABA, rondo, call-response and verse/refrain
- Listen and respond to various forms through movement
- Apply appropriate vocabulary when describing musical form

Skills - What students will be able to do

- Perform songs or rounds, alone or with others using proper vocal placement and breathing techniques in the range of C4 – D5. Demonstrate proper posture and breathing techniques used to smoothly connect the registers, producing a uniform vocal tone quality.
- Conduct a two beat pattern while others sing. The conducting pattern should reflect forte and/or piano or tempo. Create and perform other movements to reflect phrasing or emotions in the song.
- Using call and response, improvise the rhythm in the response while keeping the melodic pattern used in the call.
- Sing or play simple melodies in AB and ABA forms independently and in groups, and sight-read

rhythmic and music notation up to and including eighth notes and rests in a major scale.

- Vocally improvise a melody on a neutral syllable using the pentatonic scale. Start and end the melody on the home tone and improvise over an ostinato of do-sol.
- Sing the neutral syllable “oo” horizontally then vertically using proper posture and breathing for different types of songs (e.g., lullaby, pop music, etc.).

Activities - How we teach content and skills

- Incorporate steady beats with singing and/or listening activities
- Read and perform from simple written or charted lines of notation
- Listen and respond to various forms through movement
- Sing and play a variety of forms and textures using unison, round/canon, ostinato and ABA
- Arrange student compositions using simple form - ABA

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).