

# Grade 2 Unit 4: Expressive Qualities (Dynamics, Tempo, Tone Color)

Content Area: **Music**  
Course(s): **Music Grade 2**  
Time Period: **MP4**  
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 sound is the basis for all music. Sounds are all around us, and the unique sounds of instruments and voices can be used in various ways to create music. Students will explore, categorize, and use different sounds and voices in this unit.

## **Enduring Understandings**

---

- Voices can be musical instruments.
- We use our voices in different ways to communicate
- Each individual instrument and voice has a distinct tone quality.
- Understanding vocal and instrumental timbre is one of the building blocks for the creation of music.
- The proper use of tone color allows the musician to create meaningful music.

## **Essential Questions**

---

- How do musicians use tone color to express and enhance their ideas?
- What is the value of mistakes in the musical learning process?
- How does changing tone color affect our music?
- In what ways do we use our voices?

## **Content - What students will know**

---

- Timbre/Tone quality(same vs. different)
- Classroom instruments
- Instrument families
- Dynamics (loud vs. soft)
- Phrasing
- Affects/Emotion
- Varying styles of music
- Structure of composition
- Composers, cultures & historical connections

## **Skills - What students will be able to do**

---

- Listen to instrumental pieces that are based on familiar melodies (e.g., Mahler Symphony #1, Movement 3; Mozart Variations on “Ah, vous dirais-je Maman”). Sing the melodies in their original forms. Discuss the origin of the original melodies and how they were used in the instrumental versions.
- Compare/contrast two distinct interpretations of a piece of music (e.g., the Danse de la Fee
- Dragee from the Nutcracker, versions by Tchaikovsky and Ellington). Post a list comparing the two versions.
- Create a story to a piece of music that has contrasting dynamics or heavy accents (e.g., Haydn Symphony #94, Movement 2; Russian Sailor’s Dance by Gliere). Use movement with the story to reflect the dynamics and accents as well as other musical elements.
- Choose elements found in nature (e.g., snow, rain and thunder, wind). List the characteristics of the elements and how music can reflect the sound and/or feelings produced by these elements. Create and perform a short piece of music using metal and/or wood barred instruments, non-pitched percussion instruments, or homemade instruments to musically depict the chosen elements.
- Describe the difference between two contrasting articulations (e.g. plucked vs. bowed, tongued vs. slurred) and discuss how they affect the theme of the music (e.g., The Seasons, Winter, Movement 2 by Vivaldi).
- Critique an audio or video recording of a performance by the class/ school performing ensemble. Listen for all areas of performance (e.g., pitch. diction, breath support, proper vocal placement, vowel formation, posture, following the director, interpretation) and identify which areas were successful, which were in need of improvement. Use the principles of positive
- critique to improve subsequent performance.

## **Activities - How we teach content and skills**

---

- Listen to recorded or live examples of symphony orchestra, concert band, and chorus.
- Students perform movements (in conjunction with singing, reading and playing activities) that correlate to lyrics or mood; or perform rote learned and free form body percussion
- Perform notated rhythm patterns demonstrating a steady beat on classroom instruments
- Perform on instruments while demonstrating dynamics
- Experience a variety of instrumental timbres through historical and cultural examples
- Create a story using rhythm instruments (sound poetry)

## **Assessment - How we know students have learned**

---

The teacher will assess the student's ability to

- discuss
- critique
- articulate opinions about music

## **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**

---

## 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).                                |