

# Sept. Gr. 2 Music

Content Area: **Music**  
Course(s):  
Time Period: **September**  
Length: **4-5 Weeks**  
Status: **Published**

## Unit Overview

---

Creating ★ Connecting ★ Performing ★ Responding

Students will explore rhythm, beat, duration and meter.

## Enduring Understandings

---

Music is composed of beats, rhythm, meter and duration of sounds and can be written in musical notation.

## Essential Questions

---

How is music recorded in notation form?

## Instructional Strategies & Learning Activities

---

<b>Objectives</b>	<b>Suggested Activities</b>	<b>Evaluations</b>	<b>Resources</b>
Demonstrate rhythmic sensitivity to beat, meter and duration	Respond to various meters and tempi with locomotor and non-locomotor movement	Teacher observation	Grade 2
Demonstrate melodic independence against an accompaniment	Sing songs and perform patterns to maintain steady beat and play rhythmic patterns on instruments	Performance assessment Oral/Aural assessment	<b>Boogie Woogie</b>
Recognize repetition and contrast (AB, ABA)	Identify difference between beat	Games	Piano

	and rhythm by performing beat and rhythm simultaneously		Classro pitched
	Visually representing notes and symbols and introducing half-note		<i>Hal Le Cards</i>
	Singing songs, accompanied and unaccompanied		<i>Interac</i>

## **Integration of Career Readiness, Life Literacies and Key Skills**

---

WRK.9.1.2.CAP	Career Awareness and Planning
WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.2.CI	Creativity and Innovation
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).
TECH.9.4.2.CT	Critical Thinking and Problem-solving
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive). Brainstorming can create new, innovative ideas.

## **Technology and Design Integration**

---

Students will interact with the lessons using the Smartboard.

## **Interdisciplinary Connections**

---

DA.K-2.1.1.2.Cr	Creating
DA.K-2.1.1.2.Cr1	Generating and conceptualizing ideas.
DA.K-2.1.1.2.Cr1a	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
DA.K-2.1.1.2.Cr1b	Combine movements using the elements of dance to solve a movement problem.
DA.K-2.1.1.2.Cr2a	Create a movement sequence with a beginning, middle and end. Incorporate the use of a

choreographic device.

DA.K-2.1.1.2.Pr5a

Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.

## **Differentiation**

---

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
  - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
  - Process – how the student will acquire the content information.
  - Product – how the student will demonstrate understanding of the content.
  - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

### **Differentiation occurring in this unit:**

Students will be offered support and challenges as determined by teacher evaluation.

## **Modifications & Accommodations**

---

Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

### **Modifications and Accommodations used in this unit:**

IEP's and 504 plans will be utilized.

## **Benchmark Assessments**

---

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a

standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

**Additional Benchmarks used in this unit:**

Teacher made benchmark assessments to assess growth over time.

## **Formative Assessments**

---

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

Teacher observation

Performance assessment

Oral/Aural assessment

Games

## **Summative Assessments**

---

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

### **Summative assessments for this unit:**

Teacher observation

Performance assessment

Oral/Aural assessment

Games

## **Instructional Materials**

---

Grade 2 book

### **Book of circle games**

Piano

Classroom pitched and non-pitched instruments

## **Standards**

---

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.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
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.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.