Dec. Gr. 2 Music

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

Unit Overview

Creating ★ Connecting ★ Performing ★ Responding

Students will explore and create music through singing.

Enduring Understandings

We can read and sing written music by understanding musical notation.

Essential Questions

How can we create music through singing?

Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Re
Recognize and respond to introduction, call and response, repeat, phrase, verse/refrain, solo and chorus Identify and respond to melodic contour, patterns and phrases Identify steps, leaps and repeats	Follow the written lyrics in songs with more than one verse Following notated melodies Recognizing and singing solfege syllables and demonstrating hand signs SOL, MI and LA	Teacher observation Performance assessment Oral/Aural assessment Games	Grade Suppl and a Chron Class

both visually and aurally Demonstrate melodic independence against an accompaniment	Singing ostinati against a melody		pitche Steps game *Music* *Hal L* *Cards* *Intera*

Integration of Career Readiness, Life Literacies and Key Skills

9.4.2.CI	Creativity and Innovation
9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
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).
	Income is received from work in different ways including regular payments, tips, commissions, and benefits.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT	Critical Thinking and Problem-solving
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Technology and Design Integration

Students will interact with the unit using the Smartboard.

8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and

	quickly based on user needs and preferences.
8.2.2.ITH.2	Explain the purpose of a product and its value.

Interdisciplinary Connections

LA.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LA.RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.

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 ACCOMMOCATIONS 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

Supplemental song, games

and activities

Chromatic bell set

Classroom pitched and non-pitched instruments

Steps, skips and leap review

game

Music Teacher's almanac

Hal Leonard Rhythm Flash Cards

Interactive smartboard

Standards

1.3A.2.Pr4	Selecting, analyzing, and interpreting work.
1.3A.2.Pr5	Developing and refining techniques and models or steps needed to create products.
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.
1.3A.2.Pr6b	Perform appropriately for the audience and purpose.
1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.