Jan. Gr. 2 Music

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

Unit Overview

Creating □ Connecting □ Performing □ Responding

Students will explore vocal and physical performances that focus on rhythm and beat.

Enduring Understandings

Repetition and contrast help us to create melodies.

Essential Questions

How do we create melodies through the use of repetition and constrast

Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Res
Demonstrate rhythmic sensitivity to rhythm patterns	Use body percussion (clap, patschen, stamp, finger snap)	Teacher observation	Grade
Recognize and respond to introduction, call and response, repeat, phrase, verse/refrain, solo and chorus	Speaking poems, lyrics and speech patterns in duple, triple and quadruple	Performance assessment Oral/Aural assessment	*Holida* Boomv
Recognize variations in dynamics	Singing, playing and creating songs showing repetition and contrast	Games	

???? (sign language) Identify and respond to register, melodic contour, patterns and phrases Respond to home tone	Playing, creating and singing changes in dynamics Perform songs while incorporating American sign language Recognizing and singing solfege syllables and demonstrating hand signs SOL, MI and LA & DO		Bells Piano *Hal Le* *Cards* Interac

Integration of Career Readiness, Life Literacies and Key Skills

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.
	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.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Technology and Design Integration

Students will interact with the unit using the Smartboard.

CS	Computing Systems
	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
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.
	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
	Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.

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.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
1.4.2.Pr4a	With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
1.4.2.Pr5b	Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Pr6a	Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

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 and recordings

Holidays and special days

Boomwhackers

Bells

Piano

Hal Leonard Rhythm Flash Cards

Interactive smartboard

Standards

1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that

	represent expressive intent.
1.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
1.3A.2.Pr6b	Perform appropriately for the audience and purpose.
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.