

# May Gr. 2 Music

Content Area: **Music**  
Course(s):  
Time Period: **May**  
Length: **6-8 Weeks**  
Status: **Published**

## Unit Overview

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Creating ★ Connecting ★ Performing ★ Responding

Students continue to explore music through singing and instruments.

## Enduring Understandings

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Music is diverse by nature and can be created in a number of ways.

## Essential Questions

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How do we create music?

## Instructional Strategies & Learning Activities

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Objectives	Suggested Activities	Evaluations	Resources
Identify and respond to register, melodic contour, patterns and phrases	Recognizing and singing solfege syllables and demonstrating hand signs SOL, MI and LA & DO	Teacher observation	Grade 2 Book
Demonstrate rhythmic sensitivity to the beat, meter and duration	Respond to various meters and tempi with locomotor and non-locomotor	Performance assessment  Oral/Aural assessment	Classroom pitched and non-pitched instruments  Piano

Recognize and respond to introduction, call and response, repeat, phrase, verse/refrain, solo and chorus	movement	Games	Interactive smartboard
Demonstrate awareness of linear harmony	Conducting patterns in 2s		
Demonstrate rhythmic sensitivity to rhythm patterns	Singing, playing and creating songs showing repetition and contrast		
	Visually identify repeat sign, 1 <sup>st</sup> and second endings		
	Singing canons and rounds		

## 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).

Different types of jobs require different knowledge and skills.

Brainstorming can create new, innovative ideas.

## Technology and Design Integration

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Students will interact with the unit using the Smartboard.

CS.CS

Computing Systems

CS.K-2.8.1.2.CS.1

Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.

## Interdisciplinary Connections

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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.

LA.RI.2.10

Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

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.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

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- 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**

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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**

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**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**

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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**

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**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

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Grade 2 Book

Classroom pitched and non-pitched instruments

Piano

Interactive smartboard

## Standards

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MU.K-2.1.3A.2.Pr4	Selecting, analyzing, and interpreting work.
MU.K-2.1.3A.2.Re8	Interpreting intent and meaning.
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.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.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.