

Swedesboro-Woolwich School District

2nd Grade Music Unit 1: Rhythm

Mission Statement

The Swedesboro-Woolwich School District’s mission is for all students to achieve and maintain the knowledge and means necessary to be individuals who are musically literate. The music department will develop, in each student, a love for MUSIC that will inspire them to enjoy music throughout their lives.

Unit Overview

In unit 1, students will learn to:

- Follow rules and procedures in music class.
- Review rhythmic and melodic notation from 1st grade.
- Read and write rhythmic notation containing quarter, eighth, sixteenth and half notes.

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1: Rhythm	1st trimester: 60 days	2020 New Jersey Student Learning Standards – Visual and Performing Arts 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter)in music from a variety	Review knowledge of melodic and rhythmic notation from last year. explore rhythmic patterns containing half and sixteenth notes. Apply knowledge of rhythmic notation to accurately read and compose rhythm patterns.	I can use my singing voice. I can read and perform rhythmic patterns containing half, quarter and eighth, notes. I can compose patterns using half, quarter and eighth, notes. I can read and perform rhythmic patterns containing

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		<p>of cultures selected for performance.</p> <p>1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.</p> <p>1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</p> <p>1.3A.2.Cn.11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>		<p>half, quarter, eighth, and sixteenth notes.</p> <p>I can create pattern using half, quarter, eighth, and sixteenth notes.</p> <p>I can play orff instrument properly.</p>
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Grade 2 Music, – Unit 1 Rhythm				
Vocabulary				
Steady Beat	Rhythm	Half note (too)	quarter note (ta)	eighth note (ti-ti)
Sixteenth note (tika-tika)				

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Preparation for College, Careers, and Beyond

<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law (under rationale statement)</u>	<u>LGBT Law</u>	Asian Pacific Islander
<ul style="list-style-type: none"> Literature connections World Language: Students will learn songs from other cultures. Social Studies: Students will learn music from historical events. Phys Ed: Students will use physical movement during lessons. 	<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting 	<ul style="list-style-type: none"> MS-3SS-3-5: Learn song about the factors that have caused climate change and discuss. KESS3-3: Sing and compose music about possible ways to reduce the impact of climate change 	<ul style="list-style-type: none"> N.J.S.A. 18A 52:16A-88 Listen to and discuss compositions by Scott Joplin and Louis Armstrong. 	<p>N.J.S.A. 18A. 35-28</p> <p>Listen and perform movement activities to compositions by composers such as Aldof Strauss</p>	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Listen to musical works by Tchaikovsky such as but not limited to The Nutcracker. 	<p><i>PL. 2021, c.416</i></p> <p><i>Listen to Medieval Kings by Soon Hee Newbold.</i></p>

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	sketches or models. <ul style="list-style-type: none"> 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 					
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Possible Assessment and Instructional Modifications			
<u>Special Education</u>	At-Risk (<u>Math Strategies</u> and <u>ELA Strategies</u>)	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> Extra time on assessments Use of a graphic organizer Use of concrete materials and objects (manipulatives) Opportunities for cooperative partner work Assign fewer problems at one time (e.g., assign only odds or evens) Differentiated center-based small group instruction If a manipulative is used during instruction, allow its use on a test Provide reteach pages if necessary Provide several ways to solve a problem if possible Provide visual aids and anchor charts Tiered lessons and assignments Highlight key directions Test in alternative site Use of word processor Allow for redos/retakes 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> Additional time for assignments Review of directions Review sessions Use of mnemonics Have student restate information Provision of notes or outlines Concrete examples Support auditory presentations with visuals Use of a study carrel 	<ul style="list-style-type: none"> Enrichment projects Higher-level cooperative learning activities Provide higher-order questioning and discussion opportunities Tiered centers Tiered assignments Alternate assignments/ enrichment assignments Provide texts at higher reading level Extension activities Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> Continue practicing vocabulary Choice of test format (multiple-choice, essay, true-false) Vary test formats Read directions to student Provide study guides prior to tests Clarify test directions, read test questions Read test passages aloud (for comprehension assessment)

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	<ul style="list-style-type: none"> ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures ● Work in progress check ● Personalized examples ● No penalty for spelling errors or sloppy handwriting 		
Individualized Learning Opportunities			
<ul style="list-style-type: none"> ● Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. 			

Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> ● Anecdotal notes during whole group, small group and individual conferences ● Sharing strategies ● Turn and talk ● Stop and Jots ● Graphic organizers ● Running Records/skills check off 	<ul style="list-style-type: none"> ● Common Summative Assessments ● Open-Ended Responses ● Observation of group activities 	<ul style="list-style-type: none"> ● Participation in rhythmic activities ● composition activities in groups and individually. 	<ul style="list-style-type: none"> ● Compose patterns using rhythmic notation. ● Perform rhythmic pattern accurately

Grade 2 Music – Unit 1: Rhythm			
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Unit 1: Rhythm 60 days	<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards – Visual and Performing Arts ● 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.Pr6a: Perform music for a specific purpose with expression and technical accuracy. ● 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. ● 1.3A.2.Cn.11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, buried contexts, and daily life. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Read and perform rhythmic notation including the half, quarter, eighth, and 16th notes. ● Compose rhythmic notation using half, quarter, eighth and sixteenth notes. ● Play orff instrument properly <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● Developing and refining techniques and models or steps needed to create products. ● Conveying meaning through art ● Generating and conceptualizing ideas ● Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. <p>Artistic Process</p> <ul style="list-style-type: none"> ● Reviewing materials ● Exploring new content ● Creating and composing collaboratively and individually <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. ● The creative ideas, concepts, and feelings that musicians’ work emerge from a variety of sources. ● Musicians connect their persona interest, experiences, ideas, and knowledge to creating, performing, and responding. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do musicians improve the quality of their 	<ul style="list-style-type: none"> ● Music K8 ● Chrome music lab ● Google slides ● Classroom instruments ● Rhythm manipulatives

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		<p>performance?</p> <ul style="list-style-type: none">● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?● How do musicians generate creative ideas?● How do other arts, other disciplines, context, and daily life inform creating, performing, and responding to music? <p>Practices:</p> <ul style="list-style-type: none">● create safe environment for students to express themselves● allow student input to plan lessons based on students interest● use game to practice skills● use of instruments and technology to keep students engaged <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none">● Observation of student performance● Rhythmic compositions● Participation in class activities	
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2nd Grade Music, Unit 2: Melody

Mission Statement

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Unit Overview

In unit 2, students will learn to:

- read play and sing melodic notation including the notes sol, la, mi and do
- Play melodic patterns on pitched instruments
- compose melodies using the note sol, la and mi
- play classroom instruments using proper technique

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unite 2: Melody	2nd trimester: 60 days	2020 New Jersey Student Learning Standards – Visual and Performing Arts 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.	Develop a sense of pitch. Accurately read melodic patterns including the notes sol, mi, la, and do. Compose melodic patterns using the notes sol, mi, la, and do.	I can create patterns using the notes sol, and mi. I can identify the notes sol, la and mi in a song. I can accurately read the notes sol, la and mi. I can creat patterns using the notes sol, la and mi and accurately play them on

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		<p>1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</p> <p>1.3A.2.Re8: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.</p>		pitched instruments.
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Grade 2 Music , Unit 2 Melody				
Vocabulary				
Melody	Pitch	Solfege	Staff	treble clef

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Preparation for College, Careers, and Beyond

<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
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Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law (under rationale statement)</u>	<u>LGBT Law</u>	Asian Pacific Islander
<ul style="list-style-type: none"> Literature connections World Language: Students will learn songs from other cultures. Social Studies: Students will learn music from historical events. Phys Ed: Students will use physical movement during lessons. 	<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting 	<ul style="list-style-type: none"> MS-3SS-3-5: Learn song about the factors that have caused climate change and discuss. KESS3-3: Sing and compose music about possible ways to reduce the impact of climate change 	<ul style="list-style-type: none"> N.J.S.A. 18A 52:16A-88 Listen to and discuss compositions by Scott Joplin and Louis Armstrong. 	<p>N.J.S.A. 18A. 35-28</p> <p>Listen and perform movement activities to compositions by composers such as Aldof Strauss</p>	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Listen to musical works by Tchaikovsky such as but not limited to The Nutcracker. 	<p><i>PL. 2021, c.416</i></p> <p><i>Listen to Medieval Kings by Soon Hee Newbold.</i></p>

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	<p>sketches or models.</p> <ul style="list-style-type: none"> 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 					
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Possible Assessment and Instructional Modifications			
<u>Special Education</u>	<u>At-Risk (Math Strategies and ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> Extra time on assessments Use of a graphic organizer Use of concrete materials and objects (manipulatives) Opportunities for cooperative partner work Assign fewer problems at one time (e.g., assign only odds or evens) Differentiated center-based small group instruction If a manipulative is used during instruction, allow its use on a test Provide reteach pages if necessary Provide several ways to solve a problem if possible Provide visual aids and anchor charts Tiered lessons and assignments Highlight key directions Test in alternative site Use of word processor Allow for redos/retakes 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> Additional time for assignments Review of directions Review sessions Use of mnemonics Have student restate information Provision of notes or outlines Concrete examples Support auditory presentations with visuals Use of a study carrel 	<ul style="list-style-type: none"> Enrichment projects Higher-level cooperative learning activities Provide higher-order questioning and discussion opportunities Tiered centers Tiered assignments Alternate assignments/ enrichment assignments Provide texts at higher reading level Extension activities Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> Continue practicing vocabulary Choice of test format (multiple-choice, essay, true-false) Vary test formats Read directions to student Provide study guides prior to tests Clarify test directions, read test questions Read test passages aloud (for comprehension assessment)

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	<ul style="list-style-type: none"> ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures ● Work in progress check ● Personalized examples ● No penalty for spelling errors or sloppy handwriting 		
Individualized Learning Opportunities			
<ul style="list-style-type: none"> ● Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. 			

Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> ● Anecdotal notes during whole group, small group and individual conferences ● Sharing strategies ● Turn and talk ● Stop and Jots ● Graphic organizers ● Running Records/skills check off 	<ul style="list-style-type: none"> ● Common Summative Assessments ● Open-Ended Responses ● Observation of group activities 	<ul style="list-style-type: none"> ● Participation in melodic activities ● composition activities in groups and individually. 	<ul style="list-style-type: none"> ● Compose patterns using melodic notation. ● Perform melodic pattern accurately

Grade 2 Music, Unit 2: Melody			
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Unit 2: Rhythm 60 days	<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards – Visual and Performing Arts ● 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.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. ● 1.3A.2.Re8: Demonstrate basic knowledge of music concepts and how they support creators’/performers’ expressive intent. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Read and perform melodic notation including the notes sol, la, mi, and do. ● Compose melodic notation using the notes sol, la, mi and do ● Play orff instrument properly <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● Developing and refining techniques and modals or steps needed to create products. ● Generating and conceptualizing ideas. ● Interpreting intent and meaning. <p>Artistic Process</p> <ul style="list-style-type: none"> ● Reviewing materials ● Exploring new content ● Creating and composing collaboratively and individually <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ● The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. ● Individuals’ selections of musical work is influenced by their interest, experiences, understandings and purposes. Response to music is informed by analyzing context (i.e. social, cultural, historical) and how creators or performers manipulate the elements of music. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do musicians improve the quality of their performance? ● How do musicians generate creative ideas? ● How do individuals choose music to experience? How 	<ul style="list-style-type: none"> ● Music K8 ● Chrome music lab ● Google slides ● Classroom instruments ● Music carpet ● Melody manipulatives

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		<p>does understanding the structure and context of music inform a response.</p> <p>Practices:</p> <ul style="list-style-type: none">● create safe environment for students to express themselves● allow student input to plan lessons based on students interest● use game to practice skills● use of instruments and technology to keep students engaged <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none">● Observation of student performance● Melodic compositions● Participation in class activities	
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2nd Grade Music, Unit 3: Form and Expression

Mission Statement

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Unit Overview

In unit 2, students will learn to:

- identify and perform dynamics
- identify and perform tempo
- distinguish musical form such a/b
- perform in a round or cannon

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 3: Form and Expression	3rd trimester: 60 days	2020 New Jersey Student Learning Standards – Visual and Performing Arts 1.3A.2.Pr5e: Demonstrate and understand of basic expressive qualities (e.g. dynamics, tempo) and how creators use them to convey expressive intent.	recognize and understand terms associated with form such as verse, refrain, AB, round, cannon. Develop recognitions of tempo and dynamics in music.	I can recognize same and different sections in a piece of music. I can understand the definition of verse and refrain in relation to AB form. I can sing, move and/or play various forms: AB, and cannon.

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		<p>1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.</p> <p>1.3A.2.Cn11a: Demonstrate understanding of relationships between music and other arts, other disciplines, buried contexts, and daily life.</p>		<p>I can explain the role of dynamics in music.</p> <p>I can sing, move, play and/or create using piano and forte.</p> <p>I can sing, move, and play and/or create using presto and largo.</p>
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Grade 2 Music, Unit 3: Form and Expression				
Vocabulary				
Dynamics	Forte	Piano	Tempo	Presto
Largo	Refrain	Verse	AB	Cannon

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Preparation for College, Careers, and Beyond

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Cross-Curricular Connections

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<ul style="list-style-type: none"> Literature connections World Language: Students will learn songs from other cultures. Social Studies: Students will learn music from historical events. Phys Ed: Students will use physical movement during lessons. 	<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting 	<ul style="list-style-type: none"> MS-3SS-3-5: Learn song about the factors that have caused climate change and discuss. KESS3-3: Sing and compose music about possible ways to reduce the impact of climate change 	<ul style="list-style-type: none"> N.J.S.A. 18A 52:16A-88 Listen to and discuss compositions by Scott Joplin and Louis Armstrong. 	<p>N.J.S.A. 18A. 35-28</p> <p>Listen and perform movement activities to compositions by composers such as Aldof Strauss</p>	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Listen to musical works by Tchaikovsky such as but not limited to The Nutcracker. 	<p><i>PL. 2021, c.416</i></p> <p><i>Listen to Medieval Kings by Soon Hee Newbold.</i></p>

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	<p>sketches or models.</p> <ul style="list-style-type: none"> 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 					
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Possible Assessment and Instructional Modifications			
<u>Special Education</u>	<u>At-Risk (Math Strategies and ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> Extra time on assessments Use of a graphic organizer Use of concrete materials and objects (manipulatives) Opportunities for cooperative partner work Assign fewer problems at one time (e.g., assign only odds or evens) Differentiated center-based small group instruction If a manipulative is used during instruction, allow its use on a test Provide reteach pages if necessary Provide several ways to solve a problem if possible Provide visual aids and anchor charts Tiered lessons and assignments Highlight key directions Test in alternative site Use of word processor Allow for redos/retakes 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> Additional time for assignments Review of directions Review sessions Use of mnemonics Have student restate information Provision of notes or outlines Concrete examples Support auditory presentations with visuals Use of a study carrel 	<ul style="list-style-type: none"> Enrichment projects Higher-level cooperative learning activities Provide higher-order questioning and discussion opportunities Tiered centers Tiered assignments Alternate assignments/ enrichment assignments Provide texts at higher reading level Extension activities Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> Continue practicing vocabulary Choice of test format (multiple-choice, essay, true-false) Vary test formats Read directions to student Provide study guides prior to tests Clarify test directions, read test questions Read test passages aloud (for comprehension assessment)

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	<ul style="list-style-type: none"> ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures ● Work in progress check ● Personalized examples ● No penalty for spelling errors or sloppy handwriting 		
Individualized Learning Opportunities			
<ul style="list-style-type: none"> ● Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. 			

Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> ● Anecdotal notes during whole group, small group and individual conferences ● Sharing strategies ● Turn and talk ● Stop and Jots ● Graphic organizers ● Running Records/skills check off 	<ul style="list-style-type: none"> ● Common Summative Assessments ● Open-Ended Responses ● Observation of group activities ● peer and self assessments 	<ul style="list-style-type: none"> ● Participation in class activities ● composition activities in groups and individually. ● teacher created assessments 	<ul style="list-style-type: none"> ● Performance rubric ● Form Composition

Grade 2 Music, Unit 3: Form and Expression			
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Unit 3: Form and Expression 60 days	<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards – Visual and Performing Arts ● 1.3A.2.Pr5e: Demonstrate and understand of basic expressive qualities (e.g. dynamics, tempo) and how creators use them to convey expressive intent. ● 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 other arts, other disciplines, buried contexts, and daily life. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Identify form in music ● Recognise verse and refrain in AB form ● Perform in a cannon or round ● understand dynamics and tempo terminology ● perform using tempo and dynamics <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● Developing and refining techniques and models or steps needed to create products. ● Perceiving And analyzing products. ● relating artistic ideas and works with societal,cultural, and historical context to deepen understanding. <p>Artistic Process</p> <ul style="list-style-type: none"> ● Reviewing materials ● Exploring new content ● Creating and composing collaboratively and individually <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for performance influence the selection of repertoire. ● Individuals’ selection of musical works is influenced by their interest, experiences, understandings, and purposes, Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creators or performers manipulate the elements of music. ● Musicians connect their personal interest, experiences, ideas, and knowledge to creating, performing and responding. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do musicians improve the quality of their performance? ● How do individuals choose music to experience? How 	<ul style="list-style-type: none"> ● Music K8 ● Chrome music lab ● Google slides ● Classroom instruments ● manipulatives ● teacher created visual aids

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		<p>does understanding the structure and context of music inform a response?</p> <p>Practices:</p> <ul style="list-style-type: none">● create safe environment for students to express themselves● allow student input to plan lessons based on students interest● use game to practice skills● use of instruments and technology to keep students engaged <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none">● Observation of student performance● teacher created assessments● Participation in class activities	
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