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| Grade Level: LPS Music Curriculum: Grade 2 | |
| Unit Overview and Objective: I can use instruments to keep the beat. | |
| Theme(s): Seasonal or calendar-based themes may influence repertoire choices throughout the academic year. | |
| Essential/Compelling Questions | Create: How do I use my voice to create ideas? Perform: How do musicians improve the quality of a performance? Respond: How do I judge the quality of musical work(s) and performances? Connect: How do musicians make meaningful connections to creating, performing, and responding? |
| Vocabulary (Essential terms in bold) | Measure: A segment of time in music containing a predetermined number of beats Bar Line: A vertical line to separate measures Presto: Very fast Largo: Very slow Allegro: Fast Conversational Solfege: Level 1, Unit 1 - Rhythmic (Steps 1-12) Level 1, Unit 2 - Rhythmic (Steps 1-5) Level 1, Unit 4 - Tonal (Steps 1-3) |
| Teacher Notes | <p>The National Core Arts Standards apply to all grades levels in K-12 music programs. Concepts, skills, and essential questions are concurrent and scaffolded throughout the academic year.</p> <p>As teachers are selecting repertoire, it is recommended that selected music represents a diverse selection of composers, styles, origins, and time periods.</p> |
| Standards: National Core Arts Standards (2014) | |
| Create | |
| Anchor Standard 1: Generate and conceptualize artistic ideas and work Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. | |
| Perform | |
| Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work. | |
| Respond | |
| Anchor Standard 7: Perceive and analyze artistic work Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. | |
| Connect | |
| Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding | |

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| Key Concepts/ Content to be addressed: | See Appendix 1 | |
| Instructional Strategies and Skills | Create | |
| | Improvise short musical phrases. (Cr1.1.2a & Cr1.1.2b) | Arioso melodies, Curwen hand signs |
| | Create rhythms and simple melodies using standard notation. (Cr2.1.1b) | Written and improvised |
| | Present final version of musical ideas to class. (Cr3.2.2a) | Class performances |
| | Perform | |
| | With assistance, demonstrate technical and expressive concepts through performing independent instrumental parts (Pr4.2.2a, Pr4.2.2b & Pr4.3.2a) | Ball bouncing, jumping rope, hand clapping activities, teacher model, classroom instruments |
| | Perform for peers and evaluate. (Pr5.1.2a & Pr5.1.2b) | Partner songs/composition activities, class performances |
| | Perform appropriately for audience and purpose. (Pr6.1.2b) | All-school performances and concerts |
| | Respond | |
| | Explain how specific music concepts are used in a piece of music. (Re7.1.2a) | Guided listening |
| | Demonstrate how specific music concepts support creators'/performers' purpose or expressive intent. (Re8.1.2a) | Purposeful movement, guided listening |
| | Apply personal and expressive preferences in the evaluation of music for specific purposes. (Re9.1.2a) | Guided listening, compare-and-contrast |
| | Connect | |
| | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (Cn10.0.1a) <i>Explore ways to create different expressive elements of music.</i> | Arioso stories, finger plays, nursery rhymes, pitch exploration |

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| | Connect (cont.) | |
| | <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, and daily life. (Cn11.0.1a)</p> <p><i>Perform folk music from a variety of cultures and discuss the music's culture of origin.</i></p> | Sing alongs, concerts, folk songs and dances, guest artists, YouTube |
| Formative Performance Tasks | <p>Common Rhythmic Assessments (Appendix 2)</p> <p>Common Melodic Assessments (Appendix 2)</p> <p>Kinesthetic Observation</p> <p>Class and Whole School Performances</p> | |
| Summative Assessment/ Extensions with evidence based claims | Trimester 1 | |
| | Melody: Sings with head voice, alone and with others | |
| | Rhythm: Moves in time with the group. | |
| | Audience: Maintains appropriate response to performance | |
| | Trimester 2 | |
| | Melody: Sings with head voice, alone and with others, maintaining pitch and rhythmic accuracy. | |
| | Rhythm: Maintains a steady beat while echoing, decoding, creating and reading quarter notes and beamed eighth notes in rhythm syllables in simple time. | |
| | Audience: Maintains appropriate response to performance. | |
| | Trimester 3 | |
| | Melody: Sings, alone and with others, simple partner songs and ostinati. | |
| | Rhythm: Maintains a steady beat while echoing, decoding, creating and reading dotted quarter notes and beamed eighth notes in rhythm syllables in 6/8 time. | |
| | Audience: Maintains appropriate response to performance. | |
| Featured Sources | See Appendix 3 | |