

GRADE 2 - Unit 2 Responding Through the Elements of Music

Board Approval
June 11, 2024 (First Reading) July 9, 2024 (Second Reading)

Unit Overview
<p>In unit 2, students will learn to:</p> <ul style="list-style-type: none"> ● discuss their musical preferences ● identify patterns of form ● identify instruments by their timbre ● identify the lines and spaces of the treble clef staff ● sing solfege with sign language ● learn melodies of different songs

Year Long Pacing Guide				
Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1 Creating Through Patriotic Songs	6-8 Lessons	1.3A.2.Cr1a 1.3A.2.Cr2b 1.3A.2.Cr3b	Students will read basic notation and demonstrate proper vocal techniques by studying Patriotic songs.	WALT read basic notation WALT sing with proper vocal placement and breathing techniques
Unit 2 Responding Through the Elements of Music	6-8 Lessons	1.3A.2.Re7b 1.3A.2.Re8a 1.3A.2.Re9a	Students will respond to the elements of music.	WALT create patterns of form WALT differentiate dynamics and tempos WALT identify instruments by their timbre
Unit 3 Connecting With Jazz	6-8 Lessons	1.3A.2.Cn10a	Students will have a basic	WALT define syncopation,

		1.3A.2.Cn11a	knowledge and appreciation of Jazz music.	improvisation, blues, and scat singing WALT to identify music by Duke Ellington and Scott Joplin WALT make connections between the song, <i>Follow the Drinking Gourd</i> , and the Underground Railroad
Unit 4 Performing: Singing	6-8 Lessons	1.3A.2.Pr4a 1.3A.2.Pr5e 1.3A.2.Pr6a	Students will learn how to prepare for and perform in a concert.	WALT perform in a concert and demonstrate concert etiquette WALT demonstrate proper breathing and posture for singing WALT read notation on a treble clef staff
Unit 5 Performing: Composing	6-8 Lessons	1.3A.2.Pr4a 1.3A.2.Pr5e 1.3A.2.Pr6b	Students will be able to read, write, and perform their own musical compositions.	WALT read, write and perform rhythms with whole notes, half notes, and quarter notes WALT write and identify notes on a treble clef staff

Grade 2 - Unit 2 Responding Through the Elements of Music 6-8 Lessons

Unit Vocabulary

elements	rhythm	timbre	dynamics	form
melody	solfege	tempo		

Preparation for College, Careers, and Beyond

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

Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law	LGBT & Disabilities Law	Asian Pacific Islander
<ul style="list-style-type: none"> Math: Use of shapes to create patterns to represent musical form 	<i>Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.</i>	•	•	•	•	•

Possible Assessment and Instructional Modifications

Special Education	At-Risk	Gifted	English Language Learners
<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>	The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize	<ul style="list-style-type: none"> Enrichment projects Higher-level cooperative learning activities Provide higher-order questioning and discussion opportunities 	<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

<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>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 ● 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 	<ul style="list-style-type: none"> ● 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"> ● Provide study guides prior to tests ● Clarify test directions, read test questions ● Read test passages aloud (for comprehension assessment)
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Individualized Learning Opportunities

● 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 	<ul style="list-style-type: none"> • Worksheets/manipulatives based on musical form • Musical instrument worksheets and organizers • note name worksheets 	<ul style="list-style-type: none"> • N/A

Grade 2 – Unit 2 Responding Through the Elements of Music 6-8 Lessons

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Form 2 Lessons	<ul style="list-style-type: none"> • 1.3A.2.Re7 • 1.3A.2.Re8 • 1.3A.2.Re9 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • identify patterns of form <p>Anchor Standards:</p> <ul style="list-style-type: none"> • Perceiving and analyzing products • Interpreting intent and meaning • Applying criteria to evaluate products <p>Artistic Process</p> <ul style="list-style-type: none"> • Responding <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Individual's selection of musical works is influenced by their interests, 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. • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria. <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does understanding the structure and context of music inform a response? <p>Practices:</p> <ul style="list-style-type: none"> • Select, Analyze • Evaluate • Interpret 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ <i>The Music Teacher's Almanac</i> by Loretta Mitchell ○ <i>Music K-8 Magazine</i> • Materials <ul style="list-style-type: none"> ○ John Philip Sousa: Semper Fidelis ○ John Philip Sousa: Stars and Stripes

		<p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Using shapes as patterns to create musical forms Worksheets based on form Anecdotal notes during whole group, small group and individual 	
<p>Timbre 2 Lessons</p>	<ul style="list-style-type: none"> 1.3A.2.Re7 1.3A.2.Re8 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify instruments by their timbre <p>Anchor Standards:</p> <ul style="list-style-type: none"> Perceiving and analyzing products Interpreting intent and meaning <p>Artistic Process</p> <ul style="list-style-type: none"> Responding <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Individual's selection of musical works is influenced by their interests, 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 does understanding the structure and context of music inform a response? <p>Practices:</p> <ul style="list-style-type: none"> Select, Analyze Evaluate Interpret <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Group Work: Musical Instrument trays Group Work: Music Clip Game Musical instrument worksheets Anecdotal notes during whole group, small group and individual 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> <i>The Story of the Orchestra</i> by Robert Levine <i>Adventures with the Orchestra</i> by Artie Almeida Materials <ul style="list-style-type: none"> Manipulatives and Worksheets (Clip the instrument game, musical instrument trays, color coding music bingo sheets)
<p>Melody, Dynamics, Tempo, and Preferences 3 Lessons</p>	<ul style="list-style-type: none"> 1.3A.2.Re7 1.3A.2.Re8 1.3A.2.Re9 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify the lines and spaces of the treble clef staff sing solfege with sign language learn melodies of different songs define dynamics define tempos discuss personal preferences of music <p>Anchor Standards:</p> <ul style="list-style-type: none"> Perceiving and analyzing products Interpreting intent and meaning Applying criteria to evaluate products 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> <i>Do Re Mi: If you Can Read Music, Thank Guido d'Arezzo</i> by Susan Roth Materials <ul style="list-style-type: none"> Singing musical selections from Music K-8 Group work: identifying notes from the treble clef staff and matching them with words Note name worksheets Singing a scale with solfege sign language Music Scavenger Hunt: finding notes in a song Passing a large ball to different tempos

		<p>Artistic Process</p> <ul style="list-style-type: none"> ● Responding <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Individual's selection of musical works is influenced by their interests, 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 individuals choose music and to experience? ● How do we judge the quality of music? ● How does understanding the structure and context of music inform a response? <p>Practices:</p> <ul style="list-style-type: none"> ● Select, Analyze ● Evaluate ● Interpret <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Group work and worksheets: identifying notes on the treble clef staff ● singing a scale with solfege hand signs ● teacher observation of movement to different tempos ● interactive worksheets on Promethean Board defining dynamics ● Anecdotal notes during whole group, small group and individual 	<ul style="list-style-type: none"> ○ Movement exercises to different tempos ○ bouncing tennis balls on the ground to different tempos ○ singing songs to different dynamics ○ interactive worksheets on the Promethean Board
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