

Mendham Township School District

Music Curriculum

Grade 2

Lauren Johnson, Music Teacher
Julianne Kotcho, Principal

July 2021

Second Grade Beat, Meter, & Rhythm

Learning Goals

Behavioral

Students will be able to read and play half notes, quarter notes, barred eighth notes, half rests, and quarter rests in a variety of meters using their voices, bodies, and instruments.

Cognitive

Students will identify, understand, and explain beat, meter, and rhythm.

Students will aurally identify half notes, quarter notes, barred eighth notes, half rests, and quarter rests in a variety of meters.

Experiential

Students will create, read, and perform rhythms in a variety of meters.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding beat, meter, & rhythm.

Students will develop analytical skills through use of proper terminology regarding beat, meter, & rhythm.

Essential Questions

- What is the definition of meter?
- What is the definition of rhythm?
- What is the duration of half notes, quarter notes, barred eighth notes, half rests, and quarter rests in various meters?

NJ SLS Music Standards

1.3A.2.Cr1a, 1.3A.2.Cr2a, 1.3A.2.Cr2b, 1.3A.2.Cr3b, 1.3A.2.Pr5c, 1.3A.2.Pr5d, 1.3A.2.Pr5e, 1.3A.2.Pr6a, 1.3A.2.Pr6b, 1.3A.2.Re7a, 1.3A.2.Re7b, 1.3A.2.Re8a, 1.3A.2.Re9a, 1.3A.2.Cn10a, 1.3A.2.Cn11a

Amistad Law N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Assessments

Benchmarks

Students will read and write half notes, quarter notes, barred eighth notes, half rests, and quarter rests in various meters.

Students will compose using half notes, quarter notes, barred eighth notes, half rests, and quarter rests in various meters.

Students will identify the duration of half notes, quarter notes, barred eighth notes, half rests, and quarter rests in various meters.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

<p>Alternative Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets</p>
<p>Proposed Activities</p> <ol style="list-style-type: none"> 1. Identify the meter and rhythm aurally and visually 2. Composing and performing personal and class rhythms 3. QuaverEd Meter & Rhythm lessons 4. Discuss music & feeling, dancing to music 5. Listen and move to music in various meters 6. Listen and move to music in various meters 7. Identify the difference between meters of 2 and 3 8. Group games for meter definition and strong/weak beats 9. Play instruments in various meters 10. Read and act out a story in various meters 11. The Music Show & QuaverEd lessons - strong & weak beats 12. The Music Show & QuaverEd lessons - meter
<p>Integrated accommodations and modifications Check for comprehension and understanding Permit ample time for student to respond to questions Clearly define limits and expectations Encourage student to ask for needed assistance Preferential seating Repeating, clarifying or rewording directions Teacher modeling Provide simplified written, verbal, and modeled instructions Provide student with open ended questions that stimulate higher order thinking Allow student to consider and express personal opinions Tiered Assignments Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion</p>
<p>Core Instructional and Supplemental Materials <i>Music K-8</i>, T. Jennings, (Magazine, Digital Music, CD), Plank Road Publishing, 2005 to present. <i>Music together</i>, L. Levinowitz & K. Guilmartin, Music and Movement Center. <i>Silver-Burdett, Making Music</i>, Pearson Scott Foresman, 2005. <i>Singing Games for Children</i>, Dany Rosevear, 2021. <i>QuaverEd Online Music Curriculum</i>, QuaverEd, 2021. <i>120 Singing Games and Dances for Elementary School</i>. L. Choksy & D. Brummitt. Prentice Hall, 1987. <i>Rhythmically Moving</i>. P. Weikert. High Scope Press. 1983.</p>
<p>Integration of 21st Century Skills Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness</p>
<p>Interdisciplinary Connections Math Social Science</p>

World Culture

ELA/Spelling

Technology Integration

Information & Media Literacy, Technology Literacy, Digital Citizenship

Learning Goals
<p>Behavioral Students will be able to perform ostinatos using the voice, body, and instruments. Students will create, perform, and respond to ostinatos.</p> <p>Cognitive Students will identify, understand, and define an ostinato.</p> <p>Experiential Students will use appropriate musical expression when performing ostinatos. Students will develop the kinesthetic skills needed to play crossover ostinatos.</p> <p>Constructivist Students will develop compositional skills alone and with others. Students will construct meaning in stories, songs, and instrument play through the use of expression. Students will develop creative and descriptive skills through use of proper terminology regarding ostinatos. Students will develop analytical skills through use of proper terminology regarding ostinatos.</p>
<p>Essential Questions</p> <ul style="list-style-type: none"> ● What is an ostinato? ● Can I perform ostinatos with proper hand placement? ● Can I perform ostinatos with musical expression? ● How can I use my knowledge of beat and rhythm to create and perform ostinatos?
<p>NJ SLS Music Standards 1.3A.2.Cr1a, 1.3A.2.Cr2a, 1.3A.2.Cr2b, 1.3A.2.Cr3a, 1.3A.2.Cr3b, 1.3A.2.Pr5a, 1.3A.2.Pr5b, 1.3A.2.Pr5c, 1.3A.2.Pr5d, 1.3A.2.Pr5e, 1.3A.2.Pr6a, 1.3A.2.Pr6b, 1.3A.2.Re7b, 1.3A.2.Re8a, 1.3A.2.Re9a, 1.3A.2.Cn10a, 1.3A.2.Cn11a</p> <p>Amistad Law N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</p> <p>Holocaust Law N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>
Assessments
<p>Benchmarks Students will perform crossover ostinatos together and alone as a part of a larger class performance. Students will create, rehearse, and perform using ostinatos. Students will perform crossover ostinatos using proper hand placement and technique.</p> <p>Formative and Summative Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement</p> <p>Alternative Teacher Observation of small groups and individual performances, performance tasks, exit tickets</p>

Proposed Activities

1. Sing familiar and new songs using ostinatos
2. Read and act out stories using ostinatos
3. Listen and move to ostinatos
4. Play crossover ostinatos on instruments
5. Listen and respond to music that includes ostinatos
6. Create new songs using ostinatos

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

Tiered Assignments

Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

Core Instructional and Supplemental Materials

Music K-8, T. Jennings, (Magazine, Digital Music, CD), Plank Road Publishing, 2005 to present.

Music together, L. Levinowitz & K. Guilmartin, Music and Movement Center.

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Rhythmically Moving. P. Weikert. High Scope Press. 1983.

Integration of 21st Century Skills

Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness

Interdisciplinary Connections

Math

World Culture

Social Sciences

ELA/Spelling

Technology Integration

Information & Media Literacy, Technology Literacy, Digital Citizenship

Second Grade Singing Part Songs

Learning Goals

Behavioral

Students will be able to sing and play alone and as part of an ensemble.
 Students will create, perform, and respond using part songs, rounds, and canons.

Cognitive

Students will identify, understand, and explain the differences between singing and playing alone and together.

Experiential

Students will explore and improvise using part songs, rounds, and canons.
 Students will experience the harmonic nature of part songs, rounds, and canons.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding singing and playing alone and together.
 Students will develop analytical skills through use of proper terminology regarding singing and playing alone and together.
 Students will construct meaning in stories, songs, and instrument play through the use of proper terminology regarding singing and playing alone and together.

Essential Questions

- What is a part song?
- What is a round or a canon?
- What is my role in an ensemble?
- Can I sing and play alone?

NJ SLS Music Standards

1.3A.2.Cr1a, 1.3A.2.Cr2a, 1.3A.2.Cr2b, 1.3A.2.Cr3a, 1.3A.2.Cr3b, 1.3A.2Pr5a, 1.3A.2Pr5b, 1.3A.2.Pr5c, 1.3A.2.Pr5d, 1.3A.2.Pr5e, 1.3A.2.Pr6a, 1.3A.2.Pr6b, 1.3A.2.Re7b, 1.3A.2.Re8a, 1.3A.2.Re9a, 1.3A.2.Cn10a, 1.3A.2.Cn11a

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Assessments**Benchmarks**

Students will perform rounds and canons.
 Students will sing in parts.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

1. Identify the different parts of a song
2. Sing and play along to part songs, rounds, and canons using body movements and scarves
3. Sing part songs, rounds, and canons
4. Play part songs, rounds, and canons on instruments
5. Read and tell stories using parts

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating, repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

Tiered Assignments

Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

Core Instructional and Supplemental Materials

Music K-8, T. Jennings, (Magazine, Digital Music, CD), Plank Road Publishing, 2005 to present.

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Silver-Burdett, Making Music, Pearson Scott Foresman, 2005.

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QuaverEd Online Music Curriculum, QuaverEd, 2021.

One, Two, Three, Echo Me. L. Mitchell. Parker Publishing. 1991.

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Interdisciplinary Connections

Math

World Culture

ELA/Spelling

Technology Integration Information & Media Literacy, Technology Literacy, Digital Citizenship

Second Grade Music Reading & Elements of Music

Learning Goals

Behavioral

Students will read, create, perform, and respond using music staves.

Students will read, create, perform, and respond using crescendo, decrescendo, fermata, repeat signs, staccato, and legato.

Cognitive

Students will identify, understand, and explain clefs and music staves.

Students will define, identify, understand, and explain crescendo, decrescendo, fermata, repeat signs, staccato, and legato.

Experiential

Students will explore and improvise using notation on music staves.

Students will explore and improvise using crescendo, decrescendo, fermata, repeat signs, staccato, and legato.

Students will experience the differences, both technical and in expression, among notation on music staves.

Students will experience the differences, both technical and in expression, among crescendo, decrescendo, fermata, repeat signs, staccato, and legato.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding clefs and music staves.

Students will develop creative and descriptive skills through use of proper terminology regarding crescendo, decrescendo, fermata, repeat signs, staccato, and legato.

Students will develop analytical skills through use of proper terminology regarding clefs and staves.

Students will develop analytical skills through use of proper terminology regarding crescendo, decrescendo, fermata, repeat signs, staccato, and legato.

Essential Questions

- What does a music clef/staff look like?
- What makes up the music staff?
- What does a clef tell us?
- What does music notation look like on the music staff?
- What do crescendo, decrescendo, fermata, repeat signs, staccato, and legato tell us?
- What do crescendo, decrescendo, fermata, repeat signs, staccato, and legato look like in musical notation?
- How do crescendo, decrescendo, fermata, repeat signs, staccato, and legato change the feeling of the music?
- How do composers write music?

NJ SLS Music Standards

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Assessments

Benchmarks

Students will compose using do clef and treble clef.

Students will compose using crescendo, decrescendo, fermata, repeat signs, staccato, and legato.

Students will properly identify the notes of the diatonic scale using do clef on a written assessment.

Students will properly identify crescendo, decrescendo, fermata, repeat signs, staccato, and legato on a written assessment.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

1. Listen and move to music while reading along on the staff
2. Group games for staff and clef recognition
3. Group games for elements of music recognition
4. Play instruments to hear how various musical notation sounds when played aloud
5. Compose and perform alone and together using the do clef
6. Compose and perform alone and together using the treble clef
7. Compose and perform alone and together using crescendo, decrescendo, fermata, repeat signs, staccato, and legato.

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

Tiered Assignments

Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

Core Instructional and Supplemental Materials

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Integration of 21st Century Skills

Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness

Interdisciplinary Connections

Math
Social Science
World Culture
ELA/Spelling

Technology Integration

Information & Media Literacy, Technology Literacy, Digital Citizenship

Second Grade Instrument Families & the Science of Sound

Learning Goals

Behavioral

Students will be able to identify instruments commonly found in the orchestra and around the world.
Students will be able to sort instruments into their respective families.
Students will be able to identify how instruments and voices make their sound.

Cognitive

Students will identify, understand, and explain the differences among instruments.
Students will identify, understand, and explain the differences among instrument families.

Experiential

Students will explore and improvise using various instruments.
Students will experience different instruments' sound productions.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding instruments, instrument families, and how sound is produced.
Students will develop analytical skills through use of proper terminology regarding instruments, instrument

families, and how sound is produced.

Students will construct meaning in stories and songs through the use of proper terminology regarding instruments, instrument families, and how sound is produced.

Essential Questions

- How is sound produced?
- How can I create sound using my body?
- How do instruments make sound?
- How are instruments sorted into families?
- How do specific instruments and their sounds make me feel?
- What is timbre?
- What are instruments' roles in a song, in our lives, our communities, and around the world?

NJ SLS Music Standards

1.3A.2.Cr1a, 1.3A.2.Cr2a, 1.3A.2.Cr2b, 1.3A.2.Cr3a, 1.3A.2.Cr3b, 1.3A.2.Pr5a, 1.3A.2.Pr5b, 1.3A.2.Pr5c, 1.3A.2.Pr5d, 1.3A.2.Pr5e, 1.3A.2.Pr6a, 1.3A.2.Pr6b, 1.3A.2.Re7b, 1.3A.2.Re8a, 1.3A.2.Re9a, 1.3A.2.Cn10a, 1.3A.2.Cn11a

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Assessments

Benchmarks

Students will identify instruments of the orchestra and around the world through a written assessment.

Students will identify instruments of the orchestra and around the world through an aural assessment.

Students will identify what helps each instrument make sound.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

1. Listen to *Peter and the Wolf*
2. Read and act out *Peter and the Wolf*
3. Watch and discuss QuaverEd's instrument families videos
4. Read *Zin! Zin! Zin! A Violin*
5. Explore the different sounds each instrument makes, their timbres, and how to make those sounds
6. Sing using proper alignment and breathing

Integrated accommodations and modifications

Check for comprehension and understanding
Permit ample time for student to respond to questions
Clearly define limits and expectations
Encourage student to ask for needed assistance
Preferential seating
Repeating, clarifying or rewording directions
Teacher modeling
Provide simplified written, verbal, and modeled instructions
Provide student with open ended questions that stimulate higher order thinking
Allow student to consider and express personal opinions
Tiered Assignments
Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

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Rhythmically Moving. P. Weikert. High Scope Press. 1983.
Peter and the Wolf, Sergei Prokofiev, 1938.
Zin! Zin! Zin! A Violin, Lloyd Moss, 1995.

Integration of 21st Century Skills

Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness

Interdisciplinary Connections

Science
Social Science
World Culture
ELA/Spelling

Technology Integration

Information & Media Literacy, Technology Literacy, Digital Citizenship

Second Grade Dynamics

Learning Goals

Behavioral

Students will demonstrate the difference among dynamics using their voices, body percussion, and instruments.

Students will continue to create, perform, and respond using dynamics.

Cognitive

Students will continue to identify, understand, and explain dynamics in music.

Students will define, understand, and explain the difference among dynamics in music and throughout daily life.

Experiential

Students will continue to explore and improvise using various dynamics.

Students will experience the differences, both technical and in expression, among various dynamics.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding various dynamics.

Students will develop analytical skills through use of proper terminology regarding various dynamics.

Essential Questions:

- How can we recognize dynamics in music?
- How do dynamics change what we feel when we experience music and throughout daily life?
- How and when should we perform music with dynamics?

NJ SLS Music Standards

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Assessments**Benchmarks**

Students will correctly identify various dynamics.

Students will correctly perform various dynamics using voices, instruments, and body percussion.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

Throughout all units,

1. Sing familiar and new songs using dynamics
2. Read and act out stories using dynamics
3. Listen and move to music using dynamics
4. Play instruments utilizing dynamics
5. Reflect on feelings from sounds with different dynamics
6. Listen and play along with Music K8 Forte Piano
7. Play dynamics games
8. Create a dynamics chart together
9. Compose music using specific dynamics

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

<p>Teacher modeling</p> <p>Provide simplified written, verbal, and modeled instructions</p> <p>Provide student with open ended questions that stimulate higher order thinking</p> <p>Allow student to consider and express personal opinions</p> <p>Tiered Assignments</p> <p>Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion</p>
<p>Core Instructional and Supplemental Materials</p> <p><i>Music K-8</i>, T. Jennings, (Magazine, Digital Music, CD), Plank Road Publishing, 2005 to present.</p> <p><i>Music together</i>, L. Levinowitz & K. Guilmartin, Music and Movement Center.</p> <p><i>Silver-Burdett, Making Music</i>, Pearson Scott Foresman, 2005.</p> <p><i>Singing Games for Children</i>, Dany Rosevear, 2021.</p> <p><i>QuaverEd Online Music Curriculum</i>, QuaverEd, 2021.</p> <p><i>One, Two, Three, Echo Me.</i> L. Mitchell. Parker Publishing. 1991.</p> <p><i>120 Singing Games and Dances for Elementary School.</i> L. Choksy & D. Brummitt. Prentice Hall, 1987.</p> <p><i>Rhythmically Moving.</i> P. Weikert. High Scope Press. 1983.</p>
<p>Integration of 21st Century Skills</p> <p>Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness</p>
<p>Interdisciplinary Connections</p> <p>Math</p> <p>Science</p> <p>Social Science</p> <p>World Culture</p> <p>ELA/Spelling</p>
<p>Technology Integration Information & Media Literacy, Technology Literacy, Digital Citizenship</p>

<h2 style="margin: 0;">Second Grade Tempo</h2>
<p>Learning Goals</p>
<p>Behavioral</p> <p>Students will demonstrate the difference among tempos using their voices, body percussion, and instruments.</p> <p>Students will create, perform, and respond to various tempos.</p> <p>Cognitive</p> <p>Students will continue to identify, define, and explain tempo in music.</p> <p>Students will define, understand, and explain the difference among tempos in music and throughout daily life.</p> <p>Experiential</p> <p>Students will continue to explore and improvise using various tempos.</p> <p>Students will experience the differences, both technical and in expression, among various tempos.</p> <p>Constructivist</p> <p>Students will develop creative and descriptive skills through use of proper terminology regarding various tempos.</p> <p>Students will develop analytical skills through use of proper terminology regarding various tempos.</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can we recognize tempo in music?

- How does tempo change what we feel when we experience music and throughout daily life?
- How can we perform music utilizing tempos?

NJ SLS Music Standards

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Assessments

Benchmarks

Students will correctly identify various tempos.

Students will correctly perform various tempos using voices, instruments, and body percussion.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

Throughout all units,

1. Sing familiar and new songs using various tempos
2. Read and act out stories using various tempos
3. Listen and move to music with various tempos
4. Play different tempos using instruments
5. Reflect on feelings from sounds with different tempos
6. Listen and play along with Music K8 Presto Largo
7. Play tempo games
8. Create a tempo chart together
9. Compose music using specific tempos

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

<p>Teacher modeling</p> <p>Provide simplified written, verbal, and modeled instructions</p> <p>Provide student with open ended questions that stimulate higher order thinking</p> <p>Allow student to consider and express personal opinions</p> <p>Tiered Assignments</p> <p>Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion</p>
<p>Core Instructional and Supplemental Materials</p> <p><i>Music K-8</i>, T. Jennings, (Magazine, Digital Music, CD), Plank Road Publishing, 2005 to present.</p> <p><i>Music together</i>, L. Levinowitz & K. Guilmartin, Music and Movement Center.</p> <p><i>Silver-Burdett, Making Music</i>, Pearson Scott Foresman, 2005.</p> <p><i>Singing Games for Children</i>, Dany Rosevear, 2021.</p> <p><i>QuaverEd Online Music Curriculum</i>, QuaverEd, 2021.</p> <p><i>One, Two, Three, Echo Me.</i> L. Mitchell. Parker Publishing. 1991.</p> <p><i>120 Singing Games and Dances for Elementary School.</i> L. Choksy & D. Brummitt. Prentice Hall, 1987.</p> <p><i>Rhythmically Moving.</i> P. Weikert. High Scope Press. 1983.</p>
<p>Integration of 21st Century Skills</p> <p>Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness</p>
<p>Interdisciplinary Connections</p> <p>Math</p> <p>Science</p> <p>Social Science</p> <p>World Culture</p> <p>ELA/Spelling</p>
<p>Technology Integration</p> <p>Information & Media Literacy, Technology Literacy, Digital Citizenship</p>

Second Grade Form

Learning Goals

Behavioral

Students will continue to be able to define and show form and patterns in music.
Students will create, perform, and respond to songs utilizing form.

Cognitive

Students will continue to identify, understand, and explain form in music.
Students will define, understand, and explain the difference between different parts of songs.

Experiential

Students will continue to compose, explore, and improvise using form.
Students will experience the differences, both technical and in expression, between different parts of songs.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding form.
Students will develop analytical skills through use of proper terminology regarding form.

Essential Questions

- How do we identify patterns and form in music?
- What is form?
- Can I compose music in a specific pattern or form?
- How does form add to the expression and meaning of the song?

NJ SLS Music Standards

1.3A.2.Cr1a, 1.3A.2.Cr2a, 1.3A.2.Cr2b, 1.3A.2.Cr3a, 1.3A.2.Cr3b, 1.3A.2.Pr4a, 1.3A.2.Pr5a, 1.3A.2.Pr5b, 1.3A.2.Pr5c, 1.3A.2.Pr5d, 1.3A.2.Pr5e, 1.3A.2.Pr6a, 1.3A.2.Pr6b, 1.3A.2.Re7a, 1.3A.2.Re7b, 1.3A.2.Re8a, 1.3A.2.Re9a, 1.3A.2.Cn10a, 1.3A.2.Cn11a

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Assessments

Benchmarks

Students will compose using various forms.

Students will correctly identify the form of various songs.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

Throughout all units,

1. Discuss the form of the song
2. Read and act out stories using form
3. Listen and move to music with different forms
4. Play music in various forms on instruments
5. Reflect on feelings from songs in various forms
6. Compose a class composition and identify its form

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

Tiered Assignments

Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

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Technology Integration

Information & Media Literacy, Technology Literacy, Digital Citizenship

Second Grade Instruments

Learning Goals

Behavioral

Students will create, perform, and respond using various classroom instruments.
 Students will play new and familiar songs using various classroom instruments.

Cognitive

Students will identify, understand, and explain the differences among various classroom instruments.
 Students will identify and name various classroom instruments.
 Students will relate music experiences to their derivation, role, and importance in culture, society, and history.

Experiential

Students will explore and improvise using various classroom instruments
 Students will experience the differences, both technical and in expression, among use of various classroom instruments

Constructivist

Students will develop agility, dexterity, coordination, and technique with classroom instruments.
 Students will develop creative and descriptive skills through use of proper terminology regarding classroom instruments.
 Students will develop analytical skills through use of proper terminology regarding classroom instruments.
 Students will grow in depth of aesthetic awareness by fostering insight into understanding music as a vehicle for human expression.

Essential Questions

- What is the name of various classroom instruments, and what is the correct way to play them?
- How does each classroom instrument produce its sound?
- What does each classroom instrument add to a composition or performance?

NJ SLS Music Standards

1.3A.2.Cr1a, 1.3A.2.Cr2a, 1.3A.2.Cr2b, 1.3A.2.Cr3a, 1.3A.2.Cr3b, 1.3A.2.Pr5a, 1.3A.2.Pr5b, 1.3A.2.Pr5c, 1.3A.2.Pr5d, 1.3A.2.Pr5e, 1.3A.2.Pr6a, 1.3A.2.Pr6b, 1.3A.2.Re7b, 1.3A.2.Re8a, 1.3A.2.Re9a, 1.3A.2.Cn10a, 1.3A.2.Cn11a

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Assessments

Benchmarks

Students will play various classroom instruments with correct technique.

Students will correctly identify classroom instruments aurally.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

Throughout all units,

1. Group discussion on various classroom instruments
2. Stations of each instrument
3. Demonstration of playing each instrument correctly
4. Play instruments alone and as part of the ensemble
5. Use instruments to play rhythms
6. Use instruments to play ostinatos
7. Use instruments to show dynamics
8. Use instruments to show tempo
9. Use instruments to play music notated on the treble and do clefs
10. Use instruments to show form
11. Perform new and familiar songs using classroom instruments
12. Critique and Suggest for improvements for performance

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions
Provide student with open ended questions that stimulate higher order thinking
Allow student to consider and express personal opinions
Tiered Assignments
Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

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Technology Integration

Information & Media Literacy, Technology Literacy, Digital Citizenship

Second Grade Performance

Learning Goals

Behavioral

Students will be able to sing, move, dance, and play with a growing sense of confidence.

Students will show expression in voices, movement, and instrument playing during classroom performances.

Cognitive

Students will relate music experiences to their derivation, role, and importance in culture, society, and history.

Experiential

Students will explore and improvise during class and solo performances.

Students will express their feelings and ideas through musical performances.

Students will experience the differences, both technical and in expression, between class and solo performances.

Students will participate in the planning, structure, and design of in-class performances.

Constructivist

Students will apply their knowledge of various musical elements to enhance and improve their performances.

Students will develop vocal agility, dexterity, coordination, and technique during class and solo performances.

Students will develop creative decision-making skills so that technical understanding can be applied to other areas in future educational and professional pursuits.

Students will develop analytical skills through performance critique.

Students will grow in depth of aesthetic awareness by fostering insight into understanding music as a vehicle for human expression.

Essential Questions

- What makes a great performance?
- What does this music mean to you?
- What does this music mean to others in our families, communities, and around the world?

NJ SLS Music Standards

1.3A.2.Cr1a, 1.3A.2.Cr2a, 1.3A.2.Cr2b, 1.3A.2.Cr3a, 1.3A.2.Cr3b, 1.3A.2.Pr4a, 1.3A.2.Pr5a, 1.3A.2.Pr5b, 1.3A.2.Pr5c, 1.3A.2.Pr5d, 1.3A.2.Pr5e, 1.3A.2.Pr6a, 1.3A.2.Pr6b, 1.3A.2.Re7a, 1.3A.2.Re7b, 1.3A.2.Re8a, 1.3A.2.Re9a, 1.3A.2.Cn10a, 1.3A.2.Cn11a

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Assessments

Benchmarks

Students will reflect upon and improve personal and class performance.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

Throughout all units,

1. Discuss using voices, instruments, and movement expressively
2. Read and perform songs and stories
3. Critique performances together
4. Demonstrate appropriate audience behavior

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

Tiered Assignments

Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

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Technology Integration

Information & Media Literacy, Technology Literacy, Digital Citizenship

Second Grade Solfege

Learning Goals

Behavioral

Students will create, perform, and respond using the diatonic scale.

Students will sing new and familiar songs using the diatonic scale.

Cognitive

Students will identify, understand, and explain the differences among the notes in the diatonic scale.

Students will identify and name the diatonic scale hand signs.

Experiential

Students will explore and improvise using the diatonic scale.

Students will experience the differences, both technical and in expression, among the notes in the diatonic scale.

Constructivist

Students will develop vocal agility, dexterity, coordination, and technique using the diatonic scale.

Students will develop creative and descriptive skills through use of proper terminology regarding solfege.

Students will develop analytical skills through use of proper terminology regarding solfege.

Students will grow in depth of aesthetic awareness by fostering insight into understanding music as a vehicle for human expression.

Essential Questions

- What makes up the music we sing?
- How does each solfege syllable sound?
- What are the hand signs that go along with the solfege syllables in the diatonic scale?
- How does solfege help us learn to sing?

NJ SLS Music Standards

1.3A.2.Cr1a, 1.3A.2.Cr2a, 1.3A.2.Cr2b, 1.3A.2.Cr3a, 1.3A.2.Cr3b, 1.3A.2.Pr5a, 1.3A.2.Pr5b, 1.3A.2.Pr5c, 1.3A.2.Pr5d, 1.3A.2.Pr5e, 1.3A.2.Pr6a, 1.3A.2.Pr6b, 1.3A.2.Re7b, 1.3A.2.Re8a, 1.3A.2.Re9a, 1.3A.2.Cn10a, 1.3A.2.Cn11a

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Assessments

Benchmarks

Students will compose songs using the diatonic scale.

Students will correctly identify the notes in the diatonic scale aurally and with hand signs.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

Throughout all units,

1. Decode songs using the diatonic scale.
2. Sing new and familiar songs using the diatonic scale.
3. Compose and perform new songs using the diatonic scale.
4. Play Poison Pattern and other solfege games.
5. Watch and play along with Music K8's Whacky Do Re Mi's.
6. Watch and play along with the Do Re Mi clip from *The Sound of Music*.

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

Tiered Assignments

Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

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