

Subject Area: General Music
Grade Level: 2
Bedminster Township School

Unit 1: Vocal

Dates: Fall - Spring

September - October: *America, The Beautiful*
November - January: *Seasonal Songs*
February - April: *Beethoven's Vig*
April-June: *Over in the Meadow*

Overview

Within this unit, students will come to understand the habits needed to become stronger singers. A variety of habits are needed to enable each child to further their singing abilities including Breathing, and proper use of Head Voice. Additionally, during the month of September, preliminary singing assessments will be given to determine individual skill level and appropriate class levels. The necessary singing resources will be available in the music classroom and Google Classroom where appropriate.

The habits formed during these months will assist in the overall community of respect in the music classroom, so consistency and opportunities to practice modeled behaviors are key.

Enduring Understandings

- The definition of "Lyrics"
- Memorization of lyrics
- Proper singing technique and breathing
- Proper execution of choreography

Skill and Knowledge Objectives

- To understand various vocal songs and their history
- To learn the expectations and routines for singing and performing a vocal work
- To develop an understanding of proper breathing and singing technique
- To learn to self-reflect through constructive critique
- To participate in class vocal and dance performances
- To understand how to properly execute choreography
- To follow and imitate melodic/lyrical phrases in vocal music
- To know how sing with accompaniment and a capella

Assessments

Pre-Assessment:

- Oral - Ask if any students remember any patriotic songs from first grade.
- Follow-up: Does anyone know/remember what the word "Patriotic" means?

Formative Assessment:

Self-Reflection/Self-Assessment:

- Thumbs up, side, down
- Teacher-generated rubric or rating scale
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- Solo performance of song

Resources

- Sheet Music
- Lyrics in Google Slides
- Various recordings of songs in proper key for young voices

Visual & Performing Arts Standards

Anchor Standards 1-3: CREATING

- 1.3A.2.Cr1
 - a. Explore, create, and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr3
 - a. Interpret and apply personal, peer, and teacher feedback to revise personal music
 - b. Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or an informal audience

Anchor Standards 4-6: PERFORMING

- 1.3A.2.Pr5
 - a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performance.
 - b. Rehearse, identify, and apply strategies to address interpretive, performance, and technical challenges of music.
 - e. Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intention.
- 1.3A.2.Pr6
 - a. Perform music for a specific purpose with expression and technical accuracy.
 - b. Perform appropriate vocal for the audience and purpose.

Anchor Standards 7-9: RESPONDING

- 1.3A.2.Re9
 - a. Apply personal and expressive preferences in the evaluation of music.

Anchor Standards 10-11: CONNECTING

- 1.3A.2.Cr1
 - a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Technology Standards

- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life & Careers - Standard 9:

Career Ready Practices:

- 9.1.4.G.1. - Describe how valuable items might be damaged or lost and ways to protect them.
- 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.

- **9.4.2.DC.6** - Identify respectful and responsible ways to communicate in digital environments.

Social and Emotional Competencies - activities/topics

- In conjunction with working with partners, coming to understand just-right reading levels, and coming to understand reading spots that are right for you, teachers can highlight, through books like *The Best Place to Read* by Debbie Bertram, that it is okay to have a difference of opinion, different preferred genres, different reading levels, and/or different spots to enjoy reading. We can share and learn from one another, and through participation in partnerships, we can come to better understand what makes each of us unique too.

Unit 1: Vocal

Overall Unit Lessons for Vocal Music

Materials:

- *Google Slides with Lyrics*
- *Vocal recordings of selected songs in the correct keys for young voices with Lyrics*

Activities:

- *Practice of selected songs with increasing difficulty*
- *Add Choreography where applicable*

<p>Lesson 1: Intro to "America, The Beautiful" Materials: - "America, The Beautiful" Book - Audio recording w/lyrics Activities: - Lyrics call and response - Read Lyrics together - Teacher demonstrates correct singing of song - Class listens to audio recording - Class sings with audio recording</p>	<p>Lesson 2: Reinforce/Practice "America, The Beautiful" Materials: - Lyrics Chart - Audio recording w/lyrics Activities: - Class warms up with audio recording - Class sings "America, The Beautiful" with the piano & teacher.</p>	<p>Lesson 3: Reinforce/Practice "America, The Beautiful" Materials: - Lyrics Chart - Piano Music Activities: - Class sings "America, The Beautiful" with piano & teacher - Students will begin to transition away from using the lyric chart.</p>	<p>Lesson 4: <u>Group/Duet</u> performance of "America, The Beautiful" Materials: - Lyrics Chart - Piano Music Activities: - Perform the song "America, The Beautiful" as a class and in a small group/duet for vocal assessment.</p>	<p>Lesson 5: <u>Solo</u> performance of "America, The Beautiful" Materials: - Lyrics Chart - Piano Music Activities: - Perform the song "America, The Beautiful" as a solo for individual vocal assessment.</p>
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<p>Lesson 6: Intro to "Seasonal Songs" Materials: -"Seasonal Songs"Lyric chart -Audio recording w/lyrics Activities: -Lyrics call and response -Read Lyrics together -Teacher demonstrates correct singing of song -Class listens to audio recording -Class sings with audio recording</p>	<p>Lesson 7: Reinforce/Practice "Seasonal Songs" Materials: -Lyrics Chart -Music -Audio recording w/lyrics Activities: -Class warms up with audio recording -Class sings "Seasonal Songs"with the piano & teacher.</p>	<p>Lesson 8: Reinforce/Practice "Seasonal Songs" Materials: -Lyrics Chart -Music Activities: -Class sings "Seasonal Songs"with piano & teacher -Students will begin to transition away from using the lyric chart.</p>	<p>Lesson 9: <u>Group/Duet</u> performance of "Seasonal Songs" Materials: -Lyrics Chart -Music Activities: -Perform the song "Seasonal Songs"as a class and in a small group/duet for vocal assessment.</p>	<p>Lesson 10: <u>Solo</u> performance of "Seasonal Songs" Materials: -Lyrics Chart -Music Activities: -Perform the song "Seasonal Songs"as a solo for individual vocal & dance assessment.</p>
<p>Lesson 11: Intro to "Beethoven's Wig" Materials: "Beethoven's Wig"Book Audio recording w/lyrics Activities: -Lyrics call and response -Read Lyrics together -Teacher demonstrates correct singing of song -Class listens to audio recording -Class sings with audio recording</p>	<p>Lesson 12: Reinforce/Practice "Beethoven's Wig" Materials: -Lyrics Chart -Audio recording w/lyrics Activities: -Class warms up with audio recording -Class sings "Beethoven's Wig" with the piano & teacher.</p>	<p>Lesson 13: Reinforce/Practice "Beethoven's Wig" Materials: -Lyrics Chart - Piano Music Activities: -Class sings "Beethoven's Wig" with piano & teacher -Students will begin to transition away from using the lyric chart.</p>	<p>Lesson 14: <u>Group/Duet</u> performance of "Beethoven's Wig" Materials: -Lyrics Chart - Piano Music Activities: - Perform the song "Beethoven's Wig" as a class and in a small group/duet for vocal assessment.</p>	<p>Lesson 15: <u>Solo</u> performance of "Beethoven's Wig" Materials: -Lyrics Chart -Piano Music Activities: -Perform the song "Beethoven's Wig" as a solo for individual vocal assessment.</p>
<p>Lesson 16: Intro to "Over in the Meadow" Materials: "Over in the Meadow"book Audio recording w/Lyrics Activities: -Lyrics call and response -Read Lyrics together -Teacher demonstrates correct singing of song -Class listens to audio recording -Class sings with audio recording</p>	<p>Lesson 17: Reinforce/Practice "Over in the Meadow" Materials: -Lyrics Chart -Audio recording w/lyrics Activities: -Class warms up with audio recording -Class sings "Over in the Meadow"with the piano & teacher.</p>	<p>Lesson 18: Reinforce/Practice "Over in the Meadow" Materials: -Lyrics Chart - Piano Music Activities: -Class sings "Over in the Meadow"with piano & teacher -Students will begin to transition away from using the lyric chart.</p>	<p>Lesson 19: <u>Group/Duet</u> performance of "Over in the Meadow" Materials: -Lyrics Chart - Piano Music Activities: -Perform the song "Over in the Meadow"as a class and in a small group/duet for vocal assessment.</p>	<p>Lesson 20: <u>Solo</u> performance of "Over in the Meadow" Materials: -Lyrics Chart -Piano Music Activities: -Perform the song "Over in the Meadow" as a solo for individual vocal assessment.</p>

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Use alternate texts at lower readability levels (IEP, At-risk, MLL - if applicable, 504)
- Work with fewer items per page or line and/or materials in larger print size (IEP, 504 - if applicable)
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) - full class use
- Be given a written list of instructions (IEP, 504 if required, in native language for MLLs)
- Highlighting keywords to emphasize them in a song (IEP, MLL native language words)
- Use visual presentations of verbal material (Google Slides w/ Lyrics) - full class use
- Use manipulatives to teach or demonstrate concepts/songs/patterns -at-risk, 504s, IEP, work w/peer

Response Accommodations

- Assistive technology/iPad for responses (IEPs, 504s if stated, MLLs, iPads for full class, adjusted levels)
- Flexibility in how a student shows understanding (more or less answering required, based on level)
- Limited speech students: learn keywords at the right time in song. (MLLs less words, pair w/peer)
- Non-verbal students: clap and/or stomp to the beat of the song (IEP, 504 if applicable)

Setting Accommodations

- Rehearse or take assessments in a different setting, such as a quiet room with few distractions (IEP, or if stated 504)
- Sit where a student learns best (for example, near the teacher & away from distractions) (504 first row)
- Use noise buffers such as headphones, earphones, or earplugs - full class use, MLLs, at-risk, 504s

Timing Accommodations

- Take more time to complete a task or a test (IEP, 504 if stated)
- Have extra time to process oral information and directions (IEP, 504, if stated, at-risk, MLL translate in native language)
- Take frequent breaks, such as after completing a task (IEP, 504, if stated)

Scheduling Accommodations

- Take more time to complete a project (IEPs, 504, if stated)
- Take assessment/test in several timed sessions or over several days (IEP, if applicable - students that miss multiple days)
- Take sections of an assessment/ test in a different order (IEP, 504)

Organization Skills Accommodations

- Mark important texts/lyrics with a highlighter (IEP, 504, some at-risk, if needed)
- Provide study guides based on the student's needs (Middle School - whole class, tiered by levels)

Assignment Modifications

- Answer fewer or different types of questions (IEPs, 504, if stated)
- Create alternate projects or assignments (IEPs, 504, if stated)
- Limited speech students: learn key words at the right time in a song. (IEP, 504, MLL)
- Nonverbal students: clap and/or stomp to the beat of the song (504 or IEP)
- Small group practice for songs (any category including G&T enriched, pair with peers)
- Provide practice music/video on Google Classroom for additional support (full class, at-risk mostly, MLL to practice English)

Curriculum Modifications

- Adjust grading to be based on work completed and the level of the student (IEP, 504-based)
- Instruction of prerequisite skills not in the curriculum (G&T enriched, MLLs, at-risk)
- Modify assignments/assessments that are above the current level of understanding (IEP, 504, MLL, at-risk)

Subject Area: General Music
Grade Level: 2

Bedminster Township School
Revised

Unit 2: Rhythm/Note Reading

Dates: Fall - Spring

September - October:
November - January:
February - April:
April-June:

Overview

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Summative Assessment:

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Resources

- Sheet Music
- Lyrics in Google Slides
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Visual & Performing Arts Standards

Standard 1.1 The Creative Process

- **1.1.2.A.4** Apply and adapt isolated and coordinated body part articulation, body alignments, balance and body patterning
- **1.1.2.B.1** Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores
- **1.1.2.B.2** Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form & melody
- **1.1.2.B.3** Identify and categorize sound sources by common traits and identify rhythmic notations up to eighth notes and rests
- **1.1.2.B.4** Categorize families of instruments and identify their associated musical properties

Standard 1.2 History of the Arts & Culture

- **1.2.2.A.1** Identify characteristic themes based works of music based on themes of family & community from various historical periods and world cultures.
- **1.2.2.A.2** Identify how musicians and specific works of music reflect, and are affected by past and present cultures

Standards 1.3 Performance

- **1.3.2.A.1** Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment to communicate a variety of themes
- **1.3.2.B.1** Clap, sing or play on pitch from basic notation in the Treble Clef with consideration of pitch, rhythm, dynamics and tempo
- **1.3.2.B.2** Demonstrate developmentally appropriate vocal production, vocal placement and breathing techniques
- **1.3.2.C.3** Develop awareness of vocal range, personal space and character specific vocal and creative movement

Standards 1.4 Aesthetic Responses & Critique Methodologies

- **1.4.2.A.1** Identify aesthetic qualities of exemplary works of art in music and identify the characteristics of the artists who created them
- **1.4.2.A.2** Compare and contrast culturally and historically diverse works of music that evoke emotion and that communicate cultural meaning
- **1.4.2.B.1** Observe the basic arts elements in performance and exhibitions and use them to formulate objective assessments of music
- **1.4.2.B.2** Apply the principles of positive critique in giving and receiving responses to performances.
- **1.4.2.B.3** Recognize the making subject or theme in works of dance and music

Technology Standards

- **8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life & Careers - Standard 9:

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Lesson 1:	Lesson 2:	Lesson 3:	Lesson 4:	Lesson 5:
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- Take more time to complete a task or a test
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Scheduling Accommodations

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Organization Skills Accommodations

- Mark important texts/lyrics with a highlighter
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Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments
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Curriculum Modifications

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