

Music Appreciation Grade: 2
Stage 1- Desired Results
Established Goals: NJCCCS, 2009
STANDARD 1.1 The Creative Process: All Students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
B. Music 1.1.2. B.1: Explore the elements of music through verbal and written responses to diverse aural prompts and printed scored. 1.1.2. B.2: Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
STANDARD 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
A. History of the Arts and Culture 1.2.2. A.1: Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on themes of family and community, from various historical periods and world cultures.
STANDARD 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music theatre, and visual art.
B. Music 1.3.2. B.1: Clap, sing, or play on pitch from basic notation in the treble clef, with considerations of pitch, rhythm, dynamics, and tempo.

<p>1.3.2. B.2: Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</p> <p>1.3.2. B.3: Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p>	
<p>STANDARD 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
<p>A. Aesthetic Responses</p> <p>1.4.2. A.3: Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>1.4.2. A.4: Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> <p>B. Critique Methodologies</p> <p>1.4.2. B.2: Apply the principles of positive critique in giving and receiving responses to performances.</p>	
<p>Enduring Understandings: <i>At the end of the unit students will understand that...</i></p> <ul style="list-style-type: none"> • Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. • The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. • Experts can and do disagree about the value, power and source of art. • The arts serve multiple functions: 	<p>Essential Questions: <i>At the end of the unit students will be able to answer...</i></p> <ul style="list-style-type: none"> • Why should I care about the arts? • What's the difference between a thoughtful and a thoughtless artistic judgment? • How does creating and performing in the arts differ from viewing the arts? • To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?

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<p>enlightenment, education, and entertainment.</p> <ul style="list-style-type: none"> • Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. • The artistic process can lead to unforeseen or unpredictable outcomes. • Underlying structures in art can be found via analysis and inference. • Breaking accepted norms often gives rise to new forms of artistic expression. 	<ul style="list-style-type: none"> • How do underlying structures unconsciously guide the creation of art works? • Does art have boundaries?
<p>Content Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ That music can generate personal feelings ▪ Basic musical terminology (melody and rhythm) ▪ How to clap, sing or play from aural prompts ▪ Vocalize “home tone” ▪ Demonstrate appropriate posture and breathing technique while singing ▪ How to improvise short tonal and rhythmic patterns ▪ Use critique as a positive tool ▪ Know that music comes from diverse cultures 	<p>Content Understandings: <i>Students will understand that.</i></p> <ul style="list-style-type: none"> ▪ Music of different cultures has different characteristics ▪ There is value in critiquing one’s own work as well as the work of others ▪ Music is a shared community value
<p>Content Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ▪ Respond to stylized characteristics of music of various cultures ▪ Create an arts experience that communicates a significant emotion or feeling ▪ Recognize and vocalize “home tone” ▪ Modify elements of music to create different expressive ideas ▪ Explore musical elements through verbal responses to diverse aural prompts ▪ Recognize sound sources by 	<p>Misconceptions: <i>Predictable misconceptions to address are...</i></p> <ul style="list-style-type: none"> ▪ Music is universally the same everywhere ▪ Everyone is capable of performing ▪ Critique means to criticize in a negative manner ▪ Music is a passive experience ▪ Singing loudly means shouting ▪ Faster music is better music ▪ One’s own opinion/critique about music is the only opinion ▪ Music does not require

<p>common traits</p> <ul style="list-style-type: none"> ▪ Utilize basic musical terminology ▪ Orally communicate opinion regarding music based on observation ▪ Identify family and community as themes in music 	<p>attention and concentration</p>
<p>Stage 2- Assessment Evidence</p>	
<p>Summative Assessments</p> <p>Traditional Tasks:</p> <ul style="list-style-type: none"> ▪ Worksheets/Activity Pages ▪ Listening Response Guides <ul style="list-style-type: none"> ○ Use musical terms to describe tempo changes ○ Listen for loud and soft dynamics within a speech piece ○ Dramatize a song using steady-beat movements ▪ Observation <ul style="list-style-type: none"> ○ Use larger movements for louder sounds and smaller movements for softer sounds ○ Move to show tempo changes ○ Perform contrasting movements for the verse and the refrain of a song ▪ Verbal Critique <ul style="list-style-type: none"> ○ Compare music from contrasting genres, such as lullabies and marches 	<p>Summative Evidence</p> <p>Performance Tasks:</p> <ul style="list-style-type: none"> ▪ Singing performance (GRASPS: Your <i>goal</i> is to sing beautifully for enjoyment and education. As the <i>singer</i>, you will strive for an effective <i>in-class and public performance</i> of songs of varying genres. You will work to <i>produce</i> a performance with <i>at least 85%</i> pitch and rhythmic proficiency, and a level of enjoyment.) ▪ Rhythm-percussion performance (GRASPS: Your <i>goal</i> is to play classroom percussion instruments as a <i>soloist, ensemble performer and accompanist</i>. You will be playing for an <i>audience</i> of classmates in varying levels of <i>performance</i>. Your <i>product</i> will be a solo, ensemble or accompaniment. A <i>success</i> will be indicated by correct interpretation.
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Discussion/Conversation <ul style="list-style-type: none"> ○ Encourage a respectful classroom environment ○ Explore how the imagery of a lullaby creates a mood ○ Discuss how families can be alike as well as different • Teacher Observation <ul style="list-style-type: none"> ○ Move to show louder and softer dynamics by using larger and smaller movements ○ Explore different ways of creating an ostinato ○ sing a song expressively while maintaining a steady beat ○ Identify and clap the rhythm patterns of animal names • Informal Written Reactions • Worksheets/Activity Page <ul style="list-style-type: none"> ○ Label pictures that show fast and slow movement ○ Read and play a rhythmic pattern with quarter notes, eighth-note pairs, and quarter rests • Verbal responses • Listening Activities <ul style="list-style-type: none"> ○ Move to show changing tempos ○ Use larger and smaller steady-beat movements to show changing dynamics • Student Participation <ul style="list-style-type: none"> ○ Explore personal space through movement ○ Show tempo changes while conducting a rhyme 	

Stage 3- Learning Plan	
<p>Activities:</p> <ul style="list-style-type: none"> • Warm-up songs • Cool-down songs • Seasonal songs • World music songs • Patriotic songs • Listening Activities • Percussion Accompaniment • Movement Expression • Music Reading • Echo/Rote Activities • Class, Individual Critiques • Improvisation Activities <ul style="list-style-type: none"> ○ Compose a short instrumental piece, in which the tempo changes 	<p>Strategies:</p> <ul style="list-style-type: none"> • Active Listening <ul style="list-style-type: none"> ○ Think about what you're hearing ○ Do not talk ○ Discuss after • Performance Skills: <ul style="list-style-type: none"> ○ Posture ○ Breath support
<p>Interdisciplinary Connections:</p> <p>___ Art-</p> <p>___ Music –</p> <p><input checked="" type="checkbox"/> Physical Education –motor skills</p> <p><input checked="" type="checkbox"/> World Language –cultural connections</p> <p>___ Health –</p> <p>___ Science –</p> <p><input checked="" type="checkbox"/> Social Studies –cultural influences</p> <p><input checked="" type="checkbox"/> Mathematics –rhythmic relationships</p> <p>___ Language Arts –</p>	
<p>Technology Connections:</p> <p>DVD/VHS</p> <p>Smart Board</p> <p>CD/Computer Based music libraries</p>	
<p>Resources:</p> <p>The Music Connection</p> <p>Assorted CD's</p> <p>Assorted DVD's/VHS</p> <p>Printed Worksheets</p> <p>Music Together</p> <p>Rhythm Pies by Lenna Harris</p> <p>Music K-8 Sheet Music Magazine</p>	

Music Theory Grade: 2
Stage 1- Desired Results
Established Goals: NJCCCS, 2009
STANDARD 1.1 The Creative Process: All Students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
B. Music 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.3: Identify and categorize families of instruments and identify their associated musical properties. 1.1.2. B.4: Categorize families of instruments and identify their associated musical properties.
STANDARD 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
A. History of the Arts and Culture 1.2.2. A.1: Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on themes of family and community, from various historical periods and world cultures. 1.2.2. A.2: Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
STANDARD 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music theatre, and visual art.

B. Music

1.3.2. B.4: Vocalize the ‘home tone’ of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.

1.3.2. B.5: Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.

1.3.2. B.6: Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.

1.3.2. B.7: Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor’s cues.

STANDARD 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

A. Aesthetic Responses

1.4.2. A.1: Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

1.4.2. A.2: Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

1.4.2. A.4: Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

B. Critique Methodologies

1.4.2. B.1: Observe the basic arts elements in performances and exhibitions and use them to formulate

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objective assessments of artworks in dance, music, theatre, and visual art.

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, music, theatre, and visual art.

<p>Enduring Understandings: <i>At the end of the unit students will understand that...</i></p> <ul style="list-style-type: none"> • Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. • The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. • Experts can and do disagree about the value, power and source of art. • The arts serve multiple functions: enlightenment, education, and entertainment. • Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. • The artistic process can lead to unforeseen or unpredictable outcomes. • Underlying structures in art can be found via analysis and inference. • Breaking accepted norms often gives rise to new forms of artistic expression. 	<p>Essential Questions: <i>At the end of the unit students will be able to answer...</i></p> <ul style="list-style-type: none"> • Why should I care about the arts? • What’s the difference between a thoughtful and a thoughtless artistic judgment? • How does creating and performing in the arts differ from viewing the arts? • To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist? • How do underlying structures unconsciously guide the creation of art works? • Does art have boundaries?
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<p>Content Knowledge: Students will know...</p> <ul style="list-style-type: none"> • Basic music terminology, relating to and including: rhythm, beat, phrasing, tempo, meter, melody, harmony, form, and tone color • basic notation including pitch and rhythm duration • basic structures in music composition 	<p>Content Understandings: <i>Students will understand that.</i></p> <ul style="list-style-type: none"> • Music is based around a tonal center • Sound and musical sources have common traits • basic music terminology and musical elements are used in critique
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<p>including basic music terminology, relating to and including: call and response, solo and chorus</p>	
<p>Content Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Clap, and/or play rhythms while maintaining a steady tempo. • Sing on pitch • Recognize and vocalize the "home tone." • Respond to cues of a conductor. • Identify and categorize sound sources by common traits. • Utilize basic arts terminology and arts elements in music. 	<p>Misconceptions: <i>Predictable misconceptions to address are...</i></p> <ul style="list-style-type: none"> • Singing loudly means shouting • Performance quality is easily attainable without practice
<p>Stage 2- Assessment Evidence</p>	
<p>Summative Assessments Traditional Tasks:</p> <ul style="list-style-type: none"> • Note Name Labeling • Music Terminology Identification <ul style="list-style-type: none"> ○ Play a rhythm pattern with tempo changes ○ Move to show accented and unaccented beats ○ Sing crescendos in a song ○ Listen and make a map showing crescendos ○ Sing with expression, using dynamics and fermata • Listening <ul style="list-style-type: none"> ○ Perform patterned movements during a listening selection ○ Listen and identify the accents in a speech piece ○ Listen to dynamic changes in music 	<p>Summative Evidence Performance Tasks:</p> <ul style="list-style-type: none"> • Singing performance (GRASPS: Your <i>goal</i> is to sing beautifully for enjoyment and education. As the <i>singer</i>, you will strive for an effective <i>in-class performance</i> of songs of varying genres. You will work to <i>produce</i> a performance with <i>at least 85%</i> pitch and rhythmic proficiency, and a level of enjoyment.) • Rhythm-percussion performance (GRASPS: Your <i>goal</i> is to play classroom percussion instruments as a <i>soloist, ensemble performer and accompanist</i>. You will be playing for an <i>audience</i> of classmates, in varying levels of <i>performance</i>. Your <i>product</i> will be a solo, ensemble or accompaniment. A <i>success</i> will be indicated by correct interpretation.
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Observation <ul style="list-style-type: none"> ○ Sing to demonstrate loud and soft ○ Sing dynamics in response to a conductor ○ Move to show <i>legato</i> and <i>staccato</i> • Discussion <ul style="list-style-type: none"> ○ Discuss how using dynamics when reading aloud can make a story more interesting ○ Answer questions about a listening selection • Verbal listening responses • Worksheets and activity pages • Warm-up activities <ul style="list-style-type: none"> ○ Play Hand-clapping Games • Use of vocabulary in context 	
<p>Stage 3- Learning Plan</p>	
<p>Activities:</p> <ul style="list-style-type: none"> • Warm-up welcome songs • Singing 	<p>Strategies:</p> <ul style="list-style-type: none"> • Performance Skills: <ul style="list-style-type: none"> ○ Posture

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<ul style="list-style-type: none"> • Playing hand-percussion instruments <ul style="list-style-type: none"> ○ Play an Orff arrangement • Reading music • Echo sing, play • Rote teaching of songs • Singing games • Note name worksheets • Dance and movement activities • Listening activities, ID, responses, and critiques • Improvisation opportunities <ul style="list-style-type: none"> ○ Create an instrumental accompaniment to highlight accents 	<ul style="list-style-type: none"> ○ Breath support ○ Preparation/Practice • Active Listening <ul style="list-style-type: none"> ○ Think about what you're hearing ○ Do not talk ○ Discuss after
<p>Interdisciplinary Connections:</p> <p>___ Art-</p> <p>___ Music –</p> <p><u> x </u> Physical Education –gross and fine motor skills and breathing</p> <p><u> x </u> World Language –cultural connections and world music</p> <p>___ Health –</p> <p>___ Science –</p> <p><u> x </u> Social Studies –historical connections</p> <p>___ Mathematics –</p> <p>___ Language Arts –</p>	
<p>Technology Connection:</p> <ul style="list-style-type: none"> • Websites for research • Recordings of various music • Smart board presentations • YouTube 	
<p>Resources:</p> <p>The Music Connection</p> <p>Assorted CD's</p> <p>Assorted DVD's/VHS</p> <p>Printed Worksheets</p> <p>Music Together</p> <p>Music K-8 Sheet Music Magazine</p> <p>Rhythm Pies by Lenna Harris</p>	