

## Second Grade General Music Units

September: Music Elements	October: Music Elements	November: Composition	December: Performance	January: Performance
<p style="text-align: center;"><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>Rhythmic Notation</li> <li>Rhythmic Values -Mrs. Music May I? -Rhythmic Pac Man -Musical Math</li> </ul> <p style="text-align: center;"><b>Performance</b> <b>Special Celebrations:</b> (Song &amp; activities) Welcome Back songs Character Ed Songs Apple Songs Butterfly Cycle</p> <ul style="list-style-type: none"> <li>September 11<sup>th</sup>-Patriot Day</li> <li>September 17<sup>th</sup>-Constitution Day</li> </ul>	<p style="text-align: center;"><b>Meter</b></p> <ul style="list-style-type: none"> <li>Intro to Meter</li> <li>Top number</li> <li>Bottom number</li> <li>Bar Lines</li> <li>Measure</li> <li>Musical Rest</li> <li>Measure Completion</li> </ul> <p style="text-align: center;">Performance <b>Special Celebrations:</b> (Songs &amp; Activities) Fire Safety Songs Columbus Songs Halloween Songs Red Ribbon Songs Rhythm Pumpkin Patch</p>	<p style="text-align: center;"><b>Rhythmic Composition</b></p> <ul style="list-style-type: none"> <li>Compose 8 measure rhythmic composition</li> <li>Review Dynamics</li> <li>Add Dynamics to composition</li> <li>Review Rough Draft with teacher</li> <li>Final draft</li> <li>Graded Project</li> </ul> <p style="text-align: center;">Performance (Special Celebrations) -Hiawatha Rhythm Story -Thanksgiving Songs -I'm Thankful... -Character Ed</p>	<p style="text-align: center;"><b>Rhythmic Composition</b></p> <ul style="list-style-type: none"> <li>Continue work on rhythmic composition</li> <li>Class work</li> </ul> <p style="text-align: center;"><b>Performance</b> <b>Special Celebrations:</b> (Songs &amp; Activities) Hanukkah Kwanzaa Christmas Character Ed</p>	<p style="text-align: center;"><b>Performance</b></p> <ul style="list-style-type: none"> <li>Practice using drum Sticks&amp; Pads</li> </ul> <p style="text-align: center;"><b>Counting Procedures</b></p> <ul style="list-style-type: none"> <li>Practice performing original rhythmic compositions</li> <li>Add other rhythm band instruments</li> <li>Perform composition for class</li> <li>Graded performance</li> </ul> <p style="text-align: center;"><b>Performance</b> <b>Special Celebrations:</b> (Songs &amp; Activities) -Month of the Year Rap -Bundled Up -Martin Luther King Songs -Winter Songs</p>
February: Performance	March: Music In Our Schools	April: Music Elements	May: Music Elements	June: Performance
<p style="text-align: center;"><b>Performance</b></p> <ul style="list-style-type: none"> <li>Continue with individual performances for class</li> <li>Graded performances</li> </ul> <p style="text-align: center;"><b>Performance</b> <b>Special Celebrations:</b> (Songs &amp; Activities) Valentines Songs Black History Month President's Day Songs Character Ed Songs</p>	<p style="text-align: center;"><b>Composers</b> <b>Performance</b></p> <ul style="list-style-type: none"> <li>Study the lives and music of famous Composers</li> <li>Prepare solos for Music in Our Schools Performances</li> <li>"What Music Mean To Me", writing assignment</li> <li>Good audience etiquette</li> </ul> <p style="text-align: center;"><b>Performance</b> <b>Special Celebrations:</b> (Songs &amp; Activities) -It's March Song -Spring Songs -Music In Our Schools -Character Ed Songs -St. Patrick's Day Songs -Irish Jig</p>	<p style="text-align: center;"><b>Melodic Notation</b></p> <ul style="list-style-type: none"> <li>Intro to treble clef</li> <li>Lines/ Spaces</li> <li>Note names</li> <li>Treble clef song</li> <li>Note name drill</li> </ul> <p style="text-align: center;"><b>Performance</b> <b>Special Celebrations:</b> (Songs &amp; Activities) Easter Songs Earth Day Songs Songs about Music Composers Songs/Listening Character Ed Songs</p>	<p style="text-align: center;"><b>Melodic &amp; Rhythmic Notation</b></p> <ul style="list-style-type: none"> <li>Sight Reading</li> <li>Mother's Day Music Notes</li> <li>Combine Melodic and Rhythmic music reading skills</li> </ul> <p style="text-align: center;"><b>Performance</b> <b>Special Celebrations:</b> (Songs &amp; Activities) Mother's Day Notes May Day Song Cinco De Mayo Song &amp; Dance La Raspa Three Maple Trees Character Ed Songs Memorial Day Songs</p>	<p style="text-align: center;"><b>Diatonic Bells</b></p> <ul style="list-style-type: none"> <li>Sight Reading from music score</li> <li>Name notes and count rhythms</li> <li><b>Intro to bells</b></li> <li>Transfer music reading skills to bells,</li> </ul> <p style="text-align: center;"><b>Performance</b> <b>Special Celebrations:</b> (Songs &amp; Activities) -Flag Day Songs -Author Day Songs -Character Ed songs -Playing My Kazoo -Summertime songs</p>

**Topic: Grade 2: Composition**

**Time: On-Going**

**Essential Questions: How does music embrace, enhance and support all other subject areas? What makes one piece of music sound different from another? What basic music elements are essential to music?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas</b>	<b>Assessment Ideas</b>
Standards 1,2,3,& 4	<ul style="list-style-type: none"><li>-What do we call a person who writes music?</li><li>-What is a musical composition?</li><li>-What is the difference between a musical compositions and a rhythmic composition?</li><li>-What tools do you use when you write a rhythmic composition?</li><li>-Is there a step by step process when composing a rhythmic composition?</li><li>-What is a meter?</li><li>-What is a measure?</li><li>-How do we know how many beats to put into a measure of music?</li><li>-What does the term fine mean?</li><li>-How can we perform a rhythmic composition?</li><li>-How do we know how fast or slow to perform the rhythmic composition? What are tempo markings?</li><li>-How loud or soft do we play the composition? What are dynamic markings?</li><li>-Can someone else read and interpret/perform your original rhythmic composition?</li><li>-</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>-Identify a person who writes music as a <b>composer</b>.</li><li>-Identify the differences between a regular composition and a <b>rhythmic composition</b>.</li><li>-Identify and use musical skills and tools necessary to compose a rhythmic composition.</li><li>--Follow a step by step process when composing a rhythmic composition.</li><li>-Identify <b>meter/time signatures</b> and understand their meaning.</li><li>-Identify a <b>musical measure and bar lines</b>.</li><li>-Identify the term “<b>fine</b>” as the end of a composition or song.</li><li>-Identify, define and use various <b>tempo</b> markings in their original rhythmic composition.</li><li>-Identify, define and use various <b>dynamic</b> markings in their original rhythmic composition.</li><li>-Compose a rhythmic composition which can be read and performed by a classmate.</li><li>-Perform their own <b>original</b> rhythmic composition from a written <b>score</b>.</li></ul>	<ul style="list-style-type: none"><li>-Song: “<b>Ode</b> to a Composer”</li><li>-Create a list of tools which would be found in a composer’ tool box. Example:<ul style="list-style-type: none"><li>Various meters</li><li>A bunch of bar lines</li><li>A bunch of measures</li><li>Double bar lines for fine</li><li>Dynamic markings</li><li>Tempo markings</li><li>Rhythms</li></ul></li><li>-Create a list of things a composer can use to make a composition more exciting and interesting. Listen to a Sousa <b>march</b>? How does this music wake up an audience and hold its interest? Listening for dynamics and tempo changes.</li><li>-What factors make a composition boring? Listen to an example of a <b>lullaby</b>? Why it the perfect type of music for putting a baby to sleep? Listen for dynamic and tempo changes or lack of! ☺</li><li>-Students will compose original rhythmic compositions using all the tools in their composer tool box.</li><li>-Students will perform their original compositions on their choice of rhythm instruments.</li></ul>	<ul style="list-style-type: none"><li>-Students ability to use the following composer tools correctly in the composition of an original rhythmic composition.<ul style="list-style-type: none"><li>Meter</li><li>Measure</li><li>Rhythmic Notation</li><li>Dynamics</li><li>Tempo</li><li>Fine</li></ul></li><li>-Students ability to read from their original score and perform their original composition for the class.</li><li>-Students ability to identify key elements in a composition which are necessary when writing an original rhythmic composition.</li><li>-Students ability to identify and compare the differences between a Lullaby and a March.</li></ul>

**Connections to Text (Resources) Silver Burdette “The Music Connection” Series, Listening examples of a Sousa March and a Lullaby.**

**Connections to Technology: Listening Examples**

**Key Vocabulary: Composition, Composer, Rhythmic Composition, Meter, Time Signature, Original, Dynamics, Fine, Tempo, Measure, bar lines, double bar line, score, rhythm instruments, Ode.**

**Topic: Grade 2: Dynamics**

**Essential Questions:**

- 1. What do people hear when they listen to music?**
- 2. How can music affect your mood?**
- 3. How can we use music to tell a story?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas</b>	<b>Assessment Ideas</b>
Standards 1,2,3,& 4	<ul style="list-style-type: none"> <li>-What are musical dynamics?</li> <li>-What is the difference between loud and soft?</li> <li>-What is meant by dynamic contrast?</li> <li>-What makes a song boring?</li> <li>-What makes a song interesting?</li> <li>-How can we use dynamics to make a song interesting?</li> <li>-What are the musical terms/symbols for the following dynamics: Soft= Piano (P) Loud= Forte (F) Very Soft =Pianissimo (PP) Very Loud= Fortissimo (FF) Suddenly Loud =Sforzando (SFZ)</li> <li>- What would happen if music suddenly became loud? (SFZ)</li> <li>-Can you demonstrate each of the dynamics in a musical performance?</li> <li>-Can you identify changing dynamics in a listening example?</li> <li>-What is the difference between singing fortissimo and yelling?</li> <li>-How can we use dynamics when reading aloud? How do dynamics make a story more interesting?"</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>_Understand the purpose of dynamics In music.</li> <li>-Identify the following dynamics by symbol, name and definition: Pianissimo, Piano, Fortissimo, Forte and sforzando.</li> <li>-Demonstrate each of the dynamics in a vocal or instrumental performance.</li> <li>-Compose a sound piece incorporating all the dynamics covered.</li> <li>-Read a story using various dynamic markings to make the story come alive!</li> <li>-Explain the purpose and use of a sforzando dynamic.</li> <li>-Differentiate between singing fortissimo and yelling.</li> <li>-Identify dynamic changes while listening to examples of music.</li> <li>-Perform examples of each of the dynamics studied on a rhythm band instrument.</li> </ul>	<ul style="list-style-type: none"> <li>-Dynamic Singing Games</li> <li>-Add dynamic markings to a familiar story.</li> <li>-Create original sound pieces using dynamic contrast.</li> <li>-Aural dictation/listening examples</li> <li>-Perform/demonstrate dynamic changes using rhythm band instruments.</li> </ul>	<p>Students can identify, demonstrate and incorporate dynamics in their musical performances.</p> <p>Student will create original sound pieces using dynamic contrast.</p> <p>Students will be able to recognize dynamic changes in a listening example.</p> <p>Students will perform/demonstrate different dynamic markings on rhythm band instruments.</p>

**Connections to Text (Resources) Silver Burdette “The Music Connection” Level 2, Rhythm Band Instruments, Primary literature/stories, Various General Music Methods/Books, Magazines** **Time: On Going**

**Connections to Technology: Aural Dictation from Listening Examples**

**Key Vocabulary: Dynamics, Soft, Loud, Very Loud, Very Soft, Piano, Pianissimo, Fortissimo, Sforzando, Harsh, Yelling, Contrast**

**Topic: Grade 2: Melody**

**Essential Questions:**

1. **What makes music interesting?**
2. **How does music affect the way you feel?**

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standards 1,2,3,& 4	<ul style="list-style-type: none"> <li>-What is a <b>pitch/tone</b>?</li> <li>-What is a <b>melody line</b>?</li> <li>-How does a melody line Move?</li> <li>-What meant by a <b>melodic step</b>?</li> <li>-What is a <b>melodic leap</b>?</li> <li>-What is a <b>monotone</b>?</li> <li>-What does the term <b>repeat</b> mean in music?</li> <li>-What do the terms <b>high, middle and low</b> mean in Terms of pitch?</li> <li>-How do we establish a <b>melodic pattern</b>?</li> <li>- How would you <b>compose a musical pattern</b>.</li> <li>-<b>What is a musical phrase? What does a phrase mark look like in a piece of music?</b></li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Differentiate between leaps, stepwise and repeated tones.</li> <li>-Perform a melodic leap, step and repeated tones on piano or bells as well as vocally.</li> <li>-Identify and perform a repeated pattern in a melody.</li> <li>-Identify a repeat sign in a musical score.</li> <li>-Demonstrate high, middle and low pitches on a bell or keyboard.</li> <li>-Compose an 8 measure phrase using his/her knowledge of musical patterns.</li> <li>- Identify and diagram the movement of phrases in a piece of music.</li> <li>-Identify boring vs exciting melodic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>-Enact leaps, steps and repeated movements.</li> <li>-Opportunities to perform on the keyboards /bells demonstrating stepwise, leap and repeated melodic move-ment.</li> <li>-Listening examples</li> <li>-Make up various dance routines incorporating melodic patterns and repeated sections.</li> <li>-Diagram musical phrase movement through drawing and movement.</li> <li>-Enact high, middle and low pitches as they are played.</li> <li>-Perform high, middle and low pitches on the keyboard or bells.</li> <li>-Compose short original musical phrases.</li> </ul>	<ul style="list-style-type: none"> <li>-Ability to demonstrate leaps, steps and repeated movements.</li> <li>-Ability to transfer knowledge of step, leap, repeat, high, low on a keyboard on bell.</li> <li>-Ability to identify various melodic movement when listening to a piece of music.</li> <li>-Ability to identify a musical phrase.</li> <li>-Ability to identify a musical pattern.</li> <li>-Compose short pieces made up of 2 or 3 phrases and perform for classmates.</li> <li>Demonstrating knowledge of repeats, patterns, steps, leaps and phrase marks.</li> </ul>

**Connections to Text (Resources)** Various Music Supplemental Methods, Silver Burdett, “The Music Connection” series

**Time:On Going**

**Connections to Technology:** CD Listening Examples, Piano, keyboards, bells

**Key Vocabulary:**Pitch, tone, melody line, melodic step, melodic leap, monotone, repeat, high, middle, low, phrase, phrase markings, melodic pattern.

**Topic: Grade 2: Music History/Culture**

**Essential Questions:**

- 1. How does music embrace, enhance and support all other subject areas?**
- 2. What makes one piece of music sound different from another?**
- 3. What basic music elements are essential to music?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas</b>	<b>Assessment Ideas</b>
Standards 1,2,3, & 4	<ul style="list-style-type: none"> <li>-People in our country come from many places. Where did your ancestors come from?</li> <li>-Is music the same in different parts of the world?</li> <li>-What types of music do people listen to in different parts of the world?</li> <li>-What types of instruments are used in different parts of the world?</li> <li>-How does our music reflect who we are?</li> <li>-How does music help us to celebrate special occasions?</li> <li>-How does music help us understand things that happened in the past?</li> <li>-How can music help us to learn about our world and things around us?</li> <li>-Can music tell a story?</li> <li>-What is a ballad?</li> <li>-Can music affect how we feel?</li> <li>-Can music make us feel happy or sad?</li> <li>-What type of music is known as the “Blues”</li> <li>-What is a patriotic song?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Understand that our ancestors all came from different places.</li> <li>-Understand that instrumentation and styles of music are different in different parts of the world.</li> <li>-Recognize various types of instruments which are used in different types of music and cultures.</li> <li>-Recognize that we can express who we are as a people through our music. We can track our history through music.</li> <li>-Recognize that music tells a story.</li> <li>-Understand the important role that music plays in our every day lives.</li> <li>-Understand how music is used in our celebrations and holidays.</li> <li>-Understand how music can help us learn about history, current events as well as the world around us.</li> <li>-Understand the purpose of a ballad</li> <li>-Understand what a patriotic song is and its purpose.</li> <li>-Understand how music can affect your emotions</li> </ul>	<ul style="list-style-type: none"> <li>-Classroom discussion</li> <li>-Video tapes demonstrating musical styles and instrumentation used in different parts of the world.</li> <li>-Examples of a musical story.</li> <li>-Sing and listen to examples of songs from other countries in different languages.</li> <li>-Sing and dance to songs which are used in celebrations around the world.</li> <li>-Make a list of songs which we use for celebrations and special events in our lives.</li> <li>-Perform celebration songs</li> <li>-Perform songs and learn dances from other cultures</li> <li>-Discuss how music affects our emotions.</li> <li>-Sing examples of patriotic songs.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will perform songs and dances used in celebrations all around the world.</li> <li>-Students will recognize instruments used in different part of the world.</li> <li>Students will be able to name songs which we use for celebrations and special events here in the USA</li> <li>Students will listen to musical examples and will comment on how it affects their emotions and mood.</li> </ul>

**Connections to Text (Resources) Silver Burdette “The Music Connection” Series, Library books pertaining to Celebrations around the world and here in the United States. Books pertaining to historical events and corresponding music**

**Time: On Going**

**Connections to Technology: DVD’s, CD’s and Video tapes**

**Key Vocabulary: Culture, ancestors, holiday, celebration, Patriotic, hymn, marches, work songs, ballad, blues, jazz**

**Topic: Grade 2: Performance**

**Time: On-Going**

**Essential Questions: How does music embrace, enhance and support all other subject areas? What makes one piece of music sound different from another? What basic music elements are essential to music?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas</b>	<b>Assessment Ideas</b>
Standards 1,2,3,& 4	<p>-What is <b>sound</b>? What is <b>music</b>? -How can we make different sounds with our voice? What do we mean by <b>long</b> and <b>short</b> sounds? What would a long sound or short sound look like? -How do <b>musicians/composers</b> write long and short sounds/rhythms? -Can you identify a <b>quarter note, half note, dotted half note , whole and dotted whole note</b>? –Can you demonstrate the <b>rhythmic notation</b> by singing the notated rhythm? -How does a composer create <b>silence</b> in a piece of music? -Can you transfer the rhythmic notation to drums sticks and drum pad? -Can you play the rhythmic notation using a bell or piano keyboard? -What is <b>pitch</b>? What does a high pitch sound like? (What does a <b>low</b> pitch sound like?) -What does a <b>high</b> pitch look like? (What does a low pitch look like?) -Can you name the notes on the <b>lines</b> and <b>spaces</b> of the <b>treble clef</b>? -Can you transfer notes <b>Middle C to G</b> to the diatonic bells? -What is <b>solfege</b>? How does it help us sing? What are the hand signals used with solfege? How do they help determine high and low pitches? -What is a major scale? <b>Do Re Mi Fa Sol La Ti Do</b></p>	<p>Students will be able to : -Understand the part that vibration plays in the production of sound. -Understand that Music is organized sound. -Understand the difference between music and random sounds/noise -Identify different ways sound can be produced and altered. -Identify musical symbols and values for various rhythms. (Dotted whole notes, whole notes, dotted half notes, half notes and quarter notes.) -Demonstrate their knowledge of rhythmic notations/symbols/values through vocal and instrumental performance as well as movement. -Perform a musical rest and will understand its purpose. (Whole, half and quarter rests) -Identify the difference between high and low pitches. (Visually and aurally) -Identify notes on the treble clef staff. -Transfer written melodic notation to a Diatonic bell. -Sing using solfege and hand signals. Do Re Mi La Sol La Ti Do</p>	<p>-Sound experiments and demonstrations -Vibrating strings, Gong or drum head. -Feel the vibration with your hand. See the vibrating strings.  -Aural dictation. Listening examples -Write examples of high and low pitches and short and long sounds on the board. Start with long _____ or Short _____ _____high _____ low  -Introduction to rhythmic notation Games: Mrs. Music May I? Rhythmic Fishing Game Rhythmic PAC Man Rhythmic Jelly Beans Rhythmic Baseball Rhythmic Dictation  -Introduction to the treble clef staff. Locate high and low pitches on the Staff. Learn the names of the lines and spaces. The Treble Clef Song Games: Decode the word board game. Write secret musical messages using the musical notation when possible. -Transfer music reading skills the drums and diatonic bells.  -Intro to solfege. Song: Do Re Mi Learn hand signals for each pitch. Practice singing with hand signals.</p>	<p>-Students will demonstrate their performance skills by doing just that....performing.  Participation and enjoyment in musical ensembles and musical games and activities..  Participation in a bell band ensemble.  Participation in a Rhythm band ensemble.  -Students ability to read and perform basic rhythmic notation. -Students ability to read and perform the notes of the treble clef staff.  -Students ability to sing using solfege syllables and hand signals.</p>

**Connections to Text (Resources) Rhythm Reader, Sight Reading Materials, “Music Connection” Methods, Various General Music Resources, Music K-8 Magazine**

**Connections to Technology: DVD, Videos, Bells, Percussion Instruments, Listening Examples, Piano**

**Key Vocabulary: Music, Sound, Vibration, high, low, solfege, Do, Re, Mi, Fa, Sol, La, Ti, Do, Spaces, Lines, Treble clef, quarter note, half note, dotted half note, whole note, dotted whole note, musical rests, short, long, composer, musician, silence, rest, pitch, scale.**

**Topic: Rhythm Grade 2**

**Essential Questions:**

1. Why is music so much fun?
2. Why is music an art form?
3. Why do we study music?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standards 1,2,3, & 4	<ul style="list-style-type: none"> <li>-What is a beat?</li> <li>-What is a steady beat?</li> <li>-Can we march to a steady beat?</li> <li>-What is rhythm?</li> <li>-What would music be like without rhythm?</li> <li>-What determines the length/duration of a note?</li> <li>-What is a musical rest?</li> <li>-What is meter?</li> <li>-What is a measure?</li> <li>-What is a bar line?</li>   <li>-What is counting?</li> <li>-Why must a musician count rhythm?</li> <li>-How can members of a large music group start and end a performance at the same time?</li> <li>-What is fine?</li>   <li>What is a conductor?</li> <li>-</li>   <li>-What is Tempo? (Fast, Medium &amp; Slow)</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Identify a steady beat.</li> <li>-Respond to melodic rhythms and steady beats in music through movement and dance.</li> <li>-Understand that without rhythm/tempo/beat music would be disorganized mush.</li> <li>-Identify basic rhythmic notation by name, symbol and value.</li> <li>-Understand and use the basic elements of music in their performance and compositions.</li> <li>Complete a music measure according to meter.</li> <li>-Count basic rhythms syllabically.</li> <li>-Identify meter in 2,3,and 4 .</li> <li>-Compose a 4 measure rhythmic Original rhythmic composition.</li>   <li>-Understand the role of the music conductor.</li> <li>-Move and respond to different -tempo markings.</li> </ul>	<ul style="list-style-type: none"> <li>-Movement /Dance Exercises demonstrating steady beat and pulse.</li> <li>-Count/Clap and perform written rhythmic notation.</li> <li>-Musical Math Games</li> <li>-Drum pads and sticks</li> <li>-Measure completion exercises. (Composition)</li> <li>-Rhythm symbol/value drill.</li> <li>-Counting rhythms syllabically.                             <ul style="list-style-type: none"> <li>Quarter note = Train</li> <li>Half note = choo 2</li> <li>Whole = T..0..0..T</li> <li>2 eighths= Railroad</li> <li>4 sixteenths= Lackawana</li> </ul> </li> <li>-Percussion Ensemble</li> <li>-Listening Examples</li>   <li>-Meet the Conductor Activity!</li>   <li>--Movement/Singing Tempo Games</li> </ul>	<ul style="list-style-type: none"> <li>-Reading rhythmic notation from written score.</li> <li>-Performance</li> <li>-Worksheets</li> <li>-Musical Math Drill</li> <li>-Perform written rhythmic notation on rhythm instruments.</li> <li>-Percussion ensemble</li>   <li>-Recognize tempo changes by movement and vocabulary.</li> </ul>

**Connections to Text (Resources) Vocal Music, Percussion Methods, Silver Burdett: “The Music Connection” Series**

**Time: Continuous**

**Connections to Technology: CD player and VCR**

**Key Vocabulary: Beat, Steady beat, rhythm, duration, length, note, rest, meter, measure, bar line, counting, musician, conductor, silence, march, fine.**

**Topic: Grade 2: Tempo**

**Essential Questions: What do people hear when they listen to music? What makes music more interesting? How can music affect how we feel?**

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas
Standards 1,2,3 & 4	<ul style="list-style-type: none"> <li>-What does the term tempo mean?</li> <li>-Do the words, tempo and speed mean the same thing?</li> <li>-What do we mean by fast, moderate and slow tempos?</li> <li>-What are the musical terms for fast, moderate and slow tempos? (Presto, Allegro and Largo)</li> <li>-What does a steady beat sound like? Can you demonstrate a steady beat?</li> <li>-Can you demonstrate the following tempos through movement: Presto, Largo and Allegro?</li> <li>-Can a song have more than one tempo marking?</li> <li>-How can changing tempos help to make a song more interesting?</li> <li>-Can we add tempo markings to a poem or story?</li> <li>-What types of dances reflect a slow, moderate or fast tempo?</li>   <li>-How do we make a song speed up or slow down?</li> <li>-Why/when would a composer choose to change the tempos in a composition?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Recognize <b>fast</b> and <b>slow</b> tempos.</li> <li>-Respond to tempo changes through movement.</li> <li>-Understand that <b>speed</b> and <b>tempo</b> are the same thing.</li> <li>-Recognize the musical terms for fast, moderate and slow tempos. (<b>Allegro, Presto and Largo</b>)</li> <li>-Understand that a song can have more than one tempo marking and that tempos can change often within a song.</li> <li>-Recognize gradual changes in tempo. (Faster....Slower, )</li> <li>-Add tempo changes to a poem or short story to enhance the performance.</li> <li>-Recognize that faster tempos sometimes suggest “Excitement” and “Anticipation” in a piece of music.</li> <li>-Recognize that slower tempos sometimes suggest a “Calm” or “Restful” state.</li> <li>-Demonstrate Allegro, Presto and Largo tempos on a rhythm instrument.</li> <li>-Sing songs which demonstrate changing tempos.</li> <li>-Participate in various dances which reflect different tempos.</li> </ul>	<ul style="list-style-type: none"> <li>-Various Tempo Singing/Movement Songs and Activities.</li>   <li>-Dramatize stories, poems with tempo changes.</li> <li>-Movement/Listening activities (Enact what you hear)</li> <li>Rhythm Band Instruments</li> <li>Play different tempos</li> <li>Learn different styles of dances which reflect different tempos.</li> <li>-Listening Examples/aural dictation.</li> </ul>	<p>Student’s ability to:</p> <ul style="list-style-type: none"> <li>-Recognize changes in tempo.</li> <li>-Move to changing tempos.</li> <li>-Recognize a steady tempo/beat.</li> <li>-Demonstrate examples of Largo, Presto and Allegro on a rhythm band instrument.</li> <li>-Dramatize a short story or poem by using changes in tempo.</li> <li>-Participate in various types of dances which incorporate different tempos.</li> </ul>

**Connections to Text (Resources) Silver Burdett, “The Music Connectin” Level 2, Rhythm Band Instruments, Primary literature/Stories/Poems, Various General Music Methods/Books, Music Magazines**

**Connections to Technology: DVD, CDs, Tapes, Cassette player**

**Key Vocabulary:Tempo, Beat, Steady, Calm, Restful, Anticipation, Excitement, fast, slow, moderate, Largo, Presto, Allegro, Speed, faster, slower.**