

School District of Springfield Township

General Music

GRADE LEVEL: 2		
UNIT TITLE: DYNAMICS		UNIT LENGTH: ONGOING
ESSENTIAL QUESTIONS:		
ARE THE STUDENTS ABLE TO AURALLY IDENTIFY AND DESCRIBE DYNAMICS IN MUSIC?		
ARE THE STUDENTS ABLE TO PERFORM DYNAMICS IN MUSIC?		
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO IDENTIFY DYNAMICS IN MUSIC.		
KNOW:	UNDERSTAND:	DO:
Soft vs. loud		Sing songs
		Play classroom instruments
		Listen to songs and recordings
		Describe and define dynamics
		Identify dynamics

KEY Vocabulary: *dynamics, soft, loud, piano, forte*

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?	
9.1.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.B	Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.C	Recognize and use fundamental vocabulary within each of the art forms.
9.1.J	Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
9.3.B	Know that works in the arts can be described by using the arts elements, principles and concepts
Assessment of unit: Informal assessment: teacher observation	
Resources for unit: song books, recordings, charts, classroom instruments, student worksheets	

School District of Springfield Township

General Music

GRADE LEVEL: 2		
UNIT TITLE: FORM		UNIT LENGTH: ONGOING
ESSENTIAL QUESTION :		
ARE THE STUDENTS ABLE TO IDENTIFY AND MOVE TO THE FORM OF FAMILIAR SONGS AND RECORDED MUSIC?		
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO IDENTIFY FORM IN MUSIC PERFORMED AND PERCEIVED.		
KNOW:	UNDERSTAND:	DO:
Phrase	Identify form	Sing and play songs
Introduction		Listen to songs and recordings
Interlude		Identify, describe, and define form
Verse and Refrain		
AB, ABA form		

KEY Vocabulary: form, phrase, introduction, interlude, verse and refrain, AB form, ABA form

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?	
9.1.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.B	Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.C	Recognize and use fundamental vocabulary within each of the art forms.
9.3.B	Know that works in the arts can be described by using the arts elements, principles and concepts
Assessment of unit: Informal assessment: teacher observation	
Resources for unit: song books, recordings, charts, classroom instruments, student worksheets	

School District of Springfield Township

General Music

GRADE LEVEL: 2

UNIT TITLE: MELODY

UNIT LENGTH: ONGOING

ESSENTIAL QUESTIONS:

ARE THE STUDENTS ABLE TO SING TUNEFULLY IN UNISON?

ARE THE STUDENTS ABLE TO AURALLY DECODE, READ AND WRITE FAMILIAR AND UNFAMILIAR SONGS USING SOLFEGE SYLLABLES?

BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO SING FOLK AND MULTICULTURAL SONGS TUNEFULLY.

BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO READ SIMPLE SONGS WITH SOLFEGE SYLLABLES.

KNOW:	UNDERSTAND:	DO:
High, medium, low	Tunefulness	Sing hello songs, call and response songs, simple songs
Melodic contour	Melodic notation	Listen to songs and recordings
Speak vs. sing vs. whisper vs. shout		Describe pitch direction, how voice is used
Solfège (Do-Re-Mi...)		Identify high, medium, pitch direction, speak vs. sing vs. whisper vs. shout
		Read and write simple melodies

KEY Vocabulary: high, medium, low, up, down, speak, sing, echo, read, write, decode, solfège, treble clef, staff, repeat signs, measures, bar lines, double bar lines, time signature

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?

9.1.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.B	Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.C	Recognize and use fundamental vocabulary within each of the art forms.

Assessment of unit: rubric/checklist, student sings in solo, students read and write simple melodies

Resources for unit: song books, recordings, charts, student worksheets

School District of Springfield Township

General Music

GRADE LEVEL: 2

UNIT TITLE: RHYTHM

UNIT LENGTH: ONGOING

ESSENTIAL QUESTION:

ARE THE STUDENTS ABLE TO AURALLY DECODE, READ AND WRITE FAMILIAR AND UNFAMILIAR SONGS AND CHANTS USING RHYTHMIC NOTATION?

BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO READ NOTATION WITH RHYTHM SYLLABLES.

BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO READ AND PLAY NOTATION ON UNPITCHED INSTRUMENTS.

KNOW:	UNDERSTAND:	DO:
Steady beat		Play rhythms on instruments
Duple and triple meter	Rhythm notation	Demonstrate and/or perform body percussion to music
	Differences among eighth notes, quarter notes, dotted quarter notes, half notes	Listen to songs
		Speak rhythm patterns
		Read and write rhythm patterns

KEY Vocabulary: steady beat, move, march, walk, snap, pat, clap, stamp, play, speak, read, write, duple meter, triple meter, eighth note, quarter note, dotted quarter note, half notes, rhythm syllables (du, du-de, du-da-di, du-di)

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?

9.1.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.B	Recognize, know, use and demonstrate a variety of appropriate art elements and principles to use, review and revise original works of art.
9.1.C	Recognize and use fundamental vocabulary within each of the art forms.

Assessment of unit: Rubric/checklist, students speak/play rhythms, students read and write rhythms

Resources for unit: Song books, recordings, charts, rhythm instruments, student worksheets

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General Music

GRADE LEVEL: 2		
UNIT TITLE: TIMBRE /TONE COLOR		UNIT LENGTH: ONGOING
ESSENTIAL QUESTION:		
ARE THE STUDENTS ABLE TO AURALLY IDENTIFY AND DESCRIBE THE TIMBRE OF CLASSROOM INSTRUMENTS?		
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO IDENTIFY THE TIMBRE OF CLASSROOM INSTRUMENTS AS PITCHED/UNPITCHED.		
KNOW:	UNDERSTAND:	DO:
Unpitched instruments		Play classroom instruments
Pitched instruments		Listen to songs and recordings
Wood, metal, skin, barred instruments		Describe and define timbre
		Identify timbre

KEY Vocabulary: *pitched, unpitched, wood, metal, skin (drums), barred (Orff)*

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9.1.B	Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.C	Recognize and use fundamental vocabulary within each of the art forms.
9.1.J	Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
Assessment of unit: Informal assessment: teacher observation	
Resources for unit: song books, recordings, charts, classroom instruments, student worksheets	

School District of Springfield Township

GRADE LEVEL: 2		
UNIT TITLE: TEMPO		UNIT LENGTH: ONGOING
ESSENTIAL QUESTION:		
ARE THE STUDENTS ABLE TO IDENTIFY SLOW, MEDIUM, AND FAST TEMPOS IN MUSICAL TERMS (MODERATO, ALLEGRO)?		
BY THE END OF THIS UNIT STUDENTS WILL BE ABLE TO SING, PLAY, AND MOVE AT DIFFERENT TEMPOS.		
BY THE END OF THIS UNIT STUDENTS WILL BE ABLE TO IDENTIFY AND DEFINE MUSICAL TERMINOLOGY RELATED TO TEMPO.		
KNOW:	UNDERSTAND:	DO:
Slow, medium, fast	Varied tempos	Move, sing and play instruments at different tempos
Moderato, allegro	Musical terminology related to tempo	Identify tempo of songs
		Listen to varied tempos in music

KEY Vocabulary: *slow, medium, fast, moderato, allegro*

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?	
9.1.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.B	Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.C	Recognize and use fundamental vocabulary within each of the art forms.
Assessment of unit: Informal teacher observation	
Resources for unit: song books, recordings, charts, instruments	