Grade 2 Visual & Performing Arts
Music 2

Creating A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 2 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OH Grade 2 OH: Fine Arts - Music (2012)

Music

Perceiving/Knowing/Creating (CE)

1CE Identify patterns of same and different phrases in simple poems and songs.

2CE Identify rounds and canons.

3CE Listen to and identify music of various styles, composers, periods and cultures.

4CE Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege).

5CE Explore selected musical instruments visually and aurally.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Pitch**

* same and different

**Rhythm**

* steady beat
* meter
* same and different

**Tempo**

* steady beat

**Form**

* rounds and canons

**Performance Observation**

* instrument identification

**Cross-Curricular Connections**

* various cultures and styles (social studies)
* composers and musical periods (history)

Skills

1. Identify patterns of same and different.
2. Identify rounds and canons.
3. Listen to music.
4. Identify music.
5. Identify elements of music.
6. Explore instruments.
7. Demonstrate independence.
8. Build knowledge of music.
9. Respond to demands of audience, task, purpose, and discipline.
10. Value evidence.
11. Understand difference cultures and perspectives.
12. Participate in collaborative conversations.
13. Demonstrate command of written and spoken English.
14. Recount or describe details from listening to music.

Essential Questions

1. How do the elements of music work together to create music?
2. How should one behave during a musical performance?

Standards Vocabulary

1. same/different
2. poem
3. style
4. culture
5. vocabulary

Additional Vocabulary

1. pattern
2. phrase
3. round
4. canon
5. composer
6. rhythm syllables
7. solfege
8. instrument

Stage 2: Assessment Evidence

Same and Different

Diagnostic: Oral Assessment

Teacher observes students' responses in class discussion as they orally identify same and different phrases in music.

Rhythm Identification

Formative: Music Comprehension

Teacher assesses the students' ability to accurately identify long and short rhythms using appropriate syllables (i.e. ta/ti-ti) in the context of a given song.

Instrument Exploration

Formative: Observation

Teacher assesses students' responses to the selected instruments and gives feedback as necessary.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Listening Task/Discussion: Same and Different. Students listen to songs from a varied repertoire (i.e., "Listen to the Water") and orally identify same and different phrases.
2. Games/Demonstrating: Rhythm Identification. Students sing songs (i.e., "Lucy Locket") and play corresponding games. As a class, students identify long and short rhythms within the song and transfer to rhythm syllables (i.e., ta/ti-ti or quarter/eighth notes).
3. Listening Task/Compare and Contrast: Instrument Exploration. Students listen to selections from *Peter and the Wolf* (Prokofiev). As the teacher displays visual representations of each instrument (picture or actual instrument), the class discusses general visual and aural characteristics of each instrument.
4. Listening Task: Instrument Identification. Students will practice identifying instruments as they read *Zin, Zin, A Violin* by Lloyd Moss or watch the Reading Rainbow video of the book.
5. Listening Task: Instrument Identification. Students will listen to the *Orchestral Introduction to Puccini's Manon Lescaut* and identify the instruments performing the melody and the instruments Puccini chose for percussion.

Resources

1. **iPad Resources**
2. **Literature Connections**
*Game Plan Grade 2 Curriculum Book* by Jeff Kriske and Randy DeLelles
*First Steps in Music* by John Feierabend (Beginning Circle Games, Call Response, Children's Songtales, Echo Songs, Fingerplays Action Songs, Lullabies, Pitch Exploration, Simple Songs Circles, Song Dances)
*150 American Folk Songs to Sing, Read, and Play* by B.H. Kodaly
*Sail Away* by B.H. Kodaly

*Sergei Prokofiev's Peter and the Wolf: With a Fully-Orchestrated and Narrated CD* by Janet Schulman and Sergei Prokofiev
*The Carnival of the Animals (Book and CD)* by Jack Prelutsky
*Can You Hear It?* by William Lach
*Zin! Zin! Zin! A Violin (Aladdin Picture Books)* by Lloyd Moss

Resources

* Carnegie Hall Music Educators Toolbox - Grade 2 (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade2_SummativeAssessment.pdf>)

Grade 2 Visual & Performing Arts
Music 2

Performing A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 2 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

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SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1b. Build on others talk in conversations by linking their comments to the remarks of others.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

OH Grade 2 OH: Fine Arts - Music (2012)

Music

Producing/Performing (PR)

1PR Demonstrate rounds and canons.

2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.

3PR Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.

4PR Improvise and compose simple rhythmic and melodic phrases.

5PR Read, write and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege, numbers or letters).

6PR Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

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5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

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Content

**Pitch**

* rounds and canons
* pitch accuracy
* notation

**Rhythm**

* steady beat
* meter
* rounds and canons
* rhythm accuracy
* notation

**Form**

* rounds and canons
* phrases

**Performance Technique**

* head voice
* appropriate posture
* pitch and rhythm accuracy
* appropriate instrument use

**Cross-Curricular Connections**

* various cultures and styles (social studies)
* composers and musical periods (history)

Skills

1. Demonstrate rounds and canons.
2. Sing music.
3. Move to music.
4. Read rhythms.
5. Write rhythms.
6. Perform rhythms.
7. Improvise simple rhythmic and melodic phrases.
8. Compose simple rhythmic and melodic phrases.
9. Read pentatonic melodies.
10. Write pentatonic melodies.
11. Perform pentatonic melodies.
12. Play instruments.
13. Demonstrate independence.
14. Build knowledge.
15. Respond to demands of audience, task, purpose, and discipline.
16. Value evidence.
17. Understand other cultures and perspectives.
18. Participate in collaborative conversations.
19. Follow rules for speaking.
20. Build on others' conversations.
21. Produce complete sentences.

Essential Questions

1. Why is silence an important element in music?
2. How are opposites used in music?

Standards Vocabulary

1. style
2. culture
3. improvise

Additional Vocabulary

1. round
2. canon
3. head voice
4. posture
5. composer
6. pitch
7. rhythm
8. eighth note
9. quarter note
10. quarter rest
11. half note
12. half rest
13. 2/4 meter
14. 4/4 meter
15. improvise
16. melody
17. pentatonic
18. la
19. sol
20. mi
21. re
22. do
23. treble staff
24. phrase
25. instrument
26. technique

Stage 2: Assessment Evidence

Pitch and Rhythm Worksheet

Summative: Writing Assignment

Teacher assesses students' accuracy of completed worksheet which assesses reading pentatonic solfege syllables on a staff in F-do, simple rhythms using the counting system, simple notes/rest types, and Kodaly hand signs.

Rounds

Formative: Oral Assessment

Teacher observes students' ability to perform rounds using their head voice and demonstrating appropriate posture.

Improvising and Composing

Formative: Performance

Teacher observes students' performance and assesses their original composition noting their accurate use of pitch syllables and rhythmic notation.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Demonstrate: Rhythmic and Melodic Patterns. As a class, students read and perform notated rhythmic and melodic patterns on classroom instruments.
2. Demonstrate: Rounds. As a class, students sing different rounds in two parts (i.e., "Bees Are Buzzing," "Row, Row, Row Your Boat," and "Make New Friends") demonstrating use of head voice and appropriate posture.
3. Brainstorming: Improvising and Composing. Using pitch syllables (la-sol-mi-re-do) and rhythmic notation (quarter note, eighth note, half note and quarter rest), students compose and improvise music.
4. Class Activity: Marching. Students will march with a Sousa March and a Dixieland Jazz piece. After doing so, they will discuss as a class the similarities and differences between the two pieces in terms of form, rhythm, and instrumentation.
5. Demonstrate: Mass Songs. Ask students to lead songs in class rehearsals for singing at Mass.

Resources

* Music K-8 (<http://www.musick8.com/store/alphadetail.php?product_group=832>)

Resources

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*Game Plan Grade 2 Curriculum Book* by Jeff Kriske and Randy DeLelles
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*150 American Folk Songs to Sing, Read, and Play* by B.H. Kodaly
*Sail Away* by B.H. Kodaly

*Sing Together, Children!: Developing Young Singers through Vocal Exploration, Warm-ups, Rounds, Song* by Madeline Bridges
*She'll Be Comin' Round the Mountain* by Tom Birdseye and Debbie Holsclaw Birdseye
*The Book of Canons, Revised Ed.* by John Feierabend

Resources

* Carnegie Hall Music Educators Toolbox - Grade 2 (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade2_SummativeAssessment.pdf>)

Grade 2 Visual & Performing Arts
Music 2

Reflecting A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 2 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OH Grade 2 OH: Fine Arts - Music (2012)

Music

Responding/Reflecting (RE)

1RE Explain how music is used for a variety of purposes and occasions.

2RE Discuss music of various composers, periods, cultures and contrasting styles.

3RE Discuss how music communicates feelings, moods, images and meaning.

4RE Interpret music through dance, drama and visual art.

5RE Respond to patterns of same and different phrases in simple poems and songs.

6RE Discuss similarities and differences among the arts including connections between music and other curricular subjects.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

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9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Form**

* same and different phrases

**Performance Observation**

* instrument identification
* appropriate audience behavior

**Cross-Curricular Connections**

* various cultures and styles (social studies)
* composers and musical periods (history)
* music in culture (social studies)
* self-expression (visual art, dance, drama)
* self-expression (language arts)
* similar and different concepts (other disciplines)

Skills

1. Explain how music is used for a variety of purposes and occasions.
2. Discuss music.
3. Discuss how music communicates feelings, moods, images, and meaning.
4. Interpret music through dance, drama, and visual arts.
5. Respond to patterns.
6. Discuss similarities and differences in the arts among other disciplines.
7. Demonstrate independence.
8. Build knowledge of music.
9. Respond to demands of audience, task, purpose, and discipline.
10. Comprehend music.
11. Critique music.
12. Value evidence.
13. Understand different cultures and perspectives.
14. Participate in collaborative conversations.
15. Demonstrate command of written and spoken English.

Essential Questions

1. How does music connect to other subjects?
2. How is music used in everyday life, including our Catholic faith?

Standards Vocabulary

1. culture
2. style
3. poem
4. similarities
5. differences

Additional Vocabulary

1. occasion
2. composer
3. voice type
4. instrument
5. drama
6. phrase

Stage 2: Assessment Evidence

Mass Parts Identification

Diagnostic: Teacher Observation

Teacher observes students' ability to accurately identify sung Mass parts and music specific to particular Masses.

Music and Emotions

Formative: Performance

Teacher observes students' participation in the activity and notes students' ability to effectively depict the selected emotions.

Same and Different Phrases

Diagnostic: Music Comprehension

Teacher notes students' ability to identify same and different rhythmic phrases.

Stage 3: Learning Plan

Learning Experiences

1. Explicit Teaching: Mass Parts Identification. Using sacred pieces (i.e., Mass acclamations), students will identify when each piece is used in particular Masses or parts of the Mass.
2. Demonstrate: Music and Emotions. Students perform various well-known children's songs (i.e., "Twinkle, Twinkle Little Star" or "Itsy Bitsy Spider") dramatizing a variety of different emotions (happy, sad, angry, surprised, tired, etc.).
3. Discussion: Same and Different Phrases. Students listen to a simple song which employs same and different phrases (i.e., "Pease Porridge Hot") and discuss how the rhythm indicates how the phrases are same or different.
4. Discussion: Spirituals. After students sing spirituals, such as "Joshua Fought the Battle of Jericho," or "Swing Low, Sweet Chariot," students will discuss how spirituals expressed the beliefs of the slaves. They can also compare these beliefs to their own religious beliefs.
5. Creativity: Music Reflection. As a class, students will read a book such as *Duke Ellington: The Piano Prince and His Orchestra* by Andrea Davis Pinkney and Brian Pinkney. They can discuss the author's use of colors to describe the music of Duke Ellington. They can then listen to Duke Ellington's "Mood Indigo" and discuss the following questions: What are the colors in the rainbow? What are the moods of these colors? What is the mood of the piece "Mood Indigo"? With indigo-shaded crayons, students can color in time to the music to create a "Mood Indigo" picture.

Resources

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*Before John Was a Jazz Giant: A Song of John Coltrane* by Carole Boston Weatherford
*Skit-Scat Raggedy Cat: Ella Fitzgerald* by Roxane Orgill
*Charlie Parker Played Be Bop* by Christopher Raschka and Chris Raschka
*All Night, All Day: A Child's First Book of African-American Spirituals* by Ashley Bryan and David Manning Thomas
*Ashley Bryan's ABC of African American Poetry* by Ashley Bryan

Resources

* Carnegie Hall Music Educators Toolbox: Grade 2 (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade2_SummativeAssessment.pdf>)

Grade 2 Visual & Performing Arts
Music 2

Creating B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 2 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

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SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1b. Build on others talk in conversations by linking their comments to the remarks of others.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OH Grade 2 OH: Fine Arts - Music (2012)

Music

Perceiving/Knowing/Creating (CE)

1CE Identify patterns of same and different phrases in simple poems and songs.

2CE Identify rounds and canons.

3CE Listen to and identify music of various styles, composers, periods and cultures.

4CE Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege).

5CE Explore selected musical instruments visually and aurally.

6CE Attend live music performances with emphasis on instrument and voice identification.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

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Content

**Pitch**

* same and different

**Rhythm**

* steady beat
* meter
* same and different

**Tempo**

* steady beat

**Form**

* rounds and canons

**Performance Observation**

* attendance
* instrument identification
* voice identification

**Cross-Curricular Connections**

* various cultures and styles (social studies)
* composers and musical periods (history)

Skills

1. Identify patterns of same and different.
2. Identify rounds and canons.
3. Listen to music.
4. Identify music.
5. Identify elements of music.
6. Explore instruments.
7. Attend a live performance.
8. Demonstrate independence.
9. Build knowledge of music.
10. Respond to demands of audience, task, purpose, and discipline.
11. Value evidence.
12. Understand different cultures and perspectives.
13. Participate in collaborative conversations.
14. Follow rules for discussion.
15. Build on others' talk in conversation.
16. Demonstrate command of written and spoken English.

Essential Questions

1. How do the elements of music work together to create music?
2. How should one behave during a musical performance?

Standards Vocabulary

1. same/different
2. poem
3. style
4. culture
5. vocabulary
6. identify

Additional Vocabulary

1. pattern
2. phrase
3. round
4. canon
5. composer
6. rhythm syllables
7. solfege
8. instrument
9. live performance

Stage 2: Assessment Evidence

Same and Different

Summative: SmartBoard/ActivBoard Interactive Activity

Teacher records students' ability to correctly differentiate between same and different phrases within a given song. Students manipulate phrases on SMARTboard/ActivBoard to place in correct order.

Solfege Identification

Summative: Music Comprehension

Teacher assesses students' ability to match phrases of a song to their visual pitch notation.

Concert Reflection

Summative: Written Assessment

Teacher reads student responses and assesses their ability to accurately identify musical instruments.

Stage 3: Learning Plan

Learning Experiences

1. Concept Mapping: Same and Different. Students will use a song (i.e., "Listen to the Water") and individually identify same and different phrases within the song using SMARTboard/ActivBoard technology.
2. Games/Demonstrating: Solfege Identification. Students will sing songs (i.e., "Lucy Locket") and play corresponding games. As a class, students will identify melodic contour within the song and transfer to solfege syllables (i.e., la-sol-mi).
3. Field Trip: Concert Reflection. Students will attend a live music performance (i.e., *Peter and the Wolf*). After attending the performance, students will write about their observations of the instruments they have seen and heard.
4. Discussion: American Composers. Students will listen to music by American composers from different eras; they can learn about their lives and their unique contributions to American musical literature: Scott Joplin, Charles Ives, George Gershwin, Aaron Copland, Duke Ellington. As a class they can discuss how their music describes life in America. They can then illustrate the concept of American life portrayed by the composers.
5. Speaking and Listening: BeBop. Students will read *Charlie Parker Played Be Bop* by Christopher Raschka and will listen to a Dizzy Gillespie recording of "Another Night in Tunisia." As a class they can identify the elements of Be Bop and then reread the story in rhythm to the music.

Resources

* Solfege Hand Signs (<http://www.classicsforkids.com/teachers/training/handsigns.asp>)

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Grade 2 Visual & Performing Arts
Music 2

Performing B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

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SL.2.1b. Build on others talk in conversations by linking their comments to the remarks of others.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

OH Grade 2 OH: Fine Arts - Music (2012)

Music

Producing/Performing (PR)

1PR Demonstrate rounds and canons.

2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.

3PR Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.

4PR Improvise and compose simple rhythmic and melodic phrases.

5PR Read, write and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege, numbers or letters).

6PR Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Pitch**

* rounds and canons
* pitch accuracy
* notation

**Rhythm**

* steady beat
* meter
* rounds and canons
* rhythm accuracy
* notation

**Form**

* rounds and canons
* phrases

**Performance Technique**

* head voice
* appropriate posture
* pitch and rhythm accuracy
* appropriate instrument use

**Cross-Curricular Connections**

* various cultures and styles (social studies)
* composers and musical periods (history)

Skills

1. Demonstrate rounds and canons.
2. Sing music.
3. Move to music.
4. Read rhythms.
5. Write rhythms.
6. Perform rhythms.
7. Improvise simple rhythmic and melodic phrases.
8. Compose simple rhythmic and melodic phrases.
9. Read pentatonic melodies.
10. Write pentatonic melodies.
11. Perform pentatonic melodies.
12. Play instruments.
13. Demonstrate independence.
14. Build knowledge.
15. Respond to demands of audience, task, purpose, and discipline.
16. Value evidence.
17. Understand perspectives.
18. Participate in collaborative conversations.
19. Follow rules for discussions.
20. Build on others' talk in conversations.
21. Produce complete sentences.

Essential Questions

1. Why is silence an important element in music?
2. How are opposites used in music?

Standards Vocabulary

1. style
2. culture
3. improvise

Additional Vocabulary

1. round
2. canon
3. head voice
4. posture
5. composer
6. pitch
7. rhythm
8. eighth note
9. quarter note
10. quarter rest
11. half note
12. half rest
13. 2/4 meter
14. 4/4 meter
15. melody
16. pentatonic
17. la
18. sol
19. mi
20. re
21. do
22. treble staff
23. phrase
24. instrument
25. technique

Stage 2: Assessment Evidence

Rounds and Canons

Formative: Oral Assessment

Teacher observes students' ability to perform rounds and canons using their head voice and demonstrate appropriate posture.

Pitch, Rhythm, and Instrument Worksheet

Summative: Writing Assignment

Teacher assesses completed worksheet which assesses aural identification of classroom instrument sounds, reading pentatonic solfege syllables on a staff in F-do, simple rhythms using the counting system, simple notes/rest types, and Kodaly hand signs. Students also compose simple rhythmic phrases.

Pitch, Rhythm, and Improvisation Worksheet

Summative: Writing Assignment

Teacher assesses students' accuracy of completed worksheet which assesses reading pentatonic solfege syllables on a staff in F-do, simple rhythms using the counting system, simple notes/rest types, and Kodaly hand signs. Students also compose simple rhythmic and melodic phrases.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Demonstrate: Notated Rhythmic and Melodic Patterns. In small groups or individually, students read and perform notated rhythmic and melodic patterns on classroom instruments.
2. Demonstrate: Rounds and Canons. As a class, students sing different, more advanced rounds and canons (i.e., "Clocks" from the Silver Burdett Music Connection series) demonstrating use of head voice and appropriate posture.
3. Brainstorming: Pitch, Rhythm, and Improvisation. Using pitch syllables (la-sol-mi-re-do) and rhythmic notation (quarter note, eighth note, half note and quarter rest), students compose and improvise music in various meters.
4. Demonstrate: Mass Songs. Ask students to lead songs in class rehearsals for singing at Mass.
5. Demonstrate: Rhythm Patterns. Students will create simple rhythm patterns that can be played as two and three part canons on percussion instruments.
6. Cooperative Group Work: Melodic Patterns. Students will perform simple melodic patterns in small groups using Orff instruments. Groups can evaluate other groups' performances.

Resources

1. **iPad Resources**
2. **Literature Connections**
*Game Plan Grade 2 Curriculum Book* by Jeff Kriske and Randy DeLelles
*First Steps in Music* by John Feierabend (Beginning Circle Games, Call Response, Children's Songtales, Echo Songs, Fingerplays Action Songs, Lullabies, Pitch Exploration, Simple Songs Circles, Song Dances)
*150 American Folk Songs to Sing, Read, and Play* by B.H. Kodaly
*Sail Away by* B.H. Kodaly

*The Bat Boy and His Violin (Aladdin Picture Books)* by Gavin Curtis
*Celia Cruz, Queen of Salsa* by Veronica Chambers
*Do Re Mi: If You Can Read Music, Thank Guido D'Arezzo* by Susan Roth
*The Extraordinary Music of Mr. Ives: The True Story of a Famous American Composer* by Joanne Stanbridge
*I See a Song (Blue Ribbon Book)* by Eric Carle

Resources

* Carnegie Hall Music Educators Toolbox: Grade 2 (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade2_SummativeAssessment.pdf>)

Grade 2 Visual & Performing Arts
Music 2

Reflecting B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 2 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Music

Responding/Reflecting (RE)

1RE Explain how music is used for a variety of purposes and occasions.

2RE Discuss music of various composers, periods, cultures and contrasting styles.

3RE Discuss how music communicates feelings, moods, images and meaning.

4RE Interpret music through dance, drama and visual art.

5RE Respond to patterns of same and different phrases in simple poems and songs.

6RE Discuss similarities and differences among the arts including connections between music and other curricular subjects.

7RE Discuss and write about their observations of types of voices and instruments heard in performances.

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Content

**Form**

* same and different phrases

**Performance Observation**

* instrument identification
* appropriate audience behavior

**Cross-Curricular Connections**

* various cultures and styles (social studies)
* composers and musical periods (history)
* music in culture (social studies)
* self-expression (visual art, dance, drama)
* self-expression (language arts)
* similar and different concepts (other disciplines)

Skills

1. Explain how music is used for a variety of purposes and occasions.
2. Discuss music.
3. Discuss how music communicates feelings, moods, images, and meaning.
4. Interpret music.
5. Respond to patterns.
6. Discuss similarities and differences among other disciplines.
7. Discuss performance observations.
8. Write about performance observations.
9. Demonstrate independence.
10. Build knowledge.
11. Respond to demands of audience, task, purpose, and discipline.
12. Comprehend music.
13. Critique music.
14. Value evidence.
15. Understand different cultures and perspectives.
16. Participate in collaborative conversations.
17. Demonstrate command of written and spoken English.

Essential Questions

1. How does music connect to other subjects?
2. How is music used in everyday life, including our Catholic faith?

Standards Vocabulary

1. culture
2. style
3. poem
4. similarities
5. differences

Additional Vocabulary

1. occasion
2. composer
3. voice type
4. instrument
5. drama
6. phrase
7. performance

Stage 2: Assessment Evidence

Eucharistic Song Practice

Formative: Performance

Teacher listens as students sing, noting their participation and respect for the song.

The Planets

Summative: Writing Assignment

Teacher assesses students' ability to use appropriate adjectives and visual representations of the selected music.

Same and Different

Summative: SmartBoard/ActivBoard Interactive Activity

Teacher assesses students as they identify same and different phrases independently.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Drill and Practice: Sacred Music. Students will perform sacred pieces related to the Eucharist (i.e., "One Bread, One Body") in preparation for First Communion. As a class they can discuss how those songs make them feel and why sacred music is important in a religious ceremony.
2. Focused Imaging: The Planets. Students listen to selections from *The Planets* by Holst and describe the music orally using adjectives and visually by drawing a representation. (See Links in Assessments for Worksheet.)
3. Concept Mapping: Same and Different. Students sing a simple song which employs same and different phrases (i.e., "Pease Porridge Hot") and manipulate rhythmic notation using SMARTboard/ActivBoard technology. (See Links in Learning Experiences for Worksheet.)
4. Brainstorming: Everyday Music. As a class, students will brainstorm ways that music is important in their everyday lives. The teacher can record their responses on paper or the board. The class can then rank order the items in terms of importance in their lives. Finally, students can each choose one item on their list to illustrate.

Resources

* Gustav Holst: The Planets (<https://www.youtube.com/watch?v=L6NopU9K_8M>)

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*150 American Folk Songs to Sing, Read, and Play* by B.H. Kodaly
*Sail Away* by B.H. Kodaly

*Hi God: First Communion Songbook* by Carey Landry and Carol Jean Kinghorn
*Ah, Music!* by Aliki

Resources

* Carnegie Hall Music Educators Toolbox: Grade 2 (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade2_SummativeAssessment.pdf>)