

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Elementary General Music Instruction

Grade Level: Second Grade

Date of Board Approval: 2018

Planned Instruction

Title of Planned Instruction: Elementary General Music

Subject Area: Music

Grade(s): Second

Course Description:

In this course, students will continue an in-depth exploration of rhythm and melody concepts that began in first grade. Rhythmic figures will be reviewed, including quarter notes, eighth notes, and quarter rests, as well as the pitches mi, sol, and la. Students will learn a new rhythmic figure: the half note. Students will also learn the pitches do and re. Students will explore the instruments of the string family in preparation for their potential enrollment in orchestra in third grade. The elementary general music curriculum is one which spirals from kindergarten through fifth grade; therefore, all concepts taught are ongoing throughout the students' entire elementary music education.

Time/Credit for the Course: 72 days

Curriculum Writing Committee: Robert Burns, Emily Kondracki, Brian Krauss, Jessica Stokes

Curriculum Map

1. Marking Period One:

- Review all previously-learned music knowledge for the preparation of new pitch and rhythmic concepts. **8days**
- Notation, reading, and performance of the pitch “do.” **11days**
- **Goals:**
 - i. Perform, notate, and understand all previously-learned pitches and rhythms.
 - ii. Perform, notate, and read the pitch “do.”

2. Marking Period Two:

- Notation, reading, and performance of the pitch “do.” **8days**
- Notation, reading, and performance of half note rhythms. **11days.**
- **Goals:**
 - i. Perform, notate, and read the pitch “do.”
 - ii. Perform, notate, and read the half note rhythm.

3. Marking Period Three:

- Notation, reading, and performance of half note rhythms. **8days.**
- Notation, reading, and performance of the pitch “re.” **11days**
- **Goals:**
 - i. Perform, notate, and read the half note rhythm.
 - ii. Perform, notate, and read the pitch “re.”

4. Marking Period Four:

- Notation, reading, and performance of the pitch “re.” **8days**
- Introduction to the string family. **11days**
- **Goals:**
 - i. Perform, notate, and read the pitch “re.”
 - ii. Identify, discuss, compare, and contrast the instruments of the string family.

Curriculum Plan

Unit#1: The Pitch “Do”
(36 Days)

MarkingPeriod: First and Second Marking Periods

Standard(s):

PA Department of Education Academic Standards for the Arts and Humanities

9.1.3.A, 9.1.3.B, 9.1.3.C

National Association for Music Education Core Music Standards

MU:Cr1.1.2a, MU:Cr1.1.2b, MU:Cr3.1.2a, MU:Cr3.2.2a, MU:Cr2.1.2a, MU:Cr2.1.2b,
MU:Cr2.1.2a, MU:Cr3.1.2.a, MU:Pr4.1.2a, MU:Pr4.2.2a, MU:Pr4.2.2b, MU:Pr4.3.2a,
MU:Pr5.1.2a, MU:Pr5.1.2b, MU:Pr6.1.2.a, MU:Pr6.1.2b, MU:Cn10.0.2a, MU:Cn.11.02a,

Anchor(s):

R3.A.1, R3.A.2, R3.B.1, R3.B.1, R3.B.3

Big Idea(s):

The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.

Essential Questions: What is music?

Concepts: Music is comprised of sound and silence.

Competencies: Distinguish between sound and silence in simple melodies and rhythms.

Artists use tools and resources, as well as their own experiences and skills, to create art.

Essential Questions: What do people use to perform music?

Concepts: People can use voices and instruments to perform music.

Competencies: Perform simple melodies and rhythms using voices and classroom instruments.

The arts provide a medium to understand and exchange ideas.

Essential Questions: How can pictures show sound and silence?

Concepts: Pictures can represent sound and silence.

Competencies: Read iconic notation representing sound and silence.

Overview: The pitch “do” is a fundamental element of musical understanding, creation, and performance.

Goals: Students will be able to notate the pitch “do” on, above, and below the staff, in known and new songs, in improvisation and dictation, and through recognizing, creating, reading, and labeling the pitch.

Objectives:

1. Students will be able to identify the pitch “do” on the staff. (DOK 1)
2. Students will be able to distinguish between “do” and other pitches. (DOK 2)
3. Students will be able to compose and create improvisations using “do.” (DOK 4)

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Core Activities and Corresponding Instructional Methods:

1. Direct Instruction on the use of the pitch “do” as it occurs in music.
 - a. Sing songs with the students.
 - b. Read the notation of the song to identify the pitch “do” by sight.
 - c. Sing the words with the pitch “do” to determine its sound.
2. Students take turns singing the pitch “do” as it occurs in known and new songs.
3. Echo sing the pitch “do” from the staff.
4. Read melodies containing the pitch “do” from the staff.

Assessments:

- o **Diagnostic:** Classroom observation, classroom discussion
- o **Formative:** Classroom observation, classroom discussion, performance assessment
- o **Summative:** Classroom observation, classroom discussion, performance assessment

Extensions:

1. Students write melodic dictation using known pitches and focusing on “do.”
2. Students compose their own “do”-based melodies and perform for the class.
3. Students improvise melodies containing the pitch “do” in a call and response activity.
4. Create ostinato containing the pitch “do” to be performed with classroom songs and recordings on melodic instruments or voice.
5. Students transpose melodies on the staff to a new location using their knowledge of “do.”

Correctives:

1. Students act as human notes to represent the pitch “do” in a classroom song.
2. Students use Kodaly hand signs or body parts to represent the pitch “do.”
3. Create and perform flash cards containing the pitch “do.”

Materials and Resources:

Classroom instruments	“Oh, Won’t You Sit Down”	“Hot Cross Buns”
Staff on board or floor	“Old Ark’s a-Moverin”	“Long-Legged Sailor”
“All Night, All Day”	“Tee, Hee, Hee”	
“Apple Tree”	“When I First Came to This Land”	
“Apples in the Attic”	“Button”	

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Unit#2: Half Note Rhythm
(36 Days)

MarkingPeriod: Second and Third Marking Periods

Standard(s):

PA Department of Education Academic Standards for the Arts and Humanities

9.1.3.A, 9.1.3.B, 9.1.3.C

National Association for Music Education Core Music Standards

MU:Cr.1.Ka, MU:Cr.1.Kb, MU:Cr2.1.Ka, MU:Cr2.1.Kb, MU:Cr3.1.Ka, MU:Cr3.2.Ka, MU:Pr4.1.Ka, MU:Pr4.2.Ka, MU:Pr4.3.Ka, MU:Pr5.1.Ka, MU:Pr5.1.Kb, MU:Pr6.1.Ka, MU:Pr6.1.Kb, MU:Cn10.0.Ka, MU:Cn11.0.Ka

Anchor(s):

M3.A.1, M3.D.1, R3.A.1, R3.A.2, R3.B.1, R3.B.1, R3.B.3

Big Idea(s):

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Competencies: Distinguish between sound and silence in simple melodies and rhythms.

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Essential Questions: What do people use to perform music?

Concepts: People can use voices and instruments to perform music.

Competencies: Perform simple melodies and rhythms using voices and classroom instruments.

The arts provide a medium to understand and exchange ideas.

Essential Questions: How can pictures show sound and silence?

Concepts: Pictures can represent sound and silence.

Competencies: Read iconic notation representing sound and silence.

Overview: The half note is a fundamental rhythmic element of musical understanding, creation, and performance.

Goals: Students will be able to notate the half note rhythm in known and new songs, in improvisation and dictation, and through recognizing, creating, reading, and labeling the pitch.

Objectives:

1. Students will be able to identify the half note in known and new songs. (DOK 1)
2. Students will be able to distinguish between the half note and other rhythms. (DOK 2)
3. Students will be able to compose and create improvisations using the half note. (DOK 4)

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Core Activities and Corresponding Instructional Methods:

1. Direct Instruction on the use of the half note as it occurs in music.
 - a. Sing songs with the students.
 - b. Read the notation of the song to identify the half note by sight.
 - c. Sing the words with the half note to determine its duration.
2. Students use the half note rhythm in instrumental accompaniments.
3. Echo rhythms on instruments and body percussion, focusing on the half note.
4. Read rhythms containing the half note.

Assessments:

- o **Diagnostic:** Classroom observation, classroom discussion
- o **Formative:** Classroom observation, classroom discussion, performance assessment
- o **Summative:** Classroom observation, classroom discussion, performance assessment

Extensions:

1. Students write rhythmic dictation using known rhythms, focusing on the half note.
2. Students compose their own half note based rhythms and perform for the class.
3. Students improvise rhythms containing the half note in a call and response activity.
4. Create ostinato containing the pitch “do” to be performed with classroom songs and recordings on melodic instruments or voice.
5. Students create body percussion compositions using the half note.

Correctives:

1. Create and perform flash cards containing the half note.

Materials and Resources:

Classroom instruments

Flash cards

“All Night, All Day”

“Apple Tree”

“Bow Wow Wow”

“Cumberland Gap”

“Turn the Glasses Over”

“Knock the Cymbals”

“Old Blue”

“Rocky Mountain”

DELAWARE VALLEY SCHOOL DISTRICT

Unit#3: The Pitch “Re”
(36 Days)

MarkingPeriod: Third and Fourth Marking Periods

Standard(s):

PA Department of Education Academic Standards for the Arts and Humanities

9.1.3.A, 9.1.3.B, 9.1.3.C

National Association for Music Education Core Music Standards

MU:Cr.1.Ka, MU:Cr.1.Kb, MU:Cr2.1.Ka, MU:Cr2.1.Kb, MU:Cr3.1.Ka, MU:Cr3.2.Ka, MU:Pr4.1.Ka, MU:Pr4.2.Ka, MU:Pr4.3.Ka, MU:Pr5.1.Ka, MU:Pr5.1.Kb, MU:Pr6.1.Ka, Mu:Pr6.1.Kb, MU:Cn10.0.Ka, MU:Cn11.0.Ka

Anchor(s):

R3.A.1, R3.A.2, R3.B.1, R3.B.1, R3.B.3

Big Idea(s):

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Essential Questions: What do people use to perform music?

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Competencies: Perform simple melodies and rhythms using voices and classroom instruments.

The arts provide a medium to understand and exchange ideas.

Essential Questions: How can pictures show sound and silence?

Concepts: Pictures can represent sound and silence.

Competencies: Read iconic notation representing sound and silence.

Overview: The pitch “re” is a fundamental element of musical understanding, creation, and performance.

Goals: Students will be able to notate the pitch “re” on, above, and below the staff, in known and new songs, in improvisation and dictation, and through recognizing, creating, reading, and labeling the pitch.

Objectives:

1. Students will be able to identify the pitch “re” on the staff. (DOK 1)
2. Students will be able to distinguish between “re” and other pitches. (DOK 2)
3. Students will be able to compose and create improvisations using “re.” (DOK 4)

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Core Activities and Corresponding Instructional Methods:

1. Direct Instruction on the use of the pitch “re” as it occurs in music.
 - a. Sing songs with the students.
 - b. Read the notation of the song to identify the pitch “re” by sight.
 - c. Sing the words with the pitch “re” to determine its sound.
2. Students take turns singing the pitch “re” as it occurs in known and new songs.
3. Echo sing the pitch “re” from the staff.
4. Read melodies containing the pitch “re” from the staff.

Assessments:

- o **Diagnostic:** Classroom observation, classroom discussion
- o **Formative:** Classroom observation, classroom discussion, performance assessment
- o **Summative:** Classroom observation, classroom discussion, performance assessment

Extensions:

1. Students write melodic dictation using known pitches and focusing on “re.”
2. Students compose their own “re”-based melodies and perform for the class.
3. Students improvise melodies containing the pitch “re” in a call and response activity.
4. Create ostinato containing the pitch “re” to be performed with classroom songs and recordings on melodic instruments or voice.
5. Students transpose melodies on the staff to a new location using their knowledge of “re.”

Correctives:

1. Students act as human notes to represent the pitch “re” in a classroom song.
2. Students use Kodaly hand signs or body parts to represent the pitch “re.”
3. Create and perform flash cards containing the pitch “re.”

Materials and Resources:

Classroom instruments

Staff on board or floor

“Go ‘way Old Man”

“Hop Old Squirrel”

“Hot Cross buns” “Long-Legged Sailor”

“Michael Row the Boat Ashore”

“Steal Away”

“Three Blind Mice”

“Rocky Mountain”

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Unit#4: The String Family
days)

Marking Period: Fourth Marking Period (18

Standard(s):

PA Department of Education Academic Standards for the Arts and Humanities

9.1.3.A, 9.1.3.B, 9.1.3.C

National Association for Music Education Core Music Standards

MU:Cr.1.Ka, MU:Cr.1.Kb, MU:Cr2.1.Ka, MU:Cr2.1.Kb, MU:Cr3.1.Ka, MU:Cr3.2.Ka, MU:Pr4.1.Ka, MU:Pr4.2.Ka, MU:Pr4.3.Ka, MU:Pr5.1.Ka, MU:Pr5.1.Kb, MU:Pr6.1.Ka, Mu:Pr6.1.Kb, MU:Cn10.0.Ka, MU:Cn11.0.Ka

Anchor(s):

R3.A.1, R3.A.2, R3.B.1, R3.B.1, R3.B.3

Big Idea(s):

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Essential Questions: How can pictures show sound and silence?

Concepts: Pictures can represent sound and silence.

Competencies: Read iconic notation representing sound and silence.

Overview: Understanding the various instruments in the music world is essential to evaluating music and music performances, as well as to performing, composing, and exploring music.

Goals: Students will be able to identify, explain, and discuss the various instruments in the string family when listening to the instruments and observing the instruments.

Objectives:

1. Students will be able to identify the various string instruments. (DOK 1)
2. Students will be able to distinguish between the various string instruments. (DOK 2)
3. Students will be able to compare and contrast the various string instruments. (DOK 4)

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Core Activities and Corresponding Instructional Methods:

1. Direct Instruction on the string family instruments.
 - a. Show video clips of each instrument the students are exploring.
 - b. Show pictures of each instrument the students are exploring.
 - c. Name and identify the instruments by sound and by appearance.
2. Create instrument books to log differences and information learned.

Assessments:

- o **Diagnostic:** Classroom observation, classroom discussion
- o **Formative:** Classroom observation, classroom discussion, performance assessment
- o **Summative:** Classroom observation, classroom discussion, performance assessment

Extensions:

1. Students learn and label the parts on the string instruments in the orchestra.
2. Students visit the orchestra room to see the string instruments up close.
3. Students hold and play the various orchestra instruments.

Correctives:

1. Students play the four corners game to correct mistaken information.
2. Students correct each other's instrument booklets to help their classmates and promote self-guided learning.
3. Students play a matching game with instrument pictures and names.

Materials and Resources:

Orchestra instruments
Classroom supplies
Classroom technology

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APPENDIX

WWW.PDESAS.ORG/STANDARD