

Subject Area: Music

Grade 2

| Content & Substance | | | Organization of Knowledge | Sunshine State Standards Addressed & Mastery Level Indicator | Clear & Compelling Standards |
|--|--|--|---|---|------------------------------|
| What students will know and be able to do | | | Recommended Lessons with Supporting Resources | Introduce - I Reinforce - R Master - M | Assessment |
| Essential Questions | Content | Skills | | | |
| 2nd 9 Weeks | | | | | |
| <p>How can I use my voice to sing alone and with others?</p> <p>What do I do to blend my voice with others ?</p> <p>Do I have to change the way I sing when I sing songs from other cultures and styles?</p> | <p>Vocal Technique</p> <p>Vocal Application</p> <p>Vocal Expression</p> | <p>Sings melodic patterns and songs alone and with others and matching pitch within a 7-note range. (R)</p> <p>Echoes simple melodic patterns, using sol, la mi, re and do accurately, and maintaining the tonal center. (R)</p> <p>Demonstrates healthy use of singing, speaking, whispering and calling voice with appropriate volume. (R)</p> <p>Sings simple unison songs with and without accompaniment using accurate pitch, accurate rhythm and appropriate tone quality. (R)</p> <p>Sings alone and with others a diverse repertoire representing various cultures and styles. (R)</p> | | <p>MU.A. 1.1.1</p> <p>MU.A. 1.1.1</p> <p>MU.A .1.1.1</p> <p>MU.A. 1.1.2</p> <p>MU.A. 1.1.3</p> <p>MU.A .1.1.3</p> | |

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| 2nd 9 Weeks | | | | | |
| <p>Why is it important to maintain a steady beat when I perform rhythms?</p> <p>When I play an instrument, how can I change the way it sounds to match the music I am playing?</p> <p>How does notation represent what I sing, play or hear?</p> | <p>Instrumental Technique</p> <p>Instrumental Application</p> <p>Notation</p> <p>Dictation</p> | <p>Demonstrates expressive qualities appropriate to the music in regards to tempo changes: Walking (Andante) and running (Allegro) speeds. (R)</p> <p>Maintains a steady beat independently within simple rhythmic patterns. (I)</p> <p>Echoes rhythmic patterns using quarter notes, two eighth notes (R), and quarter rests (I).</p> <p>Performs with appropriate posture and position to produce a characteristic tone quality on pitched instruments. (R)</p> <p>Demonstrates expressive qualities of dynamics and tempo appropriate to the music while playing classroom and ethnic instruments. (R)</p> <p>Reads and performs quarter note, 2 eighth note (R) and quarter rest (I) rhythmic patterns.</p> <p>Notates quarter note, 2 eighth note (R), and quarter rest (I) rhythmic patterns</p> | | <p>MU.A. 2.1.1</p> <p>MU.A. 2.1.1</p> <p>MU.A 2.1.1</p> <p>MU.A. 2.1.2</p> <p>MU.A. 3.1.1</p> <p>MU.A. 3.1.3</p> | |

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| How do know what culture or time in history music represents? | Cultural and Historical Connections | Understands that music is different in other places and times around the world (R). | | MU.C. 1.1.1 | |
| How are rhythms and instruments the same /different from culture to culture? | Cultural and Historical Connections | Identifies vocal and instrumental music from different cultures (R) Compares rhythm and timbres of contrasting examples within world music (I). | | MU.C. 1.1.1 MU.C. 1.1.2 | |
| How can I move my body to represent the changes in the speed of the music? | Critical Analysis: Movement | Identifies selected songs that reflect daily life in varied cultures (I) Identifies music that reflects the cultural heritage of the community (I) Responds to tempo changes by using purposeful movement(R) | | MU.C. 1.1.3 MU.C 1.1.3 MU.D.1.1.1 | |
| When I listen to music, how can I describe what I hear? | Critical Analysis: Aural differentiation | Differentiates solo and group performances (R) | | MU.D.1.1.2 | |
| | | Describes specific characteristics of tempo(R) | | MU.D.1.1.3 | |
| | | | | MU.D. 1.1.4 | |

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| | | Describes how expressive qualities are used to convey feelings, images, moods, and events through music (R) | | | |
| What do I look for when I am evaluating someone else's performance or composition? | Critical Analysis: Performance Evaluation | Evaluates one's own and others' performances and describes what was successful and what should be changed and adjusts performances accordingly (R) | | MU.D. 2.1.2 | |
| What some of the ways I can relate my classroom studies to my music studies? | Application to Life: Cross-Curricular Connections | Identifies ways in which Language Arts, Math, Social Studies, and Science relate to music (R) | | MU.E. 1.1.2 | |
| How do I use music in my daily life? | Application to Life: Daily Life | Understands the use of music in daily life (R) | | MU.E. 2.1.1 | |
| How should I behave when I am attending a performance? | Application to Life: Audience Etiquette | Demonstrates appropriate audience behavior in such settings as classroom, school, public performance (R). | | MU.E. 2.1.2 | |
| What type of music do I like and what do I like about it? | Application to Life: Music Appreciation | Explains a personal preference for a specific type of music in relation to his or her own experiences (I). | | MU.E. 2.1.3 | |

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| Where can I find musicians in my community and what are they doing? | Application to Life: Roles of Musicians | Identifies the role of musicians in schools, the media, community, and specific cultures (R) | | MU.E. 2.1.4 | |