

Second Grade Music

January 20, 2022

Unit Outcome MUS.2.3	Students will sing a varied repertoire of music, alone and with others.	
MUS.2.3.1	Sing on pitch and in rhythm, maintaining a steady tempo, with appropriate posture	FPA.4.1.M.1, 2
MUS.2.3.2	Sing expressively, with appropriate dynamics	FPA.4.1.M.1, 2
MUS.2.3.3	Perform songs at a public performance	FPA.4.1.M.1, 2

Unit Outcome MUS.2.6	Students will compose and arrange music within specified guidelines.	
MUS.2.6.1	Compose music to accompany children's book	FPA4.1.M.1,2,3,4,5
MUS.2.6.2	Compose four measures using different classroom instruments	FPA4.1.M.1,2,3,4,5
MUS.2.6.3	Play four measures using different classroom instruments	FPA4.1.M.1,2,3,4,5

Unit Outcome MUS.2.7	Students will develop musical literacy through reading, sight-reading, and notating music.	
MUS.2.7.1	Read whole, half, quarter, eighth notes; whole, half and quarter rests	FPA4.1.M.1,5
MUS.2.7.2	Read notes in the pentatonic scales in treble clef (sol, la, mi, re, do)	FPA4.1.M.1,5
MUS.2.7.3	Identify and interpret dynamic markings: <i>f</i> , <i>mf</i> , <i>mp</i> , <i>p</i>	FPA4.1.M.1,5
MUS.2.7.4	Identify forms: call and response, verse and refrain, repeat sign, double bar line	FPA4.1.M.1,5

Learning Target, Success Criteria, Vocabulary Learning Target:

- I can read and perform quarter notes and rests, eighth notes and rests, half notes and rests, and la-sol-mi-re-do. I can write lyrics to a song.
- I will know I have succeeded when I have played *Kaboom!* And written my own set of lyrics to *My Aunt Came Back* or *Oh, a Hunting We Will Go*.
- I can use the terms quarter, eighth, half and solfege.

Procedure (go as far as possible, may not finish)

1. Introduction
 - a. Go over rules and self control
 - b. Learning targets
2. Oh, a Hunting We Will Go
 - a. Read, Oh, a Hunting We Will Go
 - b. Get recommendations on new verses (2-3)

3. Rhythm Game - Kaboom!
 - a. Go through rhythm cards with quarter, eighth, etc
 - b. Have students play Kaboom! with the proper terms
4. My Aunt Came Back
 - a. Introduce song by beginning to sing solfege patterns - refine into song
 - b. Run a few rounds
 - c. Get suggestions for new verses
5. Quiz and worksheet
 - a. Introduce quiz and worksheet
 - b. Students line up to get materials and take quiz
 - c. After quiz is finished, they have the rest of class to work on their rhymes
6. Closet Key
 - a. Any time left over we play "Closet Key"
 - b. Students sit in a circle, one in the middle. While the student in the middle has eyes closed, we sing the song twice and pass a key behind our backs. When the song stops, the person in the middle has to guess who has the key (be a detective!).

Assessment/Check for understanding

- Are they using the correct terms for the rhythms?
- Are they participating with the solfege correctly and singing back?
- Are they using the correct sounds and rhythms to create new rhymes?
- Assessed by a quick quiz and worksheet to help them create their own lyrics (and encouraging them to sing independently).