

Select a Course:	Music Grade 2
Teacher:	CORE Music Grade 2
Course:	Music Grade 2
Year:	2016-17
Months:	- All -

August	<p>Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕</p>					
September	<p>Forte/Piano In this unit, students will aurally identify dynamic contrast, appropriately using the terms forte and piano to describe and evaluate this expressive element of music.</p> <p>Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕</p> <table border="1"> <tr> <td> <p>Enduring Understandings</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> </td> <td> <p>Essential Questions</p> <p>How can we discern musical creators' and performers' expressive intent?</p> <p>How can we tell the difference between loud and soft in a musical piece using the correct musical terms?</p> </td> <td> <p>Standards</p> <p>MU:Re8.1.2.a - Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.</p> </td> <td> <p>Knowledge & Skills</p> <p>Students should know and be able to do: Identify and perform dynamic contrast in music.</p> <p>Use the terms forte and piano appropriately.</p> </td> <td> <p>Academic Language</p> <p>Tier 2 Volume Contrast</p> <p>Tier 3 Dynamics Forte Piano</p> </td> </tr> </table>	<p>Enduring Understandings</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p>	<p>Essential Questions</p> <p>How can we discern musical creators' and performers' expressive intent?</p> <p>How can we tell the difference between loud and soft in a musical piece using the correct musical terms?</p>	<p>Standards</p> <p>MU:Re8.1.2.a - Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.</p>	<p>Knowledge & Skills</p> <p>Students should know and be able to do: Identify and perform dynamic contrast in music.</p> <p>Use the terms forte and piano appropriately.</p>	<p>Academic Language</p> <p>Tier 2 Volume Contrast</p> <p>Tier 3 Dynamics Forte Piano</p>
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December	<p>Grade 2 Music Half Note and Rest Big Idea: Patterns</p> <p>Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕</p> <table border="1"> <tr> <td> <p>Enduring Understandings</p> <p>Notes can be equal to or longer than the beat.</p> <p>Students will connect to mathematics by understanding the</p> </td> <td> <p>Essential Questions</p> <p>How does understanding the structure and context of musical works inform performance?</p> </td> <td> <p>Standards</p> <p>MU:Pr4.2.2.a - Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.</p> <p>MU:Pr4.2.2.b - When analyzing selected music, read and perform rhythmic and</p> </td> <td> <p>Knowledge & Skills</p> <p>Students will experience this rhythm through listening.</p> <p>Students will be</p> </td> <td> <p>Academic Language</p> <p>Tier 2: relationship</p> <p>Tier 3: ta - a rest, rest half note half rest</p> </td> </tr> </table>	<p>Enduring Understandings</p> <p>Notes can be equal to or longer than the beat.</p> <p>Students will connect to mathematics by understanding the</p>	<p>Essential Questions</p> <p>How does understanding the structure and context of musical works inform performance?</p>	<p>Standards</p> <p>MU:Pr4.2.2.a - Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.</p> <p>MU:Pr4.2.2.b - When analyzing selected music, read and perform rhythmic and</p>	<p>Knowledge & Skills</p> <p>Students will experience this rhythm through listening.</p> <p>Students will be</p>	<p>Academic Language</p> <p>Tier 2: relationship</p> <p>Tier 3: ta - a rest, rest half note half rest</p>
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	mathematical relationships in this rhythm and addition.		melodic patterns using iconic or standard notation. MU:Pr5.1.2.a - Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. MU:Pr5.1.2.b - Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music. MU:Re7.2.2.a - Describe how specific music concepts are used to support a specific purpose in music.	able to identify this rhythm. 🏠 Students will be able to perform this rhythm in a variety of mediums.	
January	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
February	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
March	🏠 Compose In this unit, students will understand what it means to create original melodies while using sol, mi and la to express contour.				
	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
	🏠 Musicians make creative choices using their experience, background, and expressive intent.	🏠 How do musicians make creative decisions?	MU:Cr2.1.2.a - Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	🏠 Students should know and be able to do: Use a sequence of pitches to create a melody.	🏠 Tier 2 Create Contour 🏠 Tier 3 Pitch Melody Solfege
April	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
May	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
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