

## GRADE 2 - Unit 4 Performing Singing

### Board Approval

**June 11, 2024 (First Reading) July 9, 2024 (Second Reading)**

### Unit Overview

In unit 4, students will learn to:

- perform in a concert and demonstrate concert etiquette
- demonstrate proper breathing techniques and posture for singing
- read notation on the treble clef staff

### Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1 Creating Through Patriotic Songs	6-8 Lessons	1.3A.2.Cr1a 1.3A.2.Cr2b 1.3A.2.Cr3b	Students will read basic notation and demonstrate proper vocal techniques by studying Patriotic songs.	WALT read basic notation WALT sing with proper vocal placement and breathing techniques
Unit 2 Responding Through the Elements of Music	6-8 Lessons	1.3A.2.Re7b 1.3A.2.Re8a 1.3A.2.Re9a	Students will respond to the elements of music.	WALT create patterns of form WALT differentiate dynamics and tempos WALT identify instruments by their timbre
Unit 3 Connecting With Jazz	6-8 Lessons	1.3A.2.Cn10a 1.3A.2.Cn11a	Students will have a basic knowledge and appreciation of Jazz music.	WALT define syncopation, improvisation, blues, and scat singing WALT to identify music by

				Duke Ellington and Scott Joplin WALT make connections between the song, <i>Follow the Drinking Gourd</i> , and the Underground Railroad
Unit 4 Performing: Singing	6-8 Lessons	1.3A.2.Pr4a 1.3A.2.Pr5e 1.3A.2.Pr6a	Students will learn how to prepare for and perform in a concert.	WALT perform in a concert and demonstrate concert etiquette WALT demonstrate proper breathing and posture for singing WALT read notation on a treble clef staff
Unit 5 Performing: Composing	6-8 Lessons	1.3A.2.Pr4a 1.3A.2.Pr5e 1.3A.2.Pr6b	Students will be able to read, write, and perform their own musical compositions.	WALT read, write and perform rhythms with whole notes, half notes, and quarter notes WALT write and identify notes on a treble clef staff

**Grade 2 Unit 4 Performing: Singing 6-8 Lessons**

**Unit Vocabulary**

performance	breathing	posture	conductor	notation

**Preparation for College, Careers, and Beyond**

Career Ready Practices	Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law	LGBT & Disabilities Law	Asian Pacific Islander
<ul style="list-style-type: none"> <li>Literature connections</li> </ul>	<i>Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.</i>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Possible Assessment and Instructional Modifications			
Special Education	At-Risk	Gifted	English Language Learners
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p><b>Possible Modifications/Accommodations</b></p> <ul style="list-style-type: none"> <li>Extra time on assessments</li> <li>Use of a graphic organizer</li> </ul>	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to</p>	<ul style="list-style-type: none"> <li>Enrichment projects</li> <li>Higher-level cooperative learning activities</li> <li>Provide higher-order questioning and discussion opportunities</li> <li>Tiered centers</li> <li>Tiered assignments</li> <li>Alternate assignments/ enrichment</li> </ul>	<ul style="list-style-type: none"> <li>Continue practicing vocabulary</li> <li>Choice of test format (multiple-choice, essay, true-false)</li> <li>Vary test formats</li> <li>Read directions to student</li> <li>Provide study guides prior to tests</li> <li>Clarify test directions, read test questions</li> </ul>

<ul style="list-style-type: none"> <li>● Use of concrete materials and objects (manipulatives)</li> <li>● Opportunities for cooperative partner work</li> <li>● Assign fewer problems at one time (e.g., assign only odds or evens)</li> <li>● Differentiated center-based small group instruction</li> <li>● If a manipulative is used during instruction, allow its use on a test</li> <li>● Provide reteach pages if necessary</li> <li>● Provide several ways to solve a problem if possible</li> <li>● Provide visual aids and anchor charts</li> <li>● Tiered lessons and assignments</li> <li>● Highlight key directions</li> <li>● Test in alternative site</li> <li>● Use of word processor</li> <li>● Allow for redos/retakes</li> </ul>	<p>the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> <li>● Additional time for assignments</li> <li>● Review of directions</li> <li>● Review sessions</li> <li>● Use of mnemonics</li> <li>● Have student restate information</li> <li>● Provision of notes or outlines</li> <li>● Concrete examples</li> <li>● Support auditory presentations with visuals</li> <li>● Use of a study carrel</li> <li>● Assistance in maintaining uncluttered space</li> <li>● Peer or scribe note taking</li> <li>● Space for movement or breaks</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Books on tape</li> <li>● Graphic organizers</li> <li>● Preferential seating</li> <li>● Reduction of distractions</li> <li>● Answers to be dictated</li> <li>● Follow a routine/schedule</li> <li>● Teach time management skills</li> <li>● Agenda book and checklists</li> <li>● Adjusted assignment timelines</li> <li>● Varied reinforcement procedures</li> <li>● Work in progress check</li> <li>● Personalized examples</li> <li>● No penalty for spelling errors or sloppy handwriting</li> </ul>	<p>assignments</p> <ul style="list-style-type: none"> <li>● Provide texts at higher reading level</li> <li>● Extension activities</li> <li>● Pairing direct instruction w/coaching to promote self directed learning</li> </ul>	<ul style="list-style-type: none"> <li>● Read test passages aloud (for comprehension assessment)</li> </ul>
<b>Individualized Learning Opportunities</b>			
<ul style="list-style-type: none"> <li>● Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.</li> </ul>			

<b>Possible Assessments</b>			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments

<ul style="list-style-type: none"> <li>• Anecdotal notes during whole group, small group and individual conferences</li> <li>• Sharing strategies</li> <li>• Turn and talk</li> <li>• Stop and Jots</li> <li>• Graphic organizers</li> <li>• Running Records/skills check off</li> </ul>	<ul style="list-style-type: none"> <li>• Common Summative Assessments</li> <li>• Open-Ended Responses</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Spring Concert</li> </ul>
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Grade 2 Unit 4 Performing: Singing 6-8 Lessons			
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Concert Preparation and Reading Music Notation 6-8 Lessons	<ul style="list-style-type: none"> <li>• 1.3A.2.Pr4</li> <li>• 1.3A.2.Pr5</li> <li>• 1.3A.2.Pr6</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• perform in a concert and demonstrate concert etiquette</li> <li>• demonstrate proper breathing and posture for singing</li> <li>• read notation on a treble clef staff</li> </ul> <p><b>Anchor Standards:</b></p> <ul style="list-style-type: none"> <li>• Selecting, analyzing, and interpreting work</li> <li>• Developing and refining techniques and models or steps needed to create products</li> <li>• Conveying meaning through art</li> </ul> <p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>• Performing</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire</li> <li>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria</li> <li>• Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</li> </ul> <p><b>Essential Questions:</b></p>	<ul style="list-style-type: none"> <li>• Texts               <ul style="list-style-type: none"> <li>○ Music K-8 Magazine</li> <li>○ Various Choral Literature resources</li> </ul> </li> <li>• Materials               <ul style="list-style-type: none"> <li>○ Rehearsing for the second grade spring concert - running the performance with charis in concert formation</li> <li>○ discussions on breathing, posture, following conducting cues, concert etiquette, sitting properly, how to handle nerves, and teamwork</li> <li>○ reading notation on a treble clef staff by having "treasure hunts" and finding notes in choral literature</li> <li>○ completing worksheets where students identify notes on the treble clef staff</li> <li>○ group work games based off of reading notation</li> </ul> </li> </ul>

		<ul style="list-style-type: none"><li>● How do we analyze repertoire and improve our performance?</li></ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"><li>● <b>Select, Analyze, Interpret</b></li><li>● <b>Rehearse, Evaluate, Refine</b></li><li>● <b>Present</b></li></ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"><li>● Teacher observation of student responses: proper breathing, posture, and concert etiquette</li><li>● student memorization of song lyrics</li><li>● identifying notes on a treble clef staff</li><li>● Anecdotal notes during whole group, small group and individual</li></ul>	
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