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| Unit/Topic Title: **Creation of Music; Standard 2** | Trimester/Semester: **1** |
| Estimated Time (When): **Trimester 1** | |

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| **Standard(s)**  2. Creation of Music | |
| **Prepared Graduates:**   * [Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=5&glid=0&pgcid=61) * [Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=5&glid=0&pgcid=62) | |
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| **Grade Level Expectation: 2nd Grade** | |
| **Concepts and skills students master:** | |
| 1. Create musical phrases in the form of simple question-and-answer alone and in small groups 2. Identify rhythmic and melodic notation patterns | |
| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:**   * Improvise short instrumental phrases using the l-s-m-r-d tone-set 1.a * Create movements to express pitch, tempo, form and dynamics in music 1.c | **Inquiry Questions:**   * How does movement demonstrate what we hear? * Do people only improvise in music? * Does music have pattern? * Where else can you find patterns? * Why are patterns important in music? |
| **Relevance and Application:**   * Using developmentally appropriate movement to respond to music identifies a listeners reaction to the elements used in music. * Using discernment between an existing piece of music and one that has been improvised provides the ability to focus on detail aurally, which strengthens auditory abilities to follow directions, hear phonemic differences, and identify aural patterns in numeracy. * Recognizing the mathematical pattern in simple chords develops strong mathematical sequencing helpful in understanding number lines, simple fractions, and skip counting. * Software and other technology tools aid in finding patterns in music. * The ability to find patterns in other disciplines (such as mathematics, visual art, dance, spelling) provides a connection to a deeper understanding of patterns in society. * Describing how patterns change in various songs from different cultures, historical eras, styles, and genres provides insight to how various styles and genres of music are similar and different. * Discussing how simple songs are used in commercials or other mass media creates a connection to how music is used in society. |
| **Nature of the Discipline (Mathematics, Science, etc.):**   * Creating and responding to music through movement are forms of self-expression. * Music has many patterns. |
| |  | | --- | | **Essential Vocabulary** | | * Dynamics, form, pitch, tempo | | |  | | --- | | **Assessments** | | * TBD | | **Instructional Resources** | | * Spotlight on Music, Grade 2, teacher’s book; CD | | | |