

Anoka Hennepin K-12 Curriculum Unit Plan

Department: Music-Elementary

Course/Grade Level: 2

Unit Title: Unit 2 Rhythm – Ties, Half Note, Half Rest

Number of Lessons/Days: Trimester 1, 2

Unit Summary: In this unit, students will continue to sing and play using known rhythms and adding half notes (tied quarter notes) (du-u) and half rest (two beats of silence). Students will begin to develop an understanding that music is present in every culture, is a reflection of culture, and promotes an appreciation of other cultures, through the use of singing, playing, creating, moving, listening, improvising, and conversing. Students will develop their ability to respond to music in a variety of ways. Students will create and perform an original 16-beat composition, using quarter notes, quarter rests, two eighth notes, half notes, and half rests.

DESIRED RESULTS (STAGE 1)

Program Understanding and/or Minnesota State/Local/Core Standards and Technology Standard(s) addressed:

I. Artistic Foundation: A. Students will understand that there are foundational elements that lead to music literacy.

State Standard: 1.1 Artistic Foundations: Demonstrates knowledge of the foundations of the arts area.

Benchmark: 0.1.1.3.1 - Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.

State Standard: 1.2 Artistic Foundations: Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.

Benchmark: 0.1.2.3.1 - Read and notate music using a system of notation such as solfege, numbers or symbols.

Benchmark: 0.1.2.3.2 - Sing and play with accurate pitch, rhythm and expressive intent.

II. Artistic Process: Students will understand that music is an artistic process that is created, performed, and responded to in meaningful ways.

State Standard: 2.1 Artistic Process: Create or make in a variety of contexts in the arts area using the artistic foundations.

Benchmark: 0.2.1.3.1 - Improvise or compose to express musical ideas using the voice and/or instrument.

Benchmark: 0.2.1.3.2 - Revise a creation based on the feedback of others.

State Standard: 3.1 Artistic Process: Perform or present in a variety of contexts in the arts area using the artistic foundations.

Benchmark: 0.3.1.3.1 - Sing and play a varied repertoire that includes simple rhythms and melodies.

Benchmark: 0.3.1.3.2 - Reflect on a performance based on the feedback of others.

State Standard: 4.1 Artistic Process: Respond to or critique a variety of creations or performances using the artistic foundations.

Benchmark: 0.4.1.3.1- Compare and contrast the characteristics of a variety of musical works or performances.

III Artistic Connection: A. Students will understand that there are meaningful connections between music and other aspects of life.

State Standard: 1.3 Artistic Foundations: Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts area.

B. Students will understand that music comes from a variety of people and places.

Overarching Understanding(s) from Curriculum Map/Course Understandings:

Students will understand that....

- Musicians use pitch and rhythm, regulated by a pulse, to make music.
(Pitch: La – Sol - Mi - Re – Do / Rhythm: ♩ = ♩ - -)
- Musicians use form in order to organize music.
- Effective composers use a process (sometimes utilizing imitation, improvisation, and notation) in order to create music.
- Musicians perform instrumentally and/or vocally alone and/or in a group upon which practice affects quality.
- Music can be analyzed in terms of melody, rhythm, harmony, dynamics, tone color, texture, and form.
- The human body plays an essential role in producing and expressing music.
- Music comes from a variety of people and places.

Topical Understanding(s) Specific to Unit:

Students will understand that....

- There is more than one way to write rhythms (ex. two tied quarter notes = one half note).
- Repeated patterns help create recognizable form.
- Feedback is essential to the creative process.
- Practice leads to improvement.
- Music can be analyzed in terms of melody, rhythm (tempo), dynamics, tone color (instruments), texture, and form.
- The rhythm of the music can be dictated by the text.
- The body can be used to show a variety of rhythm durations.
- Every culture has its own music, which reflects its diversity.

Essential Question(s) from Curriculum Map/Course Essential Questions:

To understand, student will need to consider such questions as...

- How do we write what we hear?
- How do we play/sing/speak what we read?
- How can I make music alone?
- How are patterns used to create form?
- How can we make music together?
- How can we describe music?
- How can my body make music?
- How do I write music?
- Who makes music?
- Where can music be found?

Topical Essential Questions for Unit:

To understand, student will need to consider such questions as...

- Why can rhythms be written more than one way?
- How do musicians use feedback to make music better?
- How does practice help me to improve?
- How many parts do you hear, one or more?
- What is the difference pitch and rhythm?
- Does every song have a melody?
- How do the four main instrument families sound different from each other?
- How do the words create the rhythm of the music?
- How can we show the rhythm with our body?
- Who and where is the music from?

To understand, student will need to...

know... Student will need to know the following in order to... (e.g. facts, concepts, generalizations, rules, theories, principles)

be able to... (Students will be able to DO... skills, procedures, processes)

- A tie is a curved line almost connecting two or more notes on the same line or space in order to create one longer sound.
- Two tied quarter notes = two beats = a half note and are performed identically by saying the rhythmic syllable “du-u.”
- A half rest is two beats of silence and larger than a quarter rest.
- Practice can help you improve your skills.
- The melody is the main tune of the song and the sum of pitch + rhythm.
- Texture is the number of parts occurring simultaneously. (solo/group).
- There are four main instrument families (woodwind, brass, percussion, and string).
- Musical compositions can be revised based on the feedback of others.
- The rhythm of the music is influenced by the text.
- Half notes can be moved “step-slide.”
- There are foundational elements in global music.

Essential new vocabulary:

- Tie
- half note
- “du-u”
- half rest
- texture
- text
- diversity
- Instrument families - Woodwind, Brass, Percussion, and Sting

Common misunderstanding(s):

- A tied note makes more than one sound.
- You can’t tie more than two notes together.
- A half note is called a “du-u.”
- A half rest gets one beat.
- The beat stops on a rest.
- All instruments have the same tone color/sound and are played the same way.
- All cultures have the same music with one type of music in each country.
- Everyone likes the same kind of music.
- There is only one way to respond to music.
- My opinion is right/wrong.

- Compare and contrast two tied quarter notes, half notes, and half rests.
- Compare and contrast all known rhythms (grade 1 and 2).
- Use tied quarter notes, half notes, and half rests when creating, improvising, and performing music.
- Practice with a purpose.
- Identify if a song has melody, repeated patterns, and if it has one or more parts.
- Compare and contrast the woodwind, brass, percussion, and string families (instruments, sounds, sound production).
- Give and receive feedback to improve the creative process.
- Translate text into written rhythmic notation.
- Engage in respectful conversations about music.
- Respond to music in a variety of ways.
- Move to half notes (step-slide).
- Identify the musical elements in songs from different cultures.

