

Anoka Hennepin K-12 Curriculum Unit Plan

Department: Music-Elementary

Course/Grade Level: 2

Unit Title: Unit 4 Rhythm – Dotted Half Note/Critical Response to Music

Number of Lessons/Days: Trimester 3

Unit Summary: This is a unit in which students will continue to sing and play using known rhythms, adding the dotted half note (du-u-u). Students will 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, written, verbal, kinesthetic, and using Critical Response Protocol. Formative and summative assessments, as well as a G.R.A.S.P.S.S., will assess the student's understanding of the unit.

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.

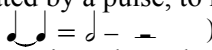
III Artistic Connection: A. Students will understand that there are meaningful connections between music and other aspects of life.

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 communicate meaning and emotions through 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....

- Sound can be represented in more than one way when notating music (ex. three tied quarter notes = one dotted half note).
- Composers use groups of two beats verses groups of three beats to create different responses.
- Musicians communicate meaning and emotions through music.
- Musical compositions can be revised based on the feedback of others to make improvements.
- 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, texture, rhythm, and form.
- The rhythm of the music can be dictated by the text.
- 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 write music?
- How do we play/sing/speak what we read?
- How does the music make you feel?
- What is the process for composing music?
- How can I make music alone?
- How can we make music together?
- How can I improve when I play or sing?
- How can we describe music?
- How can my body make 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 can you tell the difference between groups of two beats and groups of three beats?
- How can composers or performers communicate ideas?
- 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?
- How do the four main instrument families sound different from each other?
- How do the words create the rhythm of the music?
- When and where can music be performed?
- How does music reflect culture?
- How can we respond to music?

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)

- Three tied quarter notes = three beats and is recognized and identified by the rhythmic syllable “du-u-u.”
- A dotted half note is recognized and identified by using the rhythm syllable “du-u-u”.
- Three tied quarter notes = one half note tied to one quarter note = one dotted half note.
- Adding a dot after a note adds more value to the original note.
- Rhythmic patterns can be organized into groups of two beats and groups of three beats to create different responses.
- Feedback is essential to the creative process.
- Music can be analyzed in terms of melody, rhythm, dynamics, form, texture, instruments, and cultural context.
- The rhythm of the music is influenced by the text.
- Music inspires a wide variety of personal response.

Essential new vocabulary:

- dotted half note
- “du-u-u”
- groups of 2 beats vs. groups of 3 beats

Common misunderstanding(s):

- A tied note makes more than one sound.
- You can’t tie more than two notes together.
- A dotted half note is called a “du-u-u.”
- A dotted half note get two beats
- A dot is a period.
- A dot doesn’t change the duration of the note.
- My opinion is right/wrong.
- All cultures have the same music.
- Everyone likes the same kind of music.
- There is only one way to respond to music.
- Groups of two beats sound and feel the same as groups of three beats.
- All music has groups of two beats.

- Compare and contrast all known rhythms.
- Identify and use all known rhythms when creating or performing music.
- Recognize groups of two beats and groups of three beats.
- Give and receive feedback to improve the creative process.
- When listening to music, identify the foundational elements of melody, rhythm, dynamics, form, texture, instruments, and cultural context (people and places).
- Translate text into written rhythmic notation.
- Respond to music in a variety of ways – written, verbal, kinesthetic, and Critical Response Protocol.
- Engage in respectful conversations about music.

