

Angela Kelton, Elementary Music
2nd Grade – Cumberland Square & Marvelous Musical Deli

FOCUS: Concept and Skills Emphasized <small>bold/highlighted – key focus</small>	LEARNING OBJECTIVES & ESSENTIAL QUESTIONS	TERMS/VOCABULARY	INTERDISCIPLINARY CONNECTIONS
<input checked="" type="checkbox"/> Choreography/ Movement <input type="checkbox"/> Composing <input type="checkbox"/> Connections <input type="checkbox"/> Expression <input checked="" type="checkbox"/> Form <input type="checkbox"/> Harmony <input type="checkbox"/> History <input type="checkbox"/> Improvising <input type="checkbox"/> Instruments <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Literacy <input type="checkbox"/> Melody <input checked="" type="checkbox"/> Performing <input checked="" type="checkbox"/> Rhythm <input type="checkbox"/> Singing <input checked="" type="checkbox"/> Steady Beat <input type="checkbox"/> Tone Color/ Timbre <input checked="" type="checkbox"/> Vocabulary	<p>Students will be able to perform the steady beat switching between quarter notes and half notes.</p> <p>Students will be able to recognize AB form.</p> <p>“I can” statements:</p> <ul style="list-style-type: none"> • “I can perform the steady beat switching between quarter notes and half notes.” • “I can recognize AB form.” <p>Essential Question: “How is music structured?”</p>	<p>steady beat rhythm quarter note half note patterns sections form AB form introduction</p>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Language Arts <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Visual Arts <input type="checkbox"/> PE <input type="checkbox"/> Technology
MATERIALS	TECHNOLOGY INTEGRATION	CLASSROOM STRATEGIES	ASSESSMENT
<p>Songs: <i>Rock n Stop, Cumberland Square</i></p> <p>Instruments:</p> <p>Books: GamePlan grades 1 & 2</p> <p>Videos:</p> <p>Web Content: musicaldeli.ihartteachingmusic.com</p> <p>Other: sandwich game</p>	<input checked="" type="checkbox"/> iPod/Stereo <input checked="" type="checkbox"/> Projector Presentation <input type="checkbox"/> Smart Board <input type="checkbox"/> Document Camera <input type="checkbox"/> Animated Listening Map <input type="checkbox"/> Recording Device <input type="checkbox"/> Computer Centers <input type="checkbox"/> iPads <input checked="" type="checkbox"/> Other: internet access	<input checked="" type="checkbox"/> Whole Group Activity/Ensemble <input type="checkbox"/> Small Group Activity <input type="checkbox"/> Partner Work <input type="checkbox"/> Centers <input type="checkbox"/> Reading/Writing Activity <input type="checkbox"/> Technology <input type="checkbox"/> Kagan <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Performance <input checked="" type="checkbox"/> Participation <input checked="" type="checkbox"/> Oral Response <input type="checkbox"/> Rubric <input type="checkbox"/> Test <input type="checkbox"/> Written Work <input type="checkbox"/> Other:
STANDARDS (MO Music GLE’s) <small>bold/highlighted – key focus</small>			
<input type="checkbox"/> Product Performance – Singing <input type="checkbox"/> Apply accurate pitch relationships while singing in a limited range (la-so-mi, so-mi-re do) <input type="checkbox"/> Demonstrate appropriate singing posture <input type="checkbox"/> Demonstrate loud and soft dynamics (p, f) and fast and slow tempi <input type="checkbox"/> Perform a varied repertoire of songs <input type="checkbox"/> Perform ostinati <input type="checkbox"/> Perform in groups using a steady beat, matching dynamics, following the cues of the conductor <input checked="" type="checkbox"/> Product Performing – Playing <input checked="" type="checkbox"/> Perform the following rhythmic patterns using standard or iconic notation: whole note/rest, half note/rest, quarter note/rest, eighth note pairs <input type="checkbox"/> Demonstrate loud and soft dynamics (p, f) and fast and slow tempi <input type="checkbox"/> Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles <input checked="" type="checkbox"/> Echo short rhythmic patterns on rhythm instruments and/or body percussion <input checked="" type="checkbox"/> Perform in groups using a steady beat, matching dynamics, following the cues of the conductor <input type="checkbox"/> Improvise short rhythmic and melodic patterns <input type="checkbox"/> Create a rhythmic composition using icons <input type="checkbox"/> Create a phrase by arranging rhythms <input checked="" type="checkbox"/> Elements of Music <input checked="" type="checkbox"/> Read simple rhythm patterns (using iconic or standard notation) consisting of: whole note/rest, half note/rest, quarter note/rest, eighth note pairs <input type="checkbox"/> Identify melodies that move up, down, or stay the same <input type="checkbox"/> Transfer melodic icons to pitch notation (e.g., two line staff) <input type="checkbox"/> Identify p for piano and f for forte		<input checked="" type="checkbox"/> Artistic Perceptions <input checked="" type="checkbox"/> Recognize basic forms and composition techniques (question/answer, call/response, AB, repeated patterns/ostinati, verse/refrain, repeat sign, introduction) <input checked="" type="checkbox"/> Demonstrate through movement musical opposites and basic forms (same/different, high/low, fast/slow, long/short, smooth/separated, soft/loud, up/down, question/answer, call/response, AB, repeated pattern/ostinati, verse/refrain) <input type="checkbox"/> Differentiate between classroom pitched/non-pitched percussion instruments <input type="checkbox"/> Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements (appropriate singing voice, loud/soft, steady beat, posture/stage presence) <input type="checkbox"/> Use prerequisite appropriate music terms to describe their personal responses to a musical example (tempo) <input type="checkbox"/> Interdisciplinary Connections <input type="checkbox"/> Tell how concepts such as repetition and contrast are used in the fine arts <input type="checkbox"/> Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music <input type="checkbox"/> Show how the arts are studied in ways common to other subjects (e.g., relate rhythmic groups in music to sets in mathematics) <input type="checkbox"/> Historical and Cultural Contexts <input type="checkbox"/> Identify characteristics of teacher-selected genres or styles (patriotic, Native American, African American, singing games) <input type="checkbox"/> Describe how elements of music are used in teacher-selected examples (patriotic, Native American, African American, singing games) <input type="checkbox"/> Describe the function of music in various settings and cultural events (patriotic, Native American, African American, singing games) <input type="checkbox"/> Discuss and demonstrate appropriate listening behavior for various types of performances <input type="checkbox"/> Identify responsibilities of an accompanist and soloist	

LESSON OUTLINE

**Note: This lesson takes two 30-minute classes to complete.*

Prior Knowledge: Students should be familiar with quarter notes and half notes. This lesson reinforces these concepts.

Cumberland Square Lesson 1

- Moving to the Pulse, GamePlan p. 37
 - Draw a quarter note and half note on the board (review).
 - Point to one note, then the other, tapping the beat on the board while students pat beat (quick reaction).
 - While sitting, listen to music (*Rock n Stop*). Start by patting the quarter note beat. When the music pauses switch to the half note beat.
 - Repeat several times throughout the music.
- *Cumberland Square*, GamePlan p. 58 (grade 1)
 - Make connections to previous year (learned in first grade).
 - Listen to the music. How many parts to music? Did the music sound the same the whole way through or did it sound like it changed?
 - Listen again, raising hand when second section starts.
 - Introduce movements for first section (steady beat, counting to 8 on floor, knees, shoulders, head). Perform with the music.
 - Introduce movements for the second section (titi ta, titi ta, turn 2 3 4). Are we performing the steady beat? (no – rhythms)
 - Perform movements for first and second section with the music.
 - When able, slowly remove teacher support until students are performing 100% on their own.
- Extension: Perform song again, but switch from quarter notes to half notes for first section. Discuss difference in feel.

Cumberland Square Lesson 2 (Introduction to the Marvelous Musical Deli)

- Moving to the Pulse, GamePlan p. 37
 - Draw a quarter note and half note on the board (review).
 - Point to one note, then the other, tapping the beat on the board while students pat beat (quick reaction).
 - While sitting, listen to music (*Rock n Stop*). Start by patting the quarter note beat. When the music pauses switch to the half note beat.
 - Repeat several times throughout the music.
 - Once secure, begin moving around the room alternating between the quarter note and half note beat.
- Marvelous Musical Deli
 - Display PowerPoint file (and/or visit musicaldeli.iheartteachingmusic.com).
 - Introduce basics of form (definition, using traditional letters, shapes, colors).
 - Introduce building a sandwich to represent different sections (use sandwich game).
- *Cumberland Square*, GamePlan p. 58 (grade 1)
 - When we listened to *Cumberland Square* in our last lesson, how many sections did it have? (2, repeating over and over)
 - Use sandwich game to represent form of song.
 - The first section is called the A section and is always represented by a piece of bread. Have student come to front of class to hold bread.
 - Choose student to pick filling for sandwich (bologna, cheese, lettuce, tomato, pickle, peanut butter, or jelly). This is the B section. Student comes to front of class to hold filling and stand next to student with bread.
 - Continue to illustrate form with more students holding bread and filling (whichever filling was chosen for the first B section must be used again for all other B sections).
 - Listen to the beginning of the music. Is the first thing we hear the A section? (no)
 - Introduce introduction and display plate to represent it.
 - Review A & B section movements and perform with music.
 - Perform song again, but switch from quarter notes to half notes for first section. Discuss difference in feel.
- Extension: Break students into small groups (3-4) to create new movements and/or rhythm for B section.