

**Delaware Standards for Visual & Performing Arts**

**MUSIC Model Unit of Instruction Grade 2 - Gateway Lab School**



**Discipline: Music**

**Artistic Processes: Create, Perform, Respond, Connect**

**Title: Rhythm Study, Grade 2**

**Description: Second grade students will use standard notation to create their own multiple measure rhythmic compositions. Students will also be using rhythm to create and perform a melodic composition within teacher given parameters. Students respond giving feedback to others on performance and creation.**

In this Model Unit of Instruction (MUI) you will find: (mark all that apply)

<input checked="" type="checkbox"/> Strategies for instruction <input checked="" type="checkbox"/> Standards for instruction	<input checked="" type="checkbox"/> Assessment procedures	<input checked="" type="checkbox"/> Knowledge, skills and vocabulary	<input checked="" type="checkbox"/> Differentiation strategies <input checked="" type="checkbox"/> Strategies for inclusion
<input checked="" type="checkbox"/> Suggested formative and summative assessment scoring devices <input checked="" type="checkbox"/> Unit specific rubrics	<input checked="" type="checkbox"/> Resources needed for unit implementation	<input type="checkbox"/> LFS strategies <input type="checkbox"/> UbD strategies	<input type="checkbox"/> Benchmarked student work (with parental permission to upload to DOE website)

**Estimate time for teaching and assessment:** (mark the appropriate box)

(Note: Time entered below is to assist teachers for planning purposes. Time estimates are to be used as a guideline.)

Approximately \_\_\_\_\_ hours       To be determined by the individual teacher

**Standards for embedding instruction**

**Creating**

**MU: Cr1.1.2b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).**

- I CAN create a rhythmic or melodic pattern within the given rules to match my thought or idea.

**MU: Cr2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.**

- I CAN show and tell about the musical choices I make.

**MU: Cr2.1.2b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.**

- I CAN notate or record my musical ideas.

**MU: Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers to or informal audience.**

- I CAN share the feelings of my music by presenting it to others

**Performing**

**MU:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation**

- I CAN analyze, read and perform rhythmic and melodic patterns using notation.

**MU: Pr5.1.2a Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.**

- I CAN judge a performance using a rubric.

**MU:Pr6.1.2b Perform appropriately for the audience and purpose**

- I CAN perform for an audience.

**Responding**

**MU: Re7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.**

- I CAN show and explain why I chose a piece of music for a certain purpose.

**Connecting**

**MU: Cn10.0.2a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

- I CAN show an understanding of the Arts when I perform, create and respond.

**Strategies for embedding instruction** *[possible sequence & strategies to align instruction and assessment to the Standards for Visual & Performing Arts within a classroom unit]*

**Creating**

Students will create their own 2 measure rhythm composition in standard notation both in 3 beat grouping and 4 beat groupings.

Students will create their own 2 measure melodic composition using two specified pitches.

**Performing**

Students will perform their rhythmic composition to an audience.

Students will perform their melodic composition to an audience.

**Responding** - Students will give feedback to peer performances.

**Connecting** - While creating and performing, students will demonstrate how their personal choices related to their knowledge and skills.

**Assessment procedures** *[outline of procedures necessary to obtain comparable work from multiple teachers]*

**Knowledge, skills and vocabulary** *[focusing on concepts required to successfully complete the task]*

**Key vocabulary**

meter, rhythm, measure, bar line, lines/spaces, beats, notation, composition, double bar line, repeat, staff

**Knowledge and skills** *[other than Key Vocabulary]*

*Students will:*

- compose in multiple meters
- identify elements of standard notation
- analyze and critique work
- compose a melody with multiple notes on a melodic instrument
- perform assigned rhythms correctly and with appropriate performance techniques

**Strategies for inclusion** *(Specially designed instruction and support for students with disabilities to provide equitable learning opportunities.)*

**Differentiation strategies** *(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)*

## Resources [for unit implementation]

Varied melodic instruments, varied rhythmic instruments, standard notation visuals, writing implements and appropriate corresponding materials

- [Rhythm Practice](#)
- For rhythm and melodic practice (with teacher assistance)
- [Rhythm Sound Match Review](#)
- [Lines and Spaces PowerPoint](#)

## Suggested formative and summative assessment devices [rubrics, checklists, rating scales, etc.]

### Formative

#### Directions for formative assessment:

**This self-assessment tool is to be used throughout the unit for any lesson or activity a teacher plans.**

- During activities throughout unit use the student self-assessment/teacher assessment tool. Student self-assessment should be in a page protector/white board for the students to use over multiple lessons. Students will need to receive this as well as markers and erasers as part of their materials for that day's lesson.
- Students will self-assess their musical work during lessons by evaluating their writing/reading/performing of musical patterns and ideas as well as assessing their peers.
- Teacher will use the teacher assessment tool to assess students on the same questions and then compare student self-assessment of understanding to teacher assessment.
- Teacher will need to walk around the room to check student work on white boards for student self-assessment answers and copy using the numeric system onto teacher assessment.
- Use questions 1-5 as needed and as appropriate to that day's lesson. (i.e.: if only reading/performing/peer assessing musical ideas skip questions 2 and 3 on that day.)

### [Student self-assessment and teacher assessment tool](#)

### Summative

#### Directions for Assessment:

- Students receive [Summative assessment](#)
  - § Student will compose 2 rhythmic patterns, 2 measures each, one in  $\frac{3}{4}$  one in  $\frac{4}{4}$
  - § Students will compose a melody 2 measures in  $\frac{4}{4}$ , using a high and low sound
  - § Student will describe one musical choice they made in their compositions
- Students will form groups of no more than 4 students.
  - § Student will choose an instrument to perform
    - If student wishes to perform one of their rhythmic patterns, student will choose an unpitched instrument (Drum, clapping, patting etc.)
    - If student wishes to perform their melodic composition, student will choose a pitched instrument (Xylophone, boom whackers, singing etc.).
  - § Students will perform one of their 3 compositions for this small group.
  - § Students in group will receive [peer feedback forms](#) to fill out for each performance.
  - § (Adaptation) may play compositions with 1 friend
  - § (Adaptation) may play the composition for the teacher.
  - § Students fill out [feedback sheet](#) on each student's performance

### Unit-specific rubrics

### Formative Rubric

	<b>Unscorable (0)</b>	<b>Emerging (1)</b>	<b>Approaching (2)</b>	<b>Meets (3)</b>	<b>Exceeds (4)</b>	<b>Standards</b>
Students show understanding of standard notation (quarter note, eighth note pair, half note, whole note, quarter rest, half rest, whole rest)	Did not attempt	Student did not use standard notation	Student demonstrates some understanding of standard notation	Student demonstrates consistent understanding of standard notation	Student demonstrates complete understanding of standard notation	<b>MU: Cr2.1.2b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.</b>  I CAN notate or record my musical ideas.
Students show understanding of standard notation structure (measures, bar lines, double bar, repeat, staff lines and spaces)	Did not attempt	Student did not use standard notation structure	Student demonstrates some understanding of standard notation structure	Student demonstrates consistent understanding of standard notation structure	Student demonstrates complete understanding of standard notation structure	<b>MU: Cr1.1.2b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).</b>  I CAN create a rhythmic or melodic pattern within the given rules to match my thought or idea.
Students use standard notation to write music	Did not attempt	Student did not use standard notation to write music	Student demonstrates some understanding of standard notation in writing music	Student demonstrates consistent understanding of standard notation in writing music	Student shows complete understanding of standard notation in music writing	<b>MU: Cr2.1.2b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.</b>  I CAN notate or record my musical ideas.
Students read and perform using standard notation	Did not attempt	Student did not perform written music accurately	Student performs written music with few mistakes	Student performs written music proficiently with 1 or no mistakes	Student performs written music proficiently with no mistakes	<b>MU:Pr6.1.2b Perform appropriately for the audience and purpose</b>  I CAN perform for an audience.
Student gives appropriate peer feedback	Did not attempt	Student attempts feedback but	Student gives mostly appropriate feedback	Student give appropriate feedback	Student gives appropriate feedback using synthesized	<b>MU: Pr5.1.2a Apply established criteria to judge the accuracy, expressiveness, and</b>

		does not give appropriate responses			knowledge and relates to prior knowledge	<b>effectiveness of performances.</b> I CAN judge a performance using a rubric.
--	--	-------------------------------------	--	--	--	--

**Summative Rubric**

	<b>Unscorable (0)</b>	<b>Emerging (1)</b>	<b>Approaching (2)</b>	<b>Meets (3)</b>	<b>Exceeds (4)</b>	<b>Standards</b>
Created Rhythmic composition	Did not attempt	Student attempts writing composition but lacks in structure and/or appropriate notation	Student writes composition with few mistakes in structure and/or notation	Student writes composition with appropriate structure and/or notation with 1 mistake	Student writes composition with appropriate structure and/or notation with no mistakes	<b>MU:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation</b>  I CAN analyze, read and perform rhythmic and melodic patterns using notation.
Created melodic composition	Did not attempt	Student attempts writing composition but lacks in structure and/or appropriate notation	Student writes composition with few mistakes in structure and/or notation	Student writes composition with appropriate structure and/or notation with 1 mistake	Student writes composition with appropriate structure and/or notation with no mistakes	<b>MU:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation</b>  I CAN analyze, read and perform rhythmic and melodic patterns using notation.
Performance of composition	Did not attempt	Student did not perform written music accurately	Student performs written music with few mistakes	Student performs written music proficiently with 1 mistake	Student performs written music proficiently with no mistakes	<b>MU:Pr6.1.2b Perform appropriately for the audience and purpose</b>  I CAN perform for an audience.  <b>MU: Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers to or informal audience.</b>  I CAN share the feelings of my music by presenting it to others
Explanation of choosing	Did not attempt	Student attempts	Student gives mostly appropriate	Student gives appropriate	Student gives appropriate	<b>MU: Re7.1.2a Explain and demonstrate how personal</b>

musical ideas		feedback but does not give appropriate responses	feedback	feedback	feedback with synthesized ideas relating to prior knowledge and personal preference.	<b>interests and experiences influence musical selection for specific purposes.</b> I CAN show and explain why I chose a piece of music for a certain purpose.
Peer feedback	Did not attempt	Student attempts feedback but does not give appropriate responses	Student gives mostly appropriate feedback	Student gives appropriate feedback	Student gives appropriate feedback using synthesized knowledge and relates to prior knowledge	<b>MU: Pr5.1.2a Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.</b> I CAN judge a performance using a rubric.