



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2**   **SUBJECT: MUSIC**

### NEW JERSEY CONTENT STANDARDS

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.
- 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

### Unit 1 The Creative Process

**Overview:** Students will refine the practice of fundamental music performance. They will demonstrate rhythm, pitch and dynamics. Read simple musical notation during a variety of music and movement activities. Demonstrate piano and forte vocally. Identify the rest sign for no sound on the beat. Find rhythm patterns in songs. Demonstrate the form through movement in call and response form. Play ostinato patterns on instruments while the class sings. Read from musical staff and use the hand signs.

**Time Frame:** First Marking Period

**Enduring Understandings:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music

**Essential Question:**

How can I change the dynamics of a song

NJDOE Standards Born on Date: 2014



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2 SUBJECT: MUSIC**

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>1.1.2.B.1</b> Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p><b>1.1.2.B.2</b> Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p><b>1.1.2.B.3</b> Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other</p>	<p><b>Topics Let the Music Begin</b></p> <p><b>SWBAT –</b></p> <p>Demonstrate rhythm, pitch and dynamics.</p>	<p>Sing Heigh- Ho with correct dynamics, forte (loud), piano (soft).</p>	<p>Music Lesson: Pitch, Dynamic and Tone Color <a href="https://www.youtube.com/watch?v=vVGFpiUS0HA">https://www.youtube.com/watch?v=vVGFpiUS0HA</a></p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>Common Formative Assessment</li> </ul>
	<p>Read simple musical notation during a variety of music and movement activities.</p> <p>Demonstrate piano and forte vocally.</p>	<p>Identify the rest sign for no sound on the beat. Silver Moon Boat (Chinese)</p> <p>Find rhythm patterns in Un Pajarito</p>	<p>The High and Low Game - The Children's Music Workshop <a href="https://www.youtube.com/watch?v=KSEojtRAoHw">https://www.youtube.com/watch?v=KSEojtRAoHw</a></p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Observation</li> <li>Question and answer group discussion</li> </ul>
	<p>Identify the rest sign for no sound on the beat.</p> <p>Find rhythm patterns in songs.</p>	<p>Demonstrate the form of Michael Row through movement in call and response form. <b>NJSLSA.R7</b></p> <p>Play ostinato patterns while class sings Lone Star Trail.</p>	<p>Rhythm Lessons: <a href="https://www.bethsnotesplus.com/2012/07/2nd-grade-lessons-first-3-weeks.html">https://www.bethsnotesplus.com/2012/07/2nd-grade-lessons-first-3-weeks.html</a></p>	<p><b>Summative:</b></p> <p>Solo and duo performance evaluations</p> <p>Admit/Exit tickets</p> <p>Teacher-made check list for rhythm patterns,</p>



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2 SUBJECT: MUSIC**

<p>musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p><b>1.3.2.B.2</b> Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</p> <p><b>1.3.2.B.4</b> Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.</p> <p><b>1.3.2.B.6</b></p>	<p>Demonstrate the form through movement and call and response form.</p> <p>Play ostinato patterns on instruments while the class sings.</p> <p>Read from musical staff.</p> <p>Find pitches during singing games.</p> <p>Add thin to thick texture to by adding given ostinato.</p>	<p><b>NJSLSA.SL1</b></p> <p>Read from musical staff and use the hand signs So Mi, La while singing Lucy Lockett.</p> <p>Find So Mi and La pitches in Pizza, Pizza Daddy-O.</p> <p><b>NJSLSA.L3.</b></p> <p>Sing pitches and play game.</p> <p><b>NJSLSA.SL1</b></p> <p>Add Texture to Riddle Ree thin to thick by adding given ostinato.</p> <p><b>NJSLSA.L6.</b></p>	<p>Call &amp; Response: <a href="https://makingmusicfun.net/htm/f_mmf_music_library/michael-row-the-boat-ashore-a-music-classroom-lesson.php">https://makingmusicfun.net/htm/f_mmf_music_library/michael-row-the-boat-ashore-a-music-classroom-lesson.php</a></p> <p>Lone Star Trail song: <a href="https://www.youtube.com/watch?v=Q9DXiYmL1ws">https://www.youtube.com/watch?v=Q9DXiYmL1ws</a></p> <p>Patterns in music: <a href="http://lessonplanspage.com/recognizing-patterns-in-music-and-childrens-literature/">http://lessonplanspage.com/recognizing-patterns-in-music-and-childrens-literature/</a></p> <p>Rhythm, Pitch: <a href="https://makingmusicfun.net/htm/mmf_music_library_the_lesson_zone_index.php">https://makingmusicfun.net/htm/mmf_music_library_the_lesson_zone_index.php</a></p>	<p>form, ostinato patterns.</p> <p>Listening activities to identify musical characteristics.</p> <p>Reading musical staff using hand signs</p> <p><b>Alternative Assessments:</b> 20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> <li>● Outcome Sentences</li> <li>● Pair-Share</li> <li>● 3-2-1</li> <li>● Beach ball</li> </ul> <p><a href="https://www.theartofeducation.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/">https://www.theartofeducation.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</a></p>
---	--	---	--	---



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2**   **SUBJECT: MUSIC**

Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.

Hand signs-Do, Re, Mi:  
<https://www.youtube.com/watch?v=3IU6X13icO0>

Musical instruments

- Reflections
- Self-Assessment

Peer Assessment

### Key Vocabulary:

Dynamics, Barline, Repeat sign, Verse/ refrain, Rhythm, score, Call and response, Pitch, Ostinato



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2**   **SUBJECT: MUSIC**

### Unit 2 - Performance

**Overview:** Students will refine the practice of fundamental music performance. They will perform combinations of quarter, two eighths, half, tied, dotted half, whole notes, quarter rests and syncopated rhythms by clapping and counting aloud. Read, sing/play various combinations of do-re-mi-sol-la, high do, low sol, low la from a five line staff using quarter, two eighth, half, tied, dotted half, whole notes, syncopated rhythms and quarter rests. Play on pitched barred instruments and read/perform melodies or ostinatos using do-re-mi-sol-la, high do, low sol, low la.

**Time Frame:** Second Marking Period

**Enduring Understandings:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music

**Essential Questions:**

What are some ways that music changes?

How does musical terminology help me understand music?



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2 SUBJECT: MUSIC**

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>1.3.2.B.1</b> Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p> <p><b>1.3.2.B.3</b> Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p> <p><b>1.4.2.A.2</b> Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate</p>	<p><b>Topics – Around the World</b></p> <p><b>SWBAT –</b></p> <p>Perform combinations of quarter, two eighths, half, tied, dotted half, whole notes, quarter rests and syncopated rhythms by clapping and counting aloud.</p> <p>Read, sing/play various combinations of do-re-mi-sol-la, high do, low sol, low la from a five line staff using quarter, two eighth, half, tied, dotted half, whole notes, syncopated rhythms and quarter rests.</p> <p>On pitched barred instruments, read/perform melodies or ostinatos using do-re-mi-sol-la, high do,</p>	<p>Identify quarter, two eighths, half, tied, dotted half, and whole notes using visual and during games.</p> <p>Create a new 8 beat rhythm pattern using quarter note, rest, and two eighth notes (clapping, counting)</p> <p>Perform songs from around the world that demonstrate syncopated rhythms. <b>NJSLSA.R7.</b></p> <p>Play recorder songs (from various cultures), alone and as a group, that demonstrate ostinato.</p> <p>Work with a partner to pair</p>	<p>Songs from Around the World: <a href="https://www.mamalisa.com/index.html">https://www.mamalisa.com/index.html</a></p> <p>Rhythm: <a href="http://www.soundpiper.com/mln/activities.htm">http://www.soundpiper.com/mln/activities.htm</a></p> <p>Syncopated Rhythms: <a href="https://www.bethsnotesplus.com/2015/03/syncopation-songs-visuals.html">https://www.bethsnotesplus.com/2015/03/syncopation-songs-visuals.html</a></p> <p>Rhythm Activities: <a href="https://www.bethsnotesplus.com/2014/03/2nd-grade-rhythm-lessons-resources.html">https://www.bethsnotesplus.com/2014/03/2nd-grade-rhythm-lessons-resources.html</a></p> <p>Mi, So, La songs: <a href="https://www.bethsnotesplus.com/2012/01/mi-so-la.html">https://www.bethsnotesplus.com/2012/01/mi-so-la.html</a></p> <p>SMART Board resources for</p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>· Common Formative Assessment</li> </ul> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>· Observation</li> <li>· Question and answer group discussion</li> <li>· Reflections</li> <li>· Self-Assessment</li> <li>· Peer Assessment</li> </ul> <p><b>Summative:</b></p>



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2 SUBJECT: MUSIC**

<p>cultural meaning.</p> <p><b>1.3.2.B.5</b>  <b>Improvise short tonal and rhythmic patterns over <i>ostinatos</i>, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.</b></p> <p><b>1.3.2.B.6</b>  <b>Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</b></p> <p><b>1.2.2.A.1</b>  <b>Identify characteristic</b></p>	<p>low sol, low la.</p> <p>Perform a different movement, use different percussion instruments or dynamics for each different section in AB, ABA, verse/refrain or rondo.</p> <p>Describe the musical traditions and themes present in music from various cultures.</p>	<p>a movement with each section in AB, ABA, rondo or verse/refrain song.</p> <p><b>NJSLSA.SL1</b></p> <p>In large and small groups, discuss the traditions and themes present in music from around the world.</p> <p><b>NJSLSA.SL1, 6.1.4.D.20</b></p> <p>Create postcards from various places around the world that represent the themes learned about in the music. <b>NJSLSA.L3, NJSLSA.L6.</b></p>	<p>instruments:  <a href="http://exchange.smarttech.com/search.html?q=pitched+barred+instruments">http://exchange.smarttech.com/search.html?q=pitched+barred+instruments</a></p> <p>Form activities:  <a href="https://www.singplaycreate.com/2017/09/music-class-activities-to-teach-form.html">https://www.singplaycreate.com/2017/09/music-class-activities-to-teach-form.html</a></p> <p>Music from Around the World (with lyrics):  <a href="https://www.youtube.com/watch?v=Su4TeXB0Bdo">https://www.youtube.com/watch?v=Su4TeXB0Bdo</a></p> <p>Music instruments</p>	<p>Read notation</p> <p>Recorder Solo performances</p> <p>Recorder Group performances</p> <p>Postcards</p> <p><b>Alternative Assessments:</b></p> <p>20 Quick Formative Assessments from the art of education:</p>
---	--	--	---	--



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2**   **SUBJECT: MUSIC**

theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

### Key Vocabulary:

**Tempo, Rhythm pattern, Shekere, Gankogui, Djembe, Texture, Layers, Timbre**





BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2**   **SUBJECT: MUSIC**

### Unit 3 - Performance

**Overview:** Students will refine the practice of fundamental music performance. They will perform songs or rounds, alone or with others using proper vocal placement and breathing techniques in the range of C4 – D5. Demonstrate proper posture and breathing techniques used to smoothly connect the registers, producing a uniform vocal tone quality. Conduct a two beat pattern while others sing. The conducting pattern should reflect forte and/or piano or tempo. Using call and response, improvise the rhythm in the response while keeping the melodic pattern used in the call. Sing or play simple melodies in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale. Vocally improvise a melody on a neutral syllable using the pentatonic scale. Start and end the melody on the home and improvise over an ostinato of do-sol.

**Time Frame:** Third Marking Period

**Enduring Understandings:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music

**Essential Questions:**

How does proper breathing and posture affect my singing?

Can I show the rhythm of two beat note and two tied quarter notes?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.3.2.B.1 Clap, sing, or play on pitch from basic	<b>Topics –Around the World</b> SWBAT – Perform songs or	Sing songs from around	Vocal techniques: <a href="http://www.singfcc.org/">http://www.singfcc.org/</a>	<b>Benchmark Assessment:</b>



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2 SUBJECT: MUSIC**

<p>notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p> <p><b>1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</b></p> <p><b>1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</b></p> <p><b>1.3.2.B.4 Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique</b></p>	<p>rounds, alone or with others using proper vocal placement and breathing techniques in the range of C4 – D5. Demonstrate proper posture and breathing techniques used to smoothly connect the registers, producing a uniform vocal tone quality. Conduct a two beat pattern while others sing. The conducting pattern should reflect forte and/or piano or tempo. Using call and response, improvise the rhythm in the response while keeping the melodic pattern used in the call. Sing or play simple melodies in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p> <p>Vocally improvise a melody</p>	<p>the world, with a small group. Each group can pick a different country or continent. <b>NJSLSA.SL1, 6.1.4.D.20, NJSLSA.L3.</b></p> <p>Practice posture and breathing exercises.</p> <p>Create dance movements showing movements (that match the emotion of the piece).</p> <p>Demonstrate piano and forte as a group, by playing games and playing instruments. <b>NJSLSA.SL1</b></p> <p>Demonstrate ABA form by listening to performances. <b>NJSLS M.2.GMD.D, NJSLS M.2.GMD.A.</b></p>	<p><a href="http://wpcontent/uploads/VocalChoral-Techniques">wpcontent/uploads/VocalChoral-Techniques</a></p> <p>-FairfieldU.pdf Rounds: <a href="https://www.bethsnotespl.us.com/2012/12/rounds.html">https://www.bethsnotespl.us.com/2012/12/rounds.html</a></p> <p>Piano and Forte: <a href="https://www.bethsnotespl.us.com/2013/07/i-hadrooster.html">https://www.bethsnotespl.us.com/2013/07/i-hadrooster.html</a></p> <p>Conducting a 2 beat pattern: <a href="https://www.youtube.com/watch?v=neF_kpIC96U">https://www.youtube.com/watch?v=neF_kpIC96U</a></p> <p>ABA form: <a href="http://teaching.monster.com/training/articles/2829-k-5-experience-aba-form">http://teaching.monster.com/training/articles/2829-k-5-experience-aba-form</a></p> <p>Notes-visuals: <a href="https://www.bethsnotespl.us.com/2011/12/rhythmcards">https://www.bethsnotespl.us.com/2011/12/rhythmcards</a>.</p>	<p>-Common Formative Assessment</p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>-Observation of correct posture and breathing</li> <li>- Question and answer group discussion</li> <li>• Reflections</li> <li>• Self Assessment</li> <li>• Peer Assessment</li> </ul> <p><b>Summative:</b></p> <p>Solo and duo performance evaluations</p> <p>Demonstration of form Demonstration of piano and forte</p> <p><b>Alternative Assessments:</b> 20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> <li>• Outcome Sentences</li> <li>• Pair-Share</li> </ul>
--	---	---	--	---



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2 SUBJECT: MUSIC**

<p>while performing songs, rounds, or canons in unison and with a partner.</p> <p><b>1.3.2.B.6</b> Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p> <p><b>1.3.2.B.7</b> Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues</p>	<p>on a neutral syllable using the pentatonic scale. Start and end the melody on the home and improvise over an ostinato of do-sol.</p>	<p>Play musical instruments that demonstrate a simple form (AB, ABA). <b>NJSLS M.2.GMD.D</b></p> <p>Sing call and response songs from around the world.</p> <p>Play games and use visuals to help students read simple musical notes. <b>NJSLSA.R7, NJSLSA.L6.</b></p>	<p>html</p> <p>Reading music notations:  <a href="https://www.bethsnotesplus.com/2014/03/2nd-graderhythm-lessons-resources.html">https://www.bethsnotesplus.com/2014/03/2nd-graderhythm-lessons-resources.html</a></p> <p>Call and Response songs:  <a href="https://www.ashleydanyew.com/posts/2017/40-call-and-response-songs-and-games-for-childrens-choir/">https://www.ashleydanyew.com/posts/2017/40-call-and-response-songs-and-games-for-childrens-choir/</a></p> <p>Rhythm activity:  <a href="https://www.bethsnotesplus.com/2012/07/hula-hooprhythms.html">https://www.bethsnotesplus.com/2012/07/hula-hooprhythms.html</a></p> <p>Songs for AB Form:  <a href="http://www.wemakethemusic.org/blog/3songstoteachform">http://www.wemakethemusic.org/blog/3songstoteachform</a></p>	<p>• 3-2-1 • Beach ball  <a href="https://www.theartofed.com/2013/10/18/20-quick-formativeassessments-you-canuse-today/">https://www.theartofed.com/2013/10/18/20-quick-formativeassessments-you-canuse-today/</a></p>
---	---	--	---	--



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2**   **SUBJECT: MUSIC**

		<p>Improvising a melody: <a href="https://www.tmea.org/assets/pdf/southwestern_musician/improvinearlyelem-jan2014.pdf">https://www.tmea.org/assets/pdf/southwestern_musician/improvinearlyelem-jan2014.pdf</a></p> <p>Musical instruments Relevant sheet music</p>
--	--	--

**Key Vocabulary:** D.C. al coda, Coda Do-pentatonic, Music map signs, Legato, Staccato, Calypso, Call and response, Louis Armstrong, Tito Puente, David Hansen, Joaquín Rodrigo



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2**   **SUBJECT: MUSIC**

### Unit 4 - Aesthetic Responses and Critique Methodologies

**Overview:** Students will refine the practice of fundamental music performance. They will demonstrate an understanding of the similarities and differences of children's songs and singing games from different continents comparing and contrasting melody, rhythm, tempo, etc. in representative examples of culturally-based music. Create a short song that tells a story which include the elements of music (e.g., dynamics, tempo, melodic direction, instrumentation) found in a piece (or a section of a piece) of program music. List the musical elements (e.g., dynamics, meter, melody etc.) found in performances of patriotic and use them to make objective assessments of the appropriateness/effectiveness of the elements in conveying the intent of the song. Critique the performance by the class or of a recording of an ensemble.

**Time Frame:** Fourth Marking Period

**Enduring Understandings:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music

**Essential Questions:**

How do songs tell a story?

How does music from around the world express the culture of the locale?

How can the listener interpret different versions of the same piece of music in different ways?



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2 SUBJECT: MUSIC**

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>1.4.2.A.2</b> Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p><b>1.4.2.A.3</b> Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p>	<p><b>Topic- Songs/Families Around the World</b></p> <p><b>SWBAT -</b> Demonstrate an understanding of the similarities and differences of children’s songs and singing games from different continents (e.g., North America, the African continent) by comparing and contrasting melody, rhythm, tempo, etc. in representative examples of culturally-based music.</p> <p>Create a short song that tells a story which include the elements of music (e.g., dynamics, tempo, melodic direction, instrumentation) found in a piece (or a</p>	<p><b>Create with your partner a movement for each verse of the song, Lots of Worms, use one movement for refrain.</b> NJLSA.SL1</p> <p><b>Compare and contrast singing games from around the world.</b> NJLSA.L3., 6.1.4.D.20</p> <p><b>Create a folk song that tells a story.</b></p> <p><b>Perform patriotic songs and determine the musical elements.</b></p> <p><b>Critique an ensemble performance.</b></p> <p><b>Perform Little Train of the Caipira by Villa-Lobos and</b></p>	<p>Elements of Music: <a href="http://lessonplanspage.com/mUSIC/lessonrhythm-htm/">http://lessonplanspage.com/mUSIC/lessonrhythm-htm/</a></p> <p>Elements of Music: <a href="http://lessonplanspage.com/mUSIC/circlemusicgame15-htm/">http://lessonplanspage.com/mUSIC/circlemusicgame15-htm/</a></p> <p>Melody: <a href="https://www.bethsnotesplus.com/2013/03/2nd-grade-melody-lessons-1-7.html">https://www.bethsnotesplus.com/2013/03/2nd-grade-melody-lessons-1-7.html</a></p> <p>Singing Games from Around the World: <a href="http://www.janinesmusic.com/">http://www.janinesmusic.com/</a></p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>· Common Formative Assessment</li> </ul> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>· Observation</li> <li>· Question and answer group discussion</li> <li>· Reflections</li> <li>· Self-Assessment</li> <li>· Peer Assessment</li> </ul> <p><b>Summative:</b> Solo and duo performance evaluations</p>



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2 SUBJECT: MUSIC**

<p><b>1.4.2.B.1</b> Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p> <p><b>1.4.2.B.2</b> Apply the principles of positive critique in giving and receiving responses to performances.</p> <p><b>1.4.2.B.3</b> Recognize the making subject or theme in works of dance, music,</p>	<p>section of a piece) of program music.</p> <p>List the musical elements (e.g., dynamics, meter, melody etc.) found in performances of patriotic songs and use them to make objective assessments of the appropriateness/effectiveness of the elements in conveying the intent of the song.</p> <p>Critique the performance by the class or of a recording of an ensemble.</p> <p>Discuss the application and appropriateness of the musical elements employed in the performance (e.g., melody, rhythm, dynamics</p>	<p><b>identify musical elements.</b></p> <p><b>Create a list of the similarities and differences between two different interpretations of the same piece.</b> NJLSA.L6.</p> <p><b>Watch performances and use a rubric as a guide to form an opinion on the performance (use of musical elements).</b> NJLSA.R7,</p> <p><b>In small groups, share opinions and provide a critique of a performance (use of musical elements).</b> NJLSA.SL1</p>	<p><a href="http://www.great-circle-games.com/5-great-circle-games-from-around-the-world.html">oom .com/5-great-circle-games-from-around-the-world.html</a></p> <p>Patriotic Songs: <a href="http://wildflowerrambli.ngs.co">http://wildflowerrambli.ngs.co</a> <a href="http://homeschooling/10-patriotic-songs-children-free-printable/">m/homeschooling/10-patriotic-songs-children-free-printable/</a></p> <p>Song lyrics: <a href="http://www.songsforteaching.com/index.htm">http://www.songsforteaching.com/index.htm</a></p>	<p>Folk Song</p> <p>Listening activities to identify musical elements.</p> <p>Evaluate and critique an ensemble performance.</p> <p>Music Rubrics <a href="https://www.rcampus.com/rubricshellc.cfm?sid=23">https://www.rcampus.com/rubricshellc.cfm?sid=23</a></p> <p>Alternative Assessments:</p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> <li>• Outcome Sentences</li> <li>• Pair-Share</li> <li>• 3-2-1</li> </ul> <p>Beach ball</p>
--	--	--	--	---



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2 SUBJECT: MUSIC**

<p>theatre, and visual art.</p>	<p>and lyrics).</p> <p>Describe two musical elements (e.g., tempo, rhythm, dynamics etc.) that correspond to the theme of a selected piece of music (i.e., the Little Train of the Caipira by Villa-Lobos).</p> <p>Compare/contrast two distinct interpretations of a piece of music (e.g., the Danse de la Fee Dragee from the Nutcracker, versions by Tchaikovsky and Ellington).</p>			<p><a href="https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today">https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today</a></p>
---------------------------------	---	--	--	--

### Key Vocabulary:

La So Mi, Finger cymbals, Triangle, rests, Charango, Ch'ajch'as, Zampoña, bombas Texture, Harmony

### Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.





BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2    SUBJECT: MUSIC**

### **Accommodations and Modifications:**

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

### **English Language Learners**

- Speak and display terminology and movement
- Teacher modeling

### **Special Education**

- Utilize modifications & accommodations delineated in the student’s IEP

### **At-Risk**

- Using visual demonstrations, illustrations
- Give directions/instructions

### **Gifted and Talented**

- Curriculum compacting
- Inquiry-based instruction
- Higher order thinking skills
- Adjusting the pace of lessons



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2 SUBJECT: MUSIC**

<ul style="list-style-type: none"><li>● Peer modeling</li><li>● Develop and post routines</li><li>● Label classroom materials</li><li>● Word walls</li><li>● Check for understanding of directions</li><li>● Use posters with directions written in pictures in all languages</li><li>● Seat students close to the teacher. Incorporate visuals: graphic organizers, gestures, props</li></ul>	<ul style="list-style-type: none"><li>● Work with paraprofessional</li><li>● Work with a partner</li><li>● Provide concrete examples and relate all new assignments to previously learned tasks</li><li>● Solidify and refine concepts through repetition.</li><li>● Provide extended time.</li><li>● Repeat directions</li><li>● Check for understanding of directions</li></ul>	<p>verbally and in simple written format.</p> <ul style="list-style-type: none"><li>● Peer Support</li><li>● Increase one on one time</li><li>● Teachers may modify instructions by modeling what the student is expected to do</li><li>● Instructions may be printed out in large print and hun</li></ul>	<ul style="list-style-type: none"><li>● Interest based content</li><li>● Real world scenarios</li><li>● Student Driven Instruction</li><li>● Room for Artistic Choices</li><li>● Elevated Technique Complexity</li><li>● Additional Projects</li><li>● Adaptation of requirements</li></ul>
--	---	--	---

### **Integration of 21st Century Standards NJSL 9:**

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2**   **SUBJECT: MUSIC**

### **Accommodations and Modifications:**

***Students with special needs:*** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

***ELL/ESL students:*** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

***Students at risk of school failure:*** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

***Gifted and Talented Students:*** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2 SUBJECT: MUSIC**

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"><li>● Speak and display terminology and movement</li><li>● Teacher modeling</li><li>● Peer modeling</li><li>● Develop and post routines</li><li>● Label classroom materials</li><li>● Word walls</li><li>● Check for understanding of directions</li><li>● Use posters with directions written in pictures in all languages</li><li>● Seat students close to the teacher.</li><li>● Incorporate visuals: graphic organizers, gestures, props</li></ul>	<ul style="list-style-type: none"><li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li><li>● Work with paraprofessional</li><li>● Work with a partner</li><li>● Provide concrete examples and relate all new assignments to previously learned tasks</li><li>● Solidify and refine concepts through repetition.</li><li>● Provide extended time.</li><li>● Repeat directions</li><li>● Check for understanding of directions</li></ul>	<ul style="list-style-type: none"><li>● Using visual demonstrations, illustrations</li><li>● Give directions/instructions verbally and in simple written format.</li><li>● Peer Support</li><li>● Increase one on one time</li><li>● Teachers may modify instructions by modeling what the student is expected to do</li><li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li><li>● Review behavior expectations and make adjustments for personal</li></ul>	<ul style="list-style-type: none"><li>● Curriculum compacting</li><li>● Inquiry-based instruction</li><li>● Higher order thinking skills</li><li>● Adjusting the pace of lessons</li><li>● Interest based content</li><li>● Real world scenarios</li><li>● Student Driven Instruction</li><li>● Room for Artistic Choices</li><li>● Elevated Technique Complexity</li><li>● Additional Projects</li><li>● Adaptation of requirements</li></ul>



BOE Approved 8/18

# Cliffside Park Public Schools

**GRADE: 2 SUBJECT: MUSIC**

		space or other behaviors as needed. <ul style="list-style-type: none"> <li>• Oral prompts can be given.</li> </ul>	
--	--	---	--

## Interdisciplinary Connections:

### ELA - NJSL/ELA:

NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### Social Studies:

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Describe why it is important to understand the perspectives of other cultures in an interconnected world.

### Math:

NJSL M.K.CC.A Know number names and the count sequence.



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 2**    **SUBJECT: MUSIC**

### **Integration of Technology Standards NJSL 8:**

- 8.2.2.A.1 Define products produced as a result of technology or of nature.
- 8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.
- 8.2.2.A.4 Choose a product to make and plan the tools and materials needed.
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
- 8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.
- 8.2.2.C.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.D.1 Develop an understanding of ownership of print and non-print information.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task.

### **Career Ready Practices:**

- CRP1.**      Act as a responsible and contributing citizen and employee
- CRP2.**      Apply appropriate academic and technical skills.
- CRP4.**      Communicate clearly and effectively and with reason.
- CRP6.**      Demonstrate creativity and innovation.
- CRP8.**      Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12.**     Work productively in teams while using cultural global competence.