**2nd GRADE** Lesson 1, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

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| **MUSIC**  AZ Music Stnd: **2.11.a and 2.8.a**  Explore relationships between music and other content areas (eg.…science)  With approp. guidance, identify expressive attributes that reflect creators’ expressive intent.  Objective and Vocab:  I will understand the rules.  I can tell what the music is about by its sound.  Essential Questions:  How can you tell from the music what the composer was trying to express? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Toys and Play**  CC ELA – **2.L.5.a**  Identify real-life connections between words and their use.  CC Math – |

**PROCESS**

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| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – SNARE DRUM  (YouTube Pirates of the Caribbean – Snare) | Point to the instrument you hear. |
| 2 | **OPENING RITUAL**   * Sing names from roster * Job for the day * Learn rules for the year | Echo sing accurately.  Echo speak the rules with a beat. |
| 3 | **ANT. SET** *(Prepare)*  Saturn by Holtz | **CHALKBAORDS**:  What is the music about? How can you tell? |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  The Planets  The Solar System Song | Memorize the names of the planets.  Learn the characteristics of the planets. |
| 5 | **STAND/MOVE or DANCE**  Is There Life On Mars? | Create: Move around the room to the music. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  If time, sing future planet songs. |  |
| 7 | **CLOSE/ASSESS -** Practice lining up quietly. |  |

**2nd GRADE** Lesson 2, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

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| **MUSIC**  AZ Music Standard – **2.8.a**  With appropriate guidance, identify expressive attributes that reflect creator’s expressive intent (e.g. mood and emotion).  Objective and Vocab: **MOOD, FEELINGS, EMOTION**  I will follow the rules.  I can tell what the mood of the music is by its sound.  Essential Questions:  How does music show mood? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Toys and Play**  CC ELA – **2.L.5.a**  Identify real-life connections between words and their use.  CC Math – |

**PROCESS**

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| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – TRUMPET  (YouTube Aaron Copland – Fanfare for Common Man) | Point to the instrument you hear. |
| 2 | **OPENING RITUAL**   * Sing names from roster * Job for the day * Remember rules for the year | Echo sing accurately.  Echo speak the rules with a beat. |
| 3 | **ANT. SET** *(Prepare)*  Jupiter by Holtz | What is the mood of the music? How can you tell? |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  The Planets  The Solar System Song | **Pick a Stick**: What is the mood of each? |
| 5 | **STAND/MOVE or DANCE**  Is There Life On Mars? | How can our movements show the mood? |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  If time, sing future planet songs. | Viva Vernal Equinox with shakers – they decide the best instrument. |
| 7 | **CLOSE/ASSESS -** Practice lining up quietly. |  |

**2nd GRADE** Lesson 3, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

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| **MUSIC**  AZ Music Standard – **2.8.a**  With appropriate guidance, identify expressive attributes that reflect creator’s expressive intent (e.g. mood and emotion).  Objective and Vocab: **MOOD, FEELINGS, EMOTION**  I will follow the rules.  I can tell what the mood of the music is by its words.  Essential Questions:  How does music show mood? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Toys and Play**  CC ELA – **2.RI.2**  Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.    CC Math – |

**PROCESS**

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| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – CHIMES  (YouTube Fear of Music: Bow Bells (2014) for solo orchestra chimes and soundscape) | Point to the instrument you hear.  Describe the sound. |
| 2 | **OPENING RITUAL**   * Sing names from roster * Job for the day * Remember rules for the year | Echo sing accurately.  Echo speak the rules with a beat. |
| 3 | **ANT. SET** *(Prepare)*  Is There Life On Mars? | What is the mood of the music? How can you tell? |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Is There Life On Mars? | BLACKBOARDS:  What is the main topic of the **refrain**?  What is the main topic of each **verse**? |
| 5 | **STAND/MOVE or DANCE**  The Planets  The Solar System Song | Memorize.  Each group gets a sun and planet. Meet in groups to plan how to move, showing traits and mood. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  If time, sing future planet songs. | Viva Vernal Equinox with shakers – they decide the best instrument. |
| 7 | **CLOSE/ASSESS -** Practice lining up quietly. |  |

**2nd GRADE** Lesson 4, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

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| **MUSIC**  AZ Music Standard – **2.8.a**  Present a final version of personal or collective musical ideas, utilizing elements of expression, to peers or informal audience.  Objective and Vocab: **EXPRESSIVE**  I will show my understanding of my planet with expressive movements.  Essential Questions:  If someone doesn’t know about my planet, will my movements help them learn? | **AZ COLLEGE & CAREER READINESS**  CC ELA – **2.RI.1**  Ask and answer such questions as who what where when why and how to demonstrate understanding of key details in a text.  **Space Unit**    CC Math – |

**PROCESS**

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| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – SHEKERE  (YouTube Yosvany Terry Shekere Solos) | Point to the instrument you hear.  Describe the sound. |
| 2 | **OPENING RITUAL**   * Sing names from roster * Job for the day * Remember rules for the year | Echo sing accurately.  Echo speak the rules with a beat. |
| 3 | **ANT. SET** *(Prepare)*  I act out Mars planet with movements | What planet am I? How can you tell? |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Is There Life On Mars? | Sing and look at the more difficult words – deciphering parts and finding out their meaning. |
| 5 | **STAND/MOVE or DANCE**  The Solar System Song | Each group gets a sun and planet.  Meet in groups to plan how to move,  showing traits and overall mood. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  If time, The Planets Song  Viva Vernal Equinox with shakers |  |
| 7 | **CLOSE/ASSESS -** Practice lining up quietly. |  |

**2nd GRADE** Lesson 5, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

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| **MUSIC**  AZ Music Standard – **2.8.a**  Present a final version of personal or collective musical ideas, utilizing elements of expression, to peers or informal audience.  Objective and Vocab: **EXPRESSIVE**  I will show my understanding of my planet with expressive movements.  Essential Questions:  If someone doesn’t know about my planet, will my movements help them learn? | **AZ COLLEGE & CAREER READINESS**  CC ELA – **2.RI.1**  Ask and answer such questions as who what where when why and how to demonstrate understanding of key details in a text.  **Space Unit**    CC Math – |

**PROCESS**

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| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – CLAVES  (YouTube Gon Bops Traditional Rosewood Claves - Featuring Alex Acuña) | Point to the instrument you hear.  Describe the sound. |
| 2 | **OPENING RITUAL**   * Sing names from roster * Job for the day * Remember rules for the year | Echo sing accurately.  Echo speak the rules with a beat. |
| 3 | **ANT. SET** *(Prepare)*  What is expressive? What is not expressive? | Remember, who many movements?  How can we show expression? (clear, mood, exaggerated) |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  The Solar System Song | Get in groups, design, and practice. |
| 5 | **STAND/MOVE or DANCE**  The Solar System Song | Present final song to one another. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Is there life on Mars?  Viva Vernal Equinox with shakers  The Planets Song | If time… |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |

**2nd GRADE** ***Lessons 6 and 7***, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

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| **MUSIC**  AZ Music Standard – **2.8.a**  Present a final version of personal or collective musical ideas, utilizing elements of expression, to peers or informal audience.  Objective and Vocab: **EXPRESSIVE**  I will show my understanding of my planet with expressive movements.  Essential Questions:  If someone doesn’t know about my planet, will my movements help them learn? | **AZ COLLEGE & CAREER READINESS**  CC ELA – **2.RI.1**  Ask and answer such questions as who what where when why and how to demonstrate understanding of key details in a text.  **Space Unit**    CC Math – |

**PROCESS**

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| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – RAINSTICK  (YouTube Solo Rain Stick Music / Agnus Dei Instrumental (violin) / Holy, Holy Are You Lord God Almighty) | Point to the instrument you hear.  Describe the sound. |
| 2 | **OPENING RITUAL**   * Sing names from roster * Job for the day * Remember rules for the year | Echo sing accurately.  Echo speak the rules with a beat. |
| 3 | **ANT. SET** *(Prepare)*  What is positive feedback?  What is helpful feedback? | Class share examples. |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  The Solar System Song | Get in groups, design, and practice. |
| 5 | **STAND/MOVE or DANCE**  The Solar System Song | Present final song to one another. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Is there life on Mars?  Viva Vernal Equinox with shakers  The Planets Song | If time… |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |

**2nd GRADE** Lesson 8, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

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| **MUSIC**  AZ Music Standard – **2.8.a**  Demonstrate and explain personal reasons for selecting musical ideas (e.g. patterns and ideas).  Objective and Vocab: **EXPRESSIVE**  I will share ideas for instruments and movements with planet songs.  Essential Questions:  If someone doesn’t know about my planet, will my instruments and movements help them learn? | **AZ COLLEGE & CAREER READINESS**  CC ELA – **2.RI.1**  Ask and answer such questions as who what where when why and how to demonstrate understanding of key details in a text.  **Space Unit**    CC Math – |

***CHAIRS TODAY!* PROCESS**

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| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  DRUM KIT  (YouTube Cobus - Quick Solo On A Very Cheap Drum-Set) | Describe the sound. |
| 2 | **OPENING RITUAL**   * Sing names from roster * Job for the day | Echo sing accurately. |
| 3 | **ANT. SET** *(Prepare)*  Is There Life On Mars? | Teacher will model generating ideas. |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Where No One Has Gone Before | Sing and learn the meanings of the words.  General discussion in groups of 3 about overall ideas. |
| 5 | **STAND/MOVE or DANCE**  Viva Vernal Equinox with shakers | Improvise with the egg shakers to generate ideas. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Is there Life on Mars?  If time:  Solar System Song  Planets Song | General discussion in groups of 3 about overall ideas.  Finish projects if undone. |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |

**2nd GRADE** Lesson 9, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

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| **MUSIC**  AZ Music Standard – **2.8.a**  Demonstrate and explain personal reasons for selecting musical ideas (e.g. patterns and ideas).  Objective and Vocab: **EXPRESSIVE**  I will share ideas for instruments and movements with planet songs.  Essential Questions:  If someone doesn’t know about my planet, will my instruments and movements help them learn? | **AZ COLLEGE & CAREER READINESS**  CC ELA – **2.RI.1**  Ask and answer such questions as who what where when why and how to demonstrate understanding of key details in a text.  **Space Unit**    CC Math – |

***CHAIRS TODAY!* PROCESS**

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| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  TROMBONE  (Trombone Shorty At Age 13 - 2nd Line) | Guess the mystery instrument. Describe the sound. |
| 2 | **OPENING RITUAL**   * Sing names from roster * Job for the day | Echo sing accurately. |
| 3 | **ANT. SET** *(Prepare)*  Is There Life On Mars? | Teacher will model generating ideas. |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Where No One Has Gone Before | Sing and learn the meanings of the words.  General discussion in groups of 3 about overall ideas. |
| 5 | **STAND/MOVE or DANCE**  Viva Vernal Equinox with shakers | Improvise with the egg shakers to generate ideas. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Is there Life on Mars?  If time:  Solar System Song  Planets Song | General discussion in groups of 3 about overall ideas.  Finish projects if undone. |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |