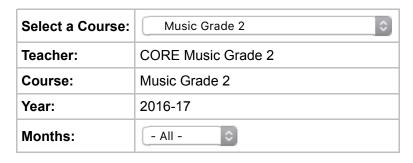
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Enduring Essential Knowledge **Academic** August **Standards Understandings Ouestions** Language September Torte/Piano In this unit, students will aurally identify dynamic contrast, appropriately using the terms forte and piano to describe and evaluate this expressive element of music. Enduring **Essential** Knowledge **Academic Standards Understandings Ouestions** Language MU:Re8.1.2.a - Demonstrate knowledge Response to music is Description How can we Tier 2 Students should of music concepts and how they support informed by analyzing discern musical know and be able to Volume creators'/performers' expressive intent. creators' and context (social, cultural, and Contrast historical) and how creators performers' Identify and perform and performers manipulate expressive intent? dynamic contrast in music. Tier 3 the elements of music. How can we tell **Dynamics** use the terms the difference Forte between loud and soft forte and piano Piano in a musical piece appropriately. using the correct musical terms? Knowledge 💥 **Enduring Essential** Academic **Standards** Octob **Understandings Questions** & Skills Language November **Enduring Essential** Knowledge **Academic Standards Understandings Ouestions** Language December Grade 2 Music Half Note and Rest Big Idea: Patterns **Enduring Essential** Knowledge **Academic Standards Understandings** & Skills **Questions** Language MU:Pr4.2.2.a - Demonstrate knowledge Tier 2: relationship 🔯 Notes can be equal to or Students will How does of music concepts (such as tonality and experience this longer than the beat. understanding the meter) in music from a variety of cultures structure and context rhythm through 🔯 Tier 3: ta - a selected for performance. of musical works listening. Students will connect to rest. rest inform performance? mathematics by half note MU:Pr4.2.2.b - When analyzing selected Students will be understanding the half rest music, read and perform rhythmic and

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	mathematical relationships in this rhythm and addition.		melodic patterns using iconic or standard notation. MU:Pr5.1.2.a - Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. MU:Pr5.1.2.b - Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music. MU:Re7.2.2.a - Describe how specific music concepts are used to support a specific purpose in music.	rhythm. Students will be able to perform this rhythm in a variety of mediums.		
January	Enduring Understandings	Essential Questions	Standards ×	Knowledge 💥 & Skills	Academic Language	×
February	Enduring Understandings	Essential Questions	Standards ×	Knowledge 💥 & Skills	Academic Language	×
March	-	nit, students will und ress contour.	erstand what it means to create orig	inal melodies while ι	ısing sol, mi and	d
ALC: UNKNOWN						
	Enduring Understandings	Essential Questions	Standards ×	Knowledge 💥 & Skills	Academic Language	XX .
	_	Questions How do musicians make creative	Standards MU:Cr2.1.2.a - Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.			*
April	Understandings Musicians make creative choices using their experience, background, and	Questions How do musicians make creative	MU:Cr2.1.2.a - Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent	& Skills Students should know and be able to do: Use a sequence of pitches to create a	Language Tier 2 Create Contour Tier 3 Pitch Melody	**
	Understandings Musicians make creative choices using their experience, background, and expressive intent.	Questions How do musicians make creative decisions?	MU:Cr2.1.2.a - Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	& Skills Students should know and be able to do: Use a sequence of pitches to create a melody. Knowledge & Skills	Tier 2 Create Contour Tier 3 Pitch Melody Solfege Academic Language	
April	Understandings Musicians make creative choices using their experience, background, and expressive intent. Enduring Understandings Enduring	Questions How do musicians make creative decisions? Essential Questions Essential	MU:Cr2.1.2.a - Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	& Skills Students should know and be able to do: Use a sequence of pitches to create a melody. Knowledge & Skills Knowledge & Skills	Tier 2 Create Contour Tier 3 Pitch Melody Solfege Academic Language Academic Language	**