

Grade 2 Music

Teacher: Victoria Van Beusekom
September 2020

September

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>CEG</p> <ul style="list-style-type: none"> • WHAT ARE THE ELEMENTS OF MUSIC? • HOW WILL THE STUDENTS DEMONSTRATE THESE ELEMENTS OF MUSIC? • HOW IS MUSIC AN IMPORTANT PART OF HISTORY AND CULTURE? 	<p>A. Rhythm </p> <p>A1. Demonstrate a steady beat A1. Play a steady beat on classroom percussion instruments A1. Move to a steady beat A2. Signal to show the difference between beat and rhythm A2. Clap rhythms using written notation A2. Play rhythms on classroom instruments using written notation</p> <p>B. Melody </p> <p>B1. Vocalize upwards and downwards B1. Match vocal contour to visual representation B2. Echo sing patterns using the pitches so and</p>	<p>T1. I can use my voice in 4 different ways.</p> <p>T2. I can demonstrate the difference between beat and rhythm.</p> <p>T3. I can sing Mi, and So using my voice and hand signs.</p> <p>T13. I can move my body to show different sections in music.</p>	<p>0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols.</p> <p>0.1.2.3.2 Sing and play with accurate pitch, rhythm, and expressive intent.</p> <p>0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.</p>	<p>A. Rhythm </p> <p>A1. Teacher observation A2. Teacher observation A2. Individual and group performance</p> <p>B. Melody </p> <p>B1. Whole group Assessment: playing so-do bordone on xylophone B2. Whole Group Assessment: showing high/middle/low sounds with body</p> <p>E. Form </p> <p>E1. Whole Group</p>	<p>A. Rhythm Macmillan/McGraw Hill Spotlight on Music Series Rhythm flashcards Various music for moving to a steady beat</p> <p>B. Melody Vocal contour cards Vocal contour stories So/mi patterns Repertoire of songs to sing</p> <p>E. Form AB songs</p>
<p>UEQ</p> <ul style="list-style-type: none"> • <i>What is the difference between rhythm and beat?</i> • <i>What are different ways to use our voice?</i> 					

<ul style="list-style-type: none"> • <i>What are the values of quarter notes, eighth notes, and quarter rests?</i> <p>A. Rhythm </p> <p>A1. Steady beat A2. Rhythmic patterns</p> <p>B. Melody </p> <p>B1. Vocal direction B2. Solfege- so, mi B3. Melody</p> <p>E. Form </p> <p>E1. AB form</p>	<p>mi</p> <p>B2. Sing using hand sign for so and mi B3. Sing alone and with others a varied repertoire of music</p> <p>E. Form </p> <p>E1. Move to signal the difference between section A and section B</p>			<p>Assessment: students will move to show different parts of song</p>	
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October

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ</p> <ul style="list-style-type: none"> • <i>What is the difference between rhythm and beat?</i> • <i>What is melodic direction?</i> 	<p>A. Rhythm </p> <p>A1. Clap, write and play rhythms using quarter notes, eighth notes, and quarter rests. A2. Demonstrate a steady beat A3. Move to a steady beat</p>	<p>T2. I can demonstrate the difference between beat and rhythm. T3. I can sing Mi, and So using my voice and hand signs. T6. I can clap, write and play rhythms using</p>	<p>0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols</p> <p>0.1.2.3.2 Sing and play with accurate</p>	<p>A. Rhythm </p> <p>A1. Teacher observation A2. Teacher observation A2. Individual and group performance</p>	<p>A. Rhythm Macmillan/McGraw Hill Spotlight on Music Series Rhythm flashcards Various music for moving to a steady beat Smartboard Activities</p>

<ul style="list-style-type: none"> • <i>What are the values of quarter notes, eighth notes, and quarter rests?</i> <p>A. Rhythm </p> <p>A1. Aural rhythm patterns A2. Rhythms using standard notation A3. Steady beat</p> <p>B. Melody </p> <p>B1. Vocal direction B2. Music staff and treble clef B3. Solfege- so, mi, B4. Melody</p> <p>C. Expression </p> <p>C1. Dynamics</p>	<p>A4. Read and perform half note patterns. A5. Read rhythms using standard notation A6. Read half note and quarter note patterns.</p> <p>B. Melody </p> <p>B1. Vocalize upwards and downwards B1. Match vocal contour to visual representation B2. Identify and define music staff and treble clef B3. Echo sing patterns using so and mi B3. Sing and play patterns using so and mi as written on the treble clef staff B3. Echo sing patterns using the pitches mi, and sol. B3. Sing using hand signs for mi, and sol. B4. Sing alone and with others a varied repertoire of music</p> <p>C. Expression </p> <p>C1. Sing using the dynamics; piano and forte.</p>	<p>quarter notes, eighth notes, and quarter rests. T10. I can see, hear, and use my voice when a melody moves up, down or stays the same. T11. I know that dynamics is volume in music. T12. I can read, sing and play using dynamics.</p>	<p>pitch, rhythm, and expressive intent.</p> <p>0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.</p>	<p>B. Melody </p> <p>B1. Teacher observation</p> <p>C. Expression </p> <p>C1. Students will demonstrate understanding of dynamics through the performance of piano and forte.</p> <p>CFA - Interactive Now - Volume #1, What Do You Hear? - Set 1.</p>	<p>B. Melody Vocal contour cards Vocal contour stories So/mi patterns Repertoire of various songs Smartboard Activities</p> <p>C. Expression Songs with dynamics</p>
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Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ</p> <ul style="list-style-type: none"> • <i>What is the difference between rhythm and beat?</i> • <i>What are pitch differences between sol, and mi?</i> • <i>What are the values of quarter notes, eighth notes, and quarter rests?</i> • <i>What is tone color?</i> • <i>What is Verse and Refrain and D.S. al fine?</i> <p>A. Rhythm </p> <p>A1. Aural rhythm patterns</p> <p>A2. Rhythms using standard notation</p> <p>A3. Steady beat</p>	<p>A. Rhythm </p> <p>A1. Clap and play rhythms using quarter notes, eighth notes, half notes, and quarter rests</p> <p>A2. Demonstrate through movement a steady beat</p> <p>B. Melody </p> <p>B1. Vocalize upwards and downwards</p> <p>B2. Identify and define music staff and treble clef</p> <p>B3. Echo sing patterns using so, mi, and la</p> <p>B3. Sing and play patterns using so, mi and la as written on the treble clef staff</p> <p>B4. Sing alone and with others a varied repertoire of music</p> <p>D. Tone Color </p> <p>D1. Compare and contrast different tone colors of brass instruments.</p>	<p>T2. I can demonstrate the difference between beat and rhythm.</p> <p>T4. I can sing Mi, So, and La using my voice and hand signs.</p> <p>T13. I can move my body to show different sections in music.</p> <p>T6. I can clap and play rhythms using quarter notes, eighth notes, and quarter rests.</p> <p>T10. I can see, hear, and use my voice when a melody moves up, down or stays the same.</p> <p>T11. I know that dynamics is volume in music.</p> <p>T12. I can read, sing and play using dynamics.</p>	<p>0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols.</p> <p>0.1.2.3.2 Sing and play with accurate pitch, rhythm, and expressive intent.</p> <p>0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concept.</p>	<p>A. Rhythm </p> <p>A1. Teacher observation</p> <p>A2. Teacher observation</p> <p>A2. Individual and group performance</p> <p>A3. Individual and group performance</p> <p>B. Melody </p> <p>B1. Teacher observation</p> <p>B2. Teacher observation</p> <p>B3. Teacher observation</p> <p>B4. Teacher observation</p> <p>B5. Teacher observation</p> <p>D. Tone Color </p> <p>D1. Identify different tone colors of brass instruments through movement.</p>	<p>A. Rhythm</p> <p>Macmillan/McGraw Hill Spotlight on Music Series</p> <p>Rhythm flashcards</p> <p>Various music for moving to a steady beat</p> <p>4 Chair Rhythms</p> <p>Rhythmic Dictation</p> <p>SmartBoard File</p> <p>B. Melody</p> <p>Vocal contour cards</p> <p>Vocal contour stories</p> <p>So/mi patterns</p> <p>Repertoire of various songs</p> <p>D. Tone Color</p> <p>Recordings of brass instruments</p> <p>E. Form</p> <p>Songs with Verse and Refrain and <i>D.S. al fine</i>.</p>

<p>B. Melody </p> <p>B1. Vocal direction B2. Music staff and treble clef B3. Solfege- so, mi, la B4. Melody</p> <p>D. Tone Color </p> <p>D1. Brass instruments</p> <p>E. Form </p> <p>E1. Verse and Refrain</p>	<p>E. Form </p> <p>E1. Identify and define Verse and Refrain</p>			<p>E. Form </p> <p>E1. Students will use movement to acknowledge verse and refrain.</p> <p>CSA = CSA Grade 2 #1 in Shared Staff Folder</p>	
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December

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ</p> <ul style="list-style-type: none"> • <i>What is the difference between strong and weak beats?</i> • <i>What are pitch relationships?</i> 	<p>A. Rhythm </p> <p>A1 & 2. Clap and play rhythms using ta, ti-ti, half, and rest A1 & 2. Clap and play rhythms using quarter notes, eighth notes, half notes, and quarter rests</p>	<p>T2. I can demonstrate the difference between beat and rhythm. T4. I can sing Mi, So, and La using my voice and hand signs. T13. I can move my body to show different</p>	<p>0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols. 0.1.2.3.2 Sing and play with accurate pitch,</p>	<p>A. Rhythm </p> <p>A1. Teacher observation A2. Teacher observation A2. Individual and group performance A3. Teacher</p>	<p>A. Rhythm Macmillan/McGraw Hill Spotlight on Music Series Rhythm flashcards Various music for moving to a steady beat</p>

<p><i>ps among sol, mi, and la?</i></p> <ul style="list-style-type: none"> • <i>What are the values of quarter notes, eighth notes, and quarter rests?</i> • <i>What are differences of tone color in brass, string, percussion and woodwind families?</i> • <i>What is Verse and Refrain?</i> • <i>Why is Peter Tchaikovsky famous?</i> <p>A. Rhythm </p> <p>A1. Aural rhythm patterns</p> <p>A2. Rhythms using standard notation</p> <p>A3. Steady beat</p> <p>A4. Meter Signature 2/4</p> <p>B. Melody </p> <p>B1. Vocal Contour</p> <p>B2. Melody</p> <p>B3. Sol, mi and la</p>	<p>A3. Demonstrate a steady beat</p> <p>A3. Move to a steady beat</p> <p>A4. Sing and play song in 2/4</p> <p>A4. Identify the strong beat and the weak beat.</p> <p>B. Melody </p> <p>B1. Vocalize upwards and downwards</p> <p>B1. Match vocal contour to visual representation</p> <p>B2. Identify and define music staff and treble clef</p> <p>B3. Echo sing patterns using sol, mi and la.</p> <p>B3. Sing and play patterns using sol, la and mi as written on the treble clef staff</p> <p>D. Tone Color </p> <p>D1. Review Brass, string, percussion and woodwind families</p> <p>D2. Introduce brass family and focus on the tuba.</p> <p>D3. Introduce string family and focus on the cello.</p>	<p>sections in music.</p> <p>T6. I can clap and play rhythms using quarter notes, eighth notes, and quarter rests.</p> <p>T10. I can see, hear, and use my voice when a melody moves up, down or stays the same.</p> <p>T11. I know that dynamics is volume in music.</p> <p>T12. I can read, sing and play using dynamics.</p> <p>T16. I can identify a music staff and treble clef.</p>	<p>rhythm, and expressive intent.</p> <p>0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concept.</p>	<p>observation</p> <p>A4. Teacher observation</p> <p>B. Melody </p> <p>B1. Teacher observation</p> <p>B2. Individual and group performance</p> <p>B3. Teacher observation</p> <p>D. Tone Color </p> <p>D1. Students will be able to identify brass, and string families through movement</p> <p>D2. Students will be able to recall three characteristics of the tuba.</p> <p>D3. Students will be able to recall three characteristics of the cello.</p> <p>E. Form </p> <p>E1. Students will use movement to identify verse and refrain.</p>	<p>B. Melody</p> <p>Vocal contour cards</p> <p>Vocal contour stories</p> <p>So- mi - la patterns</p> <p>Repertoire of various songs</p> <p>D. Tone Color</p> <p>Recordings of brass instruments and string instruments</p> <p>E. Form</p> <p>Songs with Verse and Refrain.</p> <p>G. Listening </p> <p><i>G1. Audio examples of Beethoven's music.</i></p>
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<p>D. Tone Color </p> <p>D1. Families of the orchestra D2. Brass family D3. String Family</p> <p>E. Form </p> <p>E1. Verse and Refrain</p> <p>G. Listening </p> <p>G1. Ludwig von Beethoven.</p>	<p>E. Form </p> <p>E1. Identify and define Verse and Refrain</p> <p>G. Listening </p> <p>G1. Study and discuss Ludwig von Beethoven's life and events which shaped his music. G1. Introduce instruments popular during Beethoven's life. G1. Listen to examples of Beethoven's music.</p>			<p>G. Listening </p> <p>G1. Students will learn 3 facts about Ludwig von Beethoven.</p>	
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January

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ</p> <ul style="list-style-type: none"> • <i>What are pitch relationships among sol, mi and do?</i> • <i>What is the value of a half note?</i> • <i>What are dynamic differences betw</i> 	<p>A. Rhythm </p> <p>A1, 2 & 3. Clap and play rhythms using ta, ti-ti, half, and rest A1, 2 & 3. Clap and play rhythms using quarter notes, eighth notes, half notes, and quarter rests</p> <p>B. Melody </p>	<p>T4. I can sing Mi, So, and La using my voice and hand signs. T5. I can sing Do, Mi, So and La using my voice and hand signs. T7. I can clap and play rhythms using half notes, quarter notes, eighth notes, and</p>	<p>0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols. 0.1.2.3.2 Sing and play with accurate pitch,</p>	<p>A. Rhythm </p> <p>A1. Teacher observation. A2. Students will be able to read rhythms using standard notation. A3. Students will be able to read and perform half note</p>	<p>A. Rhythm Macmillan/McGraw Hill Spotlight on Music Series Rhythm flashcards Various music for moving to a steady beat</p> <p>B. Melody</p>

<p><i>een crescendo and decrescendo ?</i></p> <p>A. Rhythm </p> <p>A1. Half note patterns. A2. Read rhythms using standard notation A3. Half note and quarter note patterns.</p> <p>B. Melody </p> <p>B1. Read and perform la, so, mi and do patterns.</p> <p>C. Expression </p> <p>C1. <i>Crescendo</i> and <i>decrescendo</i></p> <p>F. Harmony </p> <p>F1. Ostinato half note patterns</p> <p>G. Listening </p> <p>G1. J.S. Bach</p>	<p>B1. Echo sing patterns using the pitches la, so, mi, and do. B2. Sing using hand signs for la, so, mi, and do. B3. Read and perform la, so, mi, do patterns with pitch syllables and hand signs.</p> <p>C. Expression </p> <p>C1. Signal to identify symbols for <i>crescendo</i> and <i>decrescendo</i>.</p> <p>F. Harmony </p> <p>F1. Clap an ostinato with half notes</p> <p>G. Listening </p> <p>G1. Know three facts about J.S. Bach and his music.</p>	<p>quarter rests. T10. I can see, hear, and use my voice when a melody moves up, down or stays the same. T11. I know that dynamics is volume in music. T12. I can read, sing and play using dynamics.</p>	<p>rhythm, and expressive intent.</p> <p>0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concept.</p>	<p>patterns.</p> <p>B. Melody </p> <p>B1. Teacher observation. B2. Students will be able to read and perform la, so, mi and do patterns with pitch syllables and hand signs. B3. Teacher observation.</p> <p>C. Expression </p> <p>C1. Students will be use movement to identify symbols for <i>crescendo</i> and <i>decrescendo</i>.</p> <p>F. Harmony </p> <p>F1. Students will clap an half note ostinato rhythmic pattern.</p> <p>G. Listening </p> <p>G1. Students will recall three facts about J.S. Bach and his music.</p>	<p>Vocal contour cards Vocal contour stories La, so, mi and do patterns Repertoire of various songs</p> <p>C. Expression </p> <p>C1. Recordings of songs with <i>crescendo</i> and <i>decrescendo</i>.</p> <p>F. Harmony F1. Recordings of songs with half note ostinato rhythmic pattern.</p> <p>G. Listening G1. Recordings of songs by J.S. Bach.</p>
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**CFA #2 - So -Mi-La
Listening Game in
Shared Folder.**

February

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ</p> <ul style="list-style-type: none"> • <i>What is the difference between rhythm and beat?</i> • <i>What are pitch differences between sol, and mi?</i> • <i>What are the values of quarter notes, eighth notes, and quarter rests?</i> • <i>What is tone color?</i> • <i>What is Verse and Refrain and D.S. al fine?</i> <p>A. Rhythm </p> <p>A1. Half note A2. Rhythms using standard notation A3. Half note and</p>	<p>A. Rhythm </p> <p>A1. Signal to identify half notes. A2. Rhythms using standard notation A3. Half note and quarter note patterns.</p> <p>B. Melody </p> <p>B1. Echo sing patterns using the pitches so, mi, and do. B2. Sing using hand signs for la, so, mi, and do. B3. Read and perform la, so, mi and do patterns with pitch syllables and hand signs.</p> <p>E. Form </p> <p>E1. Learn a call and response song aurally.</p>	<p>T5. I can sing Do, Mi, So and La using my voice and hand signs. T7. I can read, clap and play rhythms using half notes, quarter notes, eighth notes, and quarter rests.</p>	<p>0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols.</p> <p>0.1.2.3.2 Sing and play with accurate pitch, rhythm, and expressive intent.</p> <p>0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concept.</p>	<p>A. Rhythm </p> <p>A1. Students will be able to signal recognize half notes. A2. Students will be able to read and perform standard rhythmic notation A3. Students will be able to read and perform half note and quarter note patterns.</p> <p>B. Melody </p> <p>B1. Echo sing patterns using the pitches so, mi, and do. B2. Sing using hand signs for la, so, mi, and do. B3. Students will be able to read and perform la, so, mi and</p>	<p>A. Rhythm Macmillan/McGraw Hill Spotlight on Music Series Rhythm flashcards Various music for moving to a steady beat</p> <p>B. Melody Vocal contour cards Vocal contour stories La, so, mi, and do patterns Repertoire of various songs</p> <p>D. Tone Color Recordings of brass instruments and string instruments</p> <p>E. Form</p>

<p>quarter note patterns.</p> <p>B. Melody </p> <p>B1. Read and perform la, so, mi and do patterns.</p> <p>E. Form </p> <p>E1. Call and response song</p>				<p>do patterns with pitch syllables and hand signs.</p> <p>E. Form </p> <p>E1. Students will demonstrate knowledge of a call and response songs through performance.</p> <p>CSA = Grade 2 CSA #2 in Staff Shared Folder</p>	<p>Songs with call and response form</p>
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March

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ</p> <ul style="list-style-type: none"> • <i>What is the difference between rhythm and beat?</i> • <i>What are pitch differences among do, re and mi?</i> • <i>What are the values of dotted half note, half</i> 	<p>A. Rhythm </p> <p>A1. Signal to identify dotted half notes. A2. Rhythms using standard notation A3. Signal to identify dotted half note, half note and quarter note patterns.</p> <p>B. Melody </p> <p>B1. Echo sing patterns</p>	<p>T5. I can sing Do, Mi, So and La using my voice and hand signs. T8. I can read, write, clap and play rhythms using dotted half notes, half notes, quarter notes, eighth notes, and quarter rests. T9. I know how many beats are in a dotted half note, half note,</p>	<p>0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols.</p> <p>0.1.2.3.2 Sing and play with accurate pitch, rhythm, and expressive intent.</p> <p>0.1.1.3.1 Identify the elements of music including melody, rhythm,</p>	<p>A. Rhythm </p> <p>A1. Students will be able to signal recognize dotted half notes. A2. Students will be able to read, write and perform standard rhythmic notation A3. Students will be able to read and perform dotted half</p>	<p>A. Rhythm Macmillan/McGraw Hill Spotlight on Music Series Rhythm flashcards Various music for moving to a steady beat Chair Rhythms Rhythmic Dictation SmartBoard File</p> <p>B. Melody</p>

<p><i>note and quarter note?</i></p> <ul style="list-style-type: none"> • <i>What is Verse and Refrain and D.S. al fine?</i> <p>A. Rhythm </p> <p>A1. Dotted half note A2. Rhythms using standard notation A3. Dotted half note, half note and quarter note patterns.</p> <p>B. Melody </p> <p>B1. Read and perform do-re-mi patterns.</p> <p>E. Form </p> <p>E1. 3/4 time</p>	<p>using the pitches so, mi, and do.</p> <p>B2. Sing using hand signs for la, so, mi, and do.</p> <p>B3. Read and perform la, so, mi and do patterns with pitch syllables and hand signs.</p> <p>E. Form </p> <p>E1. Use movement to feel 3/ 4 meter.</p>	<p>quarter note, a pair of eighth notes, and a quarter rest.</p> <p>T15.I can identify differences among 2/4, 3/4 and 4/4 time signatures.</p>	<p>harmony, dynamics, tone color, texture, form and their related concept.</p>	<p>note, half note and quarter note patterns.</p> <p>B. Melody </p> <p>B1. Echo sing patterns using the pitches so, mi, and do.</p> <p>B2. Sing using hand signs for la, so, mi, and do.</p> <p>B3.Students will be able to read and perform do-re-mi patterns with pitch syllables and hand signs.</p> <p>E. Form </p> <p>E1. Students will use movement to feel 3/4 meter.</p>	<p>Vocal contour cards Vocal contour stories La, so, mi, and do patterns Repertoire of various songs</p> <p>E. Form Songs with 3/4 meter.</p>
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April

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ: •What is proper concert etiquette for the audience and</p>	<p>H. Concert Preparation </p> <p>H1. Perform a varied repertoire of songs</p>	<p>T17. I can use my body in an appropriate ways at a concert.</p>	<p>0.3.1.3.1 Sing and play a varied repertoire that</p>	<p>H. Concert Preparation </p> <p>H1. Teacher observation</p>	<p>Interactive Vol. 5: Concert Etiquette</p>

<p>performer? •What is correct vocal technique? •What is proper singing posture?</p> <p>H. Concert Preparation  H1. Begin concert preparation</p>	<p>individually or in a group with appropriate dynamics, phrasing, and articulation. H1. Demonstrate appropriate singing posture H1. Discuss the importance of appropriate concert etiquette H1. Sing music written in 2 parts</p>	<p>T18. I am learning good concert manners as a performer and audience member.</p>	<p>includes simple rhythms and melodies.</p> <p>0.3.1.3.2 Reflect on a performance based on the feedback of others.</p>	<p>H1. Self-critique of concert H1. Individual and group performance</p> <p>CFA - Interactive Now #6 - Audience ABC's</p>	<p>Interactive Vol. 6: Audience ABC's</p>
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May

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ: •What is proper concert etiquette for the audience and performer? •What is correct vocal technique? •What is proper singing posture?</p> <p>H. Concert  H1. Continuation of concert preparation.</p>	<p>H. Concert  H1. Discuss the importance and demonstrate appropriate concert etiquette H1. Demonstrate appropriate singing posture H1. Perform a varied repertoire of songs individually or in a group with appropriate dynamics, phrasing, and articulation H1. Sing music written in 2 parts H1. Sing repertoire by</p>	<p>T17. I can use my body in an appropriate ways at a concert. T18. I am learning good concert manners as a performer and audience member.</p>	<p>0.2.1.3.2 Revise a creation based on the feedback of others.</p> <p>0.3.1.3.1 Sing and play a varied repertoire that includes simple rhythms and melodies.</p> <p>0.3.1.3.2 Reflect on a performance based on the feedback of others.</p>	<p>H. Concert  H1. Teacher observation H1. Individual and group performance</p> <p>CSA - Concert Assessment found in Shared folder.</p>	<p>H1. CSA - Concert Assessment found in Shared folder.</p>

	memory H1. Constructively evaluate the quality of their performance and the performance of others				
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