



[Unit 2: *do*]  
Lesson 1 of 5

Teacher:  
Date:

| Lesson 1: <i>do</i> [Let's Sing & Move!]                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Objectives</b><br><i>The Students will:</i>                                                                                              | <ul style="list-style-type: none"> <li>Move and explore.</li> <li>Review singing a known song.</li> <li>Learn a new song.</li> <li>Kinesthetically prepare <i>do</i> with <i>Bow Wow Wow</i></li> <li>Application of Music Literacy knowledge [<math>\frac{2}{4}</math>] through reading, writing, and improvisation activities.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Introductory Activities                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Listening &amp; Moving</b>                                                                                                               | <b>Let's Move</b><br><i>Death of Ase</i> [Edvard Grieg] <ul style="list-style-type: none"> <li>Students will move to <i>Death of Ase</i> demonstrating recognition of form, phrasing, and beat.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Core Activities                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Performing &amp; Learning Our Songs</b>                                                                                                  | <b>Let's Sing &amp; Play Instruments</b><br><b><i>Sing and perform known songs</i></b><br><i>Button You Must Wander</i> <ul style="list-style-type: none"> <li>Sing song and tap beat</li> <li>Read and perform the rhythm of song</li> <li>Sing song and perform rhythmic or melodic ostinato with instruments</li> </ul> <b><i>Review known elements</i></b> <ul style="list-style-type: none"> <li>Sing known songs with solfège syllables and hand signs as an echo sing activity               <ul style="list-style-type: none"> <li><i>Bounce High Bounce Low</i></li> <li><i>Naughty Kitty Kat</i></li> <li><i>Snail, Snail</i></li> <li><i>Rain, Rain</i></li> <li><i>Teddy Bear</i></li> </ul> </li> </ul> <b><i>New Song</i></b><br><i>Old Blue</i> <ul style="list-style-type: none"> <li>Teacher performs song as a call and response activity with students, providing a live performance opportunity for students develop proper audience etiquette and how to interact with a performer.</li> </ul> |
| <b>Building Block for Developing Musicianship &amp; Music Literacy</b><br><br><b>Discovering Through Singing &amp; Movement Kinesthetic</b> | <b>Let's Sing and Move: A Performing Adventure</b><br><i>Bow Wow Wow</i> <ul style="list-style-type: none"> <li>Sing song and tap the beat</li> <li>Sing song and point to an iconic representation to the third phrase</li> <li>Sing song and show the melodic shape of the third phrase with physical movement</li> <li>Inner hear song and show the melodic shape of the song</li> <li>Sing song and show the show the melodic shape of the song with a partner.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Enrichment Activity</b>                                                                                                                  | Suggested Enrichment Activities listed below <ul style="list-style-type: none"> <li>Game/Creative Movement</li> <li>Practice Reading <math>\frac{2}{4}</math></li> <li>Practice Writing <math>\frac{2}{4}</math></li> <li>Practice Improvisation <math>\frac{2}{4}</math></li> <li>Teacher's Choice:</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Summary Activities                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Review the Lesson Outcomes</b>                                                                                                           | Review <i>Old Blue</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



[Unit 2: *do*]  
Lesson 1 of 5

Teacher:  
Date:

**Lesson 1 Assessment Rubric**

Sing & Point to an Iconic representation of the third phrase of *Bow Wow Wow*

|            |                                                                                                                                                                                  |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Advanced   | Student sings on a neutral syllable and points to an iconic representation of <i>Bow Wow Wow</i> [phrase 3] with accuracy.                                                       |
| Proficient | Student sings on a neutral syllable and points to an iconic representation of <i>Bow Wow Wow</i> [phrase 3] mostly accurate but requires little to no teacher intervention.      |
| Basic      | Student sings on a neutral syllable and points to an iconic representation of <i>Bow Wow Wow</i> [phrase 3] with some accuracy. but requires some teacher intervention.          |
| Emerging   | Student sings on a neutral syllable and points to an iconic representation of <i>Bow Wow Wow</i> [phrase 3] with without accuracy and requires significant teacher intervention. |

***§117.109. Music, Grade 2, Adopted 2013.***

[1] Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:

- A. identify choral voices, including unison versus ensemble;
- B. identify instruments visually and aurally;
- C. use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo; and
- D. identify and label simple small forms such as aaba and abac.

[2] Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

- A. read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest;
- B. read, write, and reproduce pentatonic melodic patterns using standard staff notation; and
- C. read, write, and reproduce basic music terminology, including allegro/largo and forte/piano.

[3] Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

- A. sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;
- B. sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;
- C. move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;
- D. perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting; and
- E. perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.

[4] Creative expression. The student creates and explores new musical ideas. The student is expected to:

- A. create rhythmic phrases using known rhythms;
- B. create melodic phrases using known pitches; and
- C. explore new musical ideas in phrases using singing voice and classroom instruments.

[5] Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

- A. sing songs and play musical games, including patriotic, folk, and seasonal music;
- B. examine short musical excerpts from various periods or times in history and diverse and local cultures; and
- C. identify simple interdisciplinary concepts relating to music.

[6] Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

- A. begin to practice appropriate audience behavior during live or recorded performances;
- B. recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- C. distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances; and
- D. respond verbally or through movement to short musical examples..



[Unit 2: *do*]  
Lesson 2 of 5

Teacher:  
Date:

| Lesson 2: <i>do</i> [Let's Investigate What We Hear!]                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b><br><i>The Students will:</i>                                                                         | <ul style="list-style-type: none"> <li>Move and explore.</li> <li>Review singing a known song.</li> <li>Learn a new song.</li> <li>Aurally prepare <i>do</i> with <i>Bow Wow Wow</i></li> <li>Application of Music Literacy knowledge [<math>\frac{2}{4}</math>] through reading, writing, and improvisation activities.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Introductory Activities                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Listening &amp; Moving</b>                                                                                          | <b>Let's Move</b><br><i>Death of Ase</i> [Edvard Grieg] <ul style="list-style-type: none"> <li>Students will move to <i>Death of Ase</i> demonstrating recognition of form, phrasing, and beat.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Core Activities                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Performing &amp; Learning Our Songs</b>                                                                             | <b>Let's Sing &amp; Play Instruments</b><br><b><i>Sing and perform known songs</i></b><br><i>Old Blue</i> <ul style="list-style-type: none"> <li>Sing song as a call and response activity with students, providing a live performance opportunity for students develop proper audience etiquette and how to interact with a performer.</li> </ul> <i>Rocky Mountain</i> <ul style="list-style-type: none"> <li>Sing song and tap the beat</li> <li>Read and perform song with rhythm syllables</li> <li>Perform a rhythmic or melodic ostinato with instruments</li> </ul> <b>Review known elements</b> <ul style="list-style-type: none"> <li>Sing known songs with solfège syllables and hand signs as an echo sing activity               <ul style="list-style-type: none"> <li><i>No Robbers Out Today</i></li> <li><i>Naughty Kitty Kat</i></li> <li><i>Lucy Locket</i></li> <li><i>Rain Rain</i></li> <li><i>Plainsies Clapsies</i></li> </ul> </li> </ul> <b>New Song</b><br><i>Paw Paw Patch</i> <ul style="list-style-type: none"> <li>sing and play game that promotes social-emotional learning through communal play, shared spaced, and positive group interactions.</li> </ul> |
| <b>Building Block for Developing Musicianship &amp; Music Literacy</b><br><br><b>Discovering Through Inner Hearing</b> | <b>Let's Sing and Move: A Performing Adventure</b><br><i>Bow Wow Wow</i> <ul style="list-style-type: none"> <li>Sing song and tap the beat</li> <li>Sing song and point to an iconic representation to the third phrase</li> <li>Sing Phrase 3 on loo and keep the beat before answering the following questions               <ul style="list-style-type: none"> <li>How many beats did we tap? [4]</li> <li>Which beat has the lowest pitch? [4]</li> </ul> </li> <li>Sing Phrase 3 but call the last pitch "low"</li> <li>Sing Phrase 3 with known solfège syllables and hand signs but call the last pitch "low"</li> <li>Sing whole song with words, sing Phrase 3 with solfège syllables and hand signs but call the last pitch "low"</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                         |



## [Unit 2: do] Lesson 2 of 5

Teacher:  
Date:

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| <b>Enrichment Activity</b>        | Suggested Enrichment Activities listed below <ul style="list-style-type: none"><li>• Game/Creative Movement</li><li>• Practice Reading <math>\frac{2}{4}</math></li><li>• Practice Writing <math>\frac{2}{4}</math></li><li>• Practice Improvisation <math>\frac{2}{4}</math></li><li>• Teacher's Choice:</li></ul> |
| Summary Activities                |                                                                                                                                                                                                                                                                                                                     |
| <b>Review the Lesson Outcomes</b> | Review <i>Paw Paw Patch</i>                                                                                                                                                                                                                                                                                         |

### Lesson 2 Assessment Rubric

*Student identifies that beat 4 has the lowest pitch and sing phrase 3 with solfège syllables but call the last pitch "low"*

|            |                                                                                                                                                                                                                                                                             |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Advanced   | Student sings <i>Bow Wow Wow</i> [phrase 3] on a neutral syllable, can identify that beat 4 has the lowest pitch and sing phrase 3 with solfège syllables but call the last pitch "low" with accurately and independently.                                                  |
| Proficient | Student sings <i>Bow Wow Wow</i> [phrase 3] on a neutral syllable, can identify that beat 4 has the lowest pitch and sing phrase 3 with solfège syllables but call the last pitch "low" mostly accurate with minimal to no intervention from the teacher.                   |
| Basic      | Student sings <i>Bow Wow Wow</i> [phrase 3] on a neutral syllable, can identify that beat 4 has the lowest pitch and sing phrase 3 with solfège syllables but call the last pitch "low" with limited accuracy and intervention from the teacher.                            |
| Emerging   | Student sings <i>Bow Wow Wow</i> [phrase 3] on a neutral syllable, can identify that beat 4 has the lowest pitch and sing phrase 3 with solfège syllables but call the last pitch "low" with limited to no accuracy and requires significant intervention from the teacher. |

### §117.109. Music, Grade 2, Adopted 2013.

[1] Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:

- identify choral voices, including unison versus ensemble;
- identify instruments visually and aurally;
- use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo; and
- identify and label simple small forms such as aaba and abac.

[2] Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

- read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest;
- read, write, and reproduce pentatonic melodic patterns using standard staff notation; and
- read, write, and reproduce basic music terminology, including allegro/largo and forte/piano.

[3] Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

- sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;
- sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;
- move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;
- perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting; and
- perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.

[4] Creative expression. The student creates and explores new musical ideas. The student is expected to:

- create rhythmic phrases using known rhythms;
- create melodic phrases using known pitches; and
- explore new musical ideas in phrases using singing voice and classroom instruments.



## [Unit 2: *do*] Lesson 2 of 5

Teacher:  
Date:

[5] Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

- A. sing songs and play musical games, including patriotic, folk, and seasonal music;
- B. examine short musical excerpts from various periods or times in history and diverse and local cultures; and
- C. identify simple interdisciplinary concepts relating to music.

[6] Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

- A. begin to practice appropriate audience behavior during live or recorded performances;
- B. recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- C. distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances; and
- D. respond verbally or through movement to short musical examples..



[Unit 2: *do*]  
Lesson 3 of 5

Teacher:  
Date:

| Lesson 3: <i>do</i> [Let's Show What We Hear!]                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Objectives</b><br><i>The Students will:</i>                                                                        | <ul style="list-style-type: none"><li>• Move and explore.</li><li>• Review singing a known song.</li><li>• Learn a new song.</li><li>• Visually prepare <i>do</i> with <i>Bow Wow Wow</i></li><li>• Application of Music Literacy knowledge [<math>\frac{2}{4}</math>] through reading, writing, and improvisation activities.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Introductory Activities                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Listening &amp; Moving</b>                                                                                         | <b>Let's Move</b><br><i>Death of Ase</i> [Edvard Grieg] <ul style="list-style-type: none"><li>• Students will move to <i>Death of Ase</i> demonstrating recognition of form, phrasing, and beat.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Core Activities                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Performing &amp; Learning Our Songs</b>                                                                            | <b>Let's Sing &amp; Play Instruments</b><br><b><i>Sing and perform known songs</i></b><br><i>Paw Paw Patch</i> <ul style="list-style-type: none"><li>• sing and play game that promotes social-emotional learning through communal play, shared spaced, and positive group interactions.</li></ul> <i>Cut the Cake</i> <ul style="list-style-type: none"><li>• Sing song and tap the beat</li><li>• Read and perform song with rhythm syllables</li><li>• Perform a rhythmic or melodic ostinato with instruments</li></ul> <b><i>Review known elements</i></b> <ul style="list-style-type: none"><li>• Sing known songs with solfège syllables and hand signs as an echo sing activity<ul style="list-style-type: none"><li>○ <i>No Robbers Out Today</i></li><li>○ <i>Naughty Kitty Kat</i></li><li>○ <i>Lucy Locket</i></li><li>○ <i>Rain, Rain</i></li><li>○ <i>Plainsies Clapsies</i></li><li>○ <i>Bounce High Bounce Low</i></li><li>○ <i>Snail, Snail</i></li><li>○ <i>Teddy Bear</i></li></ul></li></ul> <b><i>New Song</i></b><br><i>Biddy Biddy Holdfast</i> <ul style="list-style-type: none"><li>• sing and play game that promotes social-emotional learning through communal play, shared spaced, and positive group interactions.</li></ul> |
| <b>Building Block for Developing Musicianship &amp; Music Literacy</b><br><br><b>Discovering Through Inner Seeing</b> | <b>Let's Sing and Move: A Performing Adventure</b><br><i>Bow Wow Wow</i> <ul style="list-style-type: none"><li>• Sing song and tap the beat</li><li>• Sing Phrase 3 but call the last pitch "low"</li><li>• Sing Phrase 3 with known solfège syllables and hand signs but call the last pitch "low"</li><li>• Create a picture of what you inner hear and see for phrase 3</li><li>• Share Representation</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



[Unit 2: do]  
Lesson 3 of 5

Teacher:  
Date:

|                                   |                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Enrichment Activity</b>        | Suggested Enrichment Activities listed below <ul style="list-style-type: none"><li>• Game/Creative Movement</li><li>• Practice Reading <math>\frac{2}{4}</math></li><li>• Practice Writing <math>\frac{2}{4}</math></li><li>• Practice Improvisation <math>\frac{2}{4}</math></li><li>• Teacher's Choice:</li></ul> |
| Summary Activities                |                                                                                                                                                                                                                                                                                                                     |
| <b>Review the Lesson Outcomes</b> | Review <i>Biddy Biddy Holdfast</i>                                                                                                                                                                                                                                                                                  |

**Lesson 3 Assessment Rubric**

Student creates and points to a visual representation of *Bow Wow Wow* [phrase 3] that demonstrates the melodic contour while singing.

|            |                                                                                                                                                                                                                                |
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| Advanced   | Student creates and points to a visual representation of <i>Bow Wow Wow</i> [phrase 3] that demonstrates the melodic contour while singing accurately and independently.                                                       |
| Proficient | Student creates and points to a visual representation of <i>Bow Wow Wow</i> [phrase 3] that demonstrates the melodic contour while singing mostly accurate and independently.                                                  |
| Basic      | Student creates and points to a visual representation of <i>Bow Wow Wow</i> [phrase 3] that demonstrates the melodic contour while singing with limited accuracy and intervention from the teacher.                            |
| Emerging   | Student creates and points to a visual representation of <i>Bow Wow Wow</i> [phrase 3] that demonstrates the melodic contour while singing with limited to no accuracy and requires significant intervention from the teacher. |

**\$117.109. Music, Grade 2, Adopted 2013.**

[1] Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:

- identify choral voices, including unison versus ensemble;
- identify instruments visually and aurally;
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- identify and label simple small forms such as aaba and abac.

[2] Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

- read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest;
- read, write, and reproduce pentatonic melodic patterns using standard staff notation; and
- read, write, and reproduce basic music terminology, including allegro/largo and forte/piano.

[3] Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

- sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;
- sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;
- move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;
- perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting; and
- perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.

[4] Creative expression. The student creates and explores new musical ideas. The student is expected to:

- create rhythmic phrases using known rhythms;
- create melodic phrases using known pitches; and
- explore new musical ideas in phrases using singing voice and classroom instruments.

[5] Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:



## [Unit 2: *do*] Lesson 3 of 5

Teacher:

Date:

- A. sing songs and play musical games, including patriotic, folk, and seasonal music;
- B. examine short musical excerpts from various periods or times in history and diverse and local cultures; and
- C. identify simple interdisciplinary concepts relating to music.

[6] Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

- A. begin to practice appropriate audience behavior during live or recorded performances;
- B. recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- C. distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances; and
- D. respond verbally or through movement to short musical examples..





[Unit 2: *do*]  
Lesson 4 of 5

Teacher:  
Date:

| Lesson 4: <i>do</i> [Labeling Our New Pitch!]                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Objectives</b><br><i>The Students will:</i>                                                       | <ul style="list-style-type: none"><li>• Move and explore.</li><li>• Review singing a known song.</li><li>• Learn a new song.</li><li>• Label the new melodic element, <i>Do</i>, with solfège syllables and hand signs.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Introductory Activities                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Listening &amp; Moving</b>                                                                        | <b>Let's Move</b><br><i>Bob-omb Battle Field From Super Mario 64</i> <ul style="list-style-type: none"><li>• Students will move to <i>Bob-omb Battle Field</i> demonstrating recognition of form, phrasing, and beat.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Core Activities                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Performing &amp; Learning Our Songs</b>                                                           | <b>Let's Sing &amp; Play Instruments</b><br><b><i>Sing and perform known songs</i></b><br><i>Biddy Biddy Holdfast</i> <ul style="list-style-type: none"><li>• sing and play game that promotes social-emotional learning through communal play, shared spaced, and positive group interactions.</li></ul> <i>Hot Cross Buns</i> <ul style="list-style-type: none"><li>• Sing song and tap the beat</li><li>• Read and perform song with rhythm syllables</li><li>• Perform a rhythmic or melodic ostinato with instruments</li></ul> <b><i>Review known elements</i></b> <ul style="list-style-type: none"><li>• Sing known songs with solfège syllables and hand signs as an echo sing activity<ul style="list-style-type: none"><li>○ <i>No Robbers Out Today</i></li><li>○ <i>Naughty Kitty Kat</i></li><li>○ <i>Lucy Locket</i></li><li>○ <i>Rain, Rain</i></li><li>○ <i>Plainsies Clapsies</i></li><li>○ <i>Bounce High Bounce Low</i></li><li>○ <i>Snail, Snail</i></li><li>○ <i>Teddy Bear</i></li></ul></li></ul> <b><i>New Song</i></b><br><i>Happy is the Miller</i> <ul style="list-style-type: none"><li>• sing and play game that promotes social-emotional learning through communal play, shared spaced, and positive group interactions.</li></ul> |
| <b>Building Block for Developing Musicianship &amp; Music Literacy</b><br><br><b>Label the Pitch</b> | <b>Let's Sing and Move: A Performing Adventure</b><br><b><i>Label Pitch</i></b><br><i>Bow Wow Wow</i> <ul style="list-style-type: none"><li>• Sing song and tap the beat</li><li>• Sing Phrase 3 but call the last pitch "low"</li><li>• Sing Phrase 3 with known solfège syllables and hand signs but call the last pitch "low"</li><li>• When we have a pitch that is a skip lower than <i>mi</i>, we call it <i>do</i></li><li>• Sing phrase 3 with solfège syllables and hand signs</li><li>• Sing whole song, phrase 3 with solfège syllables and hand signs</li></ul><br><b>Play Game</b><br><i>Paw Paw Patch</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |



[Unit 2: *do*]  
Lesson 4 of 5

Teacher:  
Date:

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | <p><b>Label Pitch [cont.]</b></p> <ul style="list-style-type: none"><li>• When we have a pitch that is a skip lower than <i>mi</i>, we call it <i>do</i></li><li>• Sing phrase 3 with solfège syllables and hand signs</li><li>• Sing whole song, phrase 3 with solfège syllables and hand signs</li></ul> <p><b>Initial Practice</b></p> <ul style="list-style-type: none"><li>• Sing phrases from known songs in an echo singing activity. Teacher sings with words, students sing with solfège syllables and hand signs<ul style="list-style-type: none"><li>○ <i>Bow Wow Wow</i> [phrases 1,2 &amp; 3]</li><li>○ <i>Rocky Mountain</i><ul style="list-style-type: none"><li>▪ Phrase 1</li><li>▪ Phrase 2 [first four beats]</li><li>▪ Phrases 3 &amp; 4 [first four beats]</li></ul></li><li>○ <i>I'm On the King's Land</i></li><li>○ <i>SeaShell</i> [phrases 1 &amp; 3]</li><li>○ <i>Knock the Cymbals</i> [phrases 1, 3 &amp; 4]</li><li>○ <i>I have Lost the Closet Key</i> [phrase 1,2 &amp; 3]</li></ul></li></ul> |
| Summary Activities         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Review the Lesson Outcomes | Happy is the Miller                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| Lesson 4 Assessment Rubric                                                                                |                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student sings phrases that include <i>l s m d</i> from known songs with solfège syllables and hand signs. |                                                                                                                                                                                              |
| Advanced                                                                                                  | Student sings phrases that include <i>l s m d</i> from known songs with solfège syllables and hand signs accurately and independently.                                                       |
| Proficient                                                                                                | Student sings phrases that include <i>l s m d</i> from known songs with solfège syllables and hand signs mostly accurate and independently.                                                  |
| Basic                                                                                                     | Student sings phrases that include <i>l s m d</i> from known songs with solfège syllables and hand signs with limited accuracy and intervention from the teacher.                            |
| Emerging                                                                                                  | Student sings phrases that include <i>l s m d</i> from known songs with solfège syllables and hand signs with limited to no accuracy and requires significant intervention from the teacher. |

**§117.109. Music, Grade 2, Adopted 2013.**

[1] Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:

- identify choral voices, including unison versus ensemble;
- identify instruments visually and aurally;
- use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo; and
- identify and label simple small forms such as aaba and abac.

[2] Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

- read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest;
- read, write, and reproduce pentatonic melodic patterns using standard staff notation; and
- read, write, and reproduce basic music terminology, including allegro/largo and forte/piano.



## [Unit 2: *do*] Lesson 4 of 5

Teacher:  
Date:

[3] Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

- A. sing tunelessly or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;
- B. sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;
- C. move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;
- D. perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting; and
- E. perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.

[4] Creative expression. The student creates and explores new musical ideas. The student is expected to:

- A. create rhythmic phrases using known rhythms;
- B. create melodic phrases using known pitches; and
- C. explore new musical ideas in phrases using singing voice and classroom instruments.

[5] Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

- A. sing songs and play musical games, including patriotic, folk, and seasonal music;
- B. examine short musical excerpts from various periods or times in history and diverse and local cultures; and
- C. identify simple interdisciplinary concepts relating to music.

[6] Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

- A. begin to practice appropriate audience behavior during live or recorded performances;
- B. recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- C. distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances; and
- D. respond verbally or through movement to short musical examples..



[Unit 2: *do*]  
Lesson 5 of 5

Teacher:  
Date:

| Lesson 5 : <i>do</i> [Notating Our New Pitch!]                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b><br><i>The Students will:</i>                                                            | <ul style="list-style-type: none"> <li>Move and explore.</li> <li>Review singing a known song.</li> <li>Learn a new song.</li> <li>Notate the new melodic element, <i>do</i>, with traditional notation and solfège and in staff notation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Introductory Activities                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Listening &amp; Moving</b>                                                                             | <b>Let's Move</b><br><i>Bob-omb Battle Field From Super Mario 64</i> <ul style="list-style-type: none"> <li>Students will move to <i>Bob-omb Battle Field</i> demonstrating recognition of form, phrasing, and beat.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Core Activities                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Performing &amp; Learning Our Songs</b>                                                                | <b>Let's Sing &amp; Play Instruments</b><br><b><i>Sing and perform known songs</i></b><br><i>Happy is the Miller</i> <ul style="list-style-type: none"> <li>sing and play game that promotes social-emotional learning through communal play, shared spaced, and positive group interactions.</li> </ul> <i>Knock the Cymbals</i> <ul style="list-style-type: none"> <li>Sing song and tap the beat</li> <li>Read and perform song with rhythm syllables</li> <li>Perform a rhythmic or melodic ostinato with instruments</li> </ul> <b>Initial Practice</b> <ul style="list-style-type: none"> <li>Sing phrases from known songs in an echo singing activity. Teacher sings with words, students sing with solfège syllables and hand signs               <ul style="list-style-type: none"> <li><i>Bow Wow Wow</i> [phrases 1,2 &amp; 3]</li> <li><i>Rocky Mountain</i> <ul style="list-style-type: none"> <li>Phrase 1</li> <li>Phrase 2 [first four beats]</li> <li>Phrases 3 &amp; 4 [first four beats]</li> </ul> </li> <li><i>I'm On the King's Land</i></li> <li><i>SeaShell</i> [phrases 1 &amp; 3]</li> <li><i>Knock the Cymbals</i> [phrases 1, 3 &amp; 4]</li> <li><i>I have Lost the Closet Key</i> [phrase 1,2 &amp; 3]</li> </ul> </li> </ul> <b>New Song</b><br><i>Ida Red</i> <ul style="list-style-type: none"> <li>identify and assess the form of a new song through active listening</li> </ul> |
| <b>Building Block for Developing Musicianship &amp; Music Literacy</b><br><br><b>Present the Notation</b> | <b>Let's Sing and Move: A Performing Adventure</b><br><b><i>Label Pitch</i></b><br><i>Bow Wow Wow</i> <ul style="list-style-type: none"> <li>Sing song and tap the beat</li> <li>Sing Phrase 3 with known solfège syllables and hand signs</li> <li>Sing Phrases 1,2 &amp; 3 with known solfège syllables and hand signs</li> <li>Present <i>do</i> on the tone step ladder</li> <li>Present <i>do</i> with rhythmic notation and solfège syllables written underneath</li> <li>Present <i>Bow Wow Wow</i> with staff notation [key of G]</li> </ul> <b>Play Game</b><br><i>Biddy Biddy Holdfast</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



[Unit 2: *do*]  
Lesson 5 of 5

Teacher:  
Date:

|                                   |                                                                                                                                                                                                                        |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <b><i>Present Notation [cont.]</i></b> <ul style="list-style-type: none"><li>• Present <i>Bow Wow Wow</i> with staff notation [key of F]</li><li>• Present <i>Bow Wow Wow</i> with staff notation [key of C]</li></ul> |
| Summary Activities                |                                                                                                                                                                                                                        |
| <b>Review the Lesson Outcomes</b> | Ida Red                                                                                                                                                                                                                |

**Lesson 5 Assessment Rubric**

Student reads *Bow Wow* from the tone ladder, rhythmic notation and solfège syllables, and staff notation [C,F,G] While singing solfège syllables with hand signs

|            |                                                                                                                                                                                                                                                            |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Advanced   | Student reads <i>Bow Wow</i> from the tone ladder, rhythmic notation and solfège syllables, and staff notation [C,F,G] while singing solfège syllables with hand signs accurately and independently.                                                       |
| Proficient | Student reads <i>Bow Wow</i> from the tone ladder, rhythmic notation and solfège syllables, and staff notation [C,F,G] while singing solfège syllables with hand signs mostly accurate and independently.                                                  |
| Basic      | Student reads <i>Bow Wow</i> from the tone ladder, rhythmic notation and solfège syllables, and staff notation [C,F,G] while singing solfège syllables with hand signs with limited accuracy and intervention from the teacher.                            |
| Emerging   | Student reads <i>Bow Wow</i> from the tone ladder, rhythmic notation and solfège syllables, and staff notation [C,F,G] while singing solfège syllables with hand signs with limited to no accuracy and requires significant intervention from the teacher. |

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## [Unit 2: *do*] Lesson 5 of 5

Teacher:  
Date:

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- D. respond verbally or through movement to short musical examples..