



[Unit 3: ♪]
Lesson 1 of 5

Teacher:
Date:

Lesson 1: half note [Let's Sing & Move!]	
Objectives <i>The Students will:</i>	- Move and explore. - Review singing a known song. - Learn a new song. - Kinesthetically prepare half note with <i>Here Comes a Bluebird</i> - Application of Music Literacy knowledge [do] through reading, writing, and improvisation activities.
Introductory Activities	
Listening & Moving	Let's Move <i>Bob-omb Battlefield from Super Mario⁶⁴</i> Students will move to <i>Bob-omb Battlefield from Super Mario⁶⁴</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments <i>Sing and perform known songs</i> <i>Ida Red</i> - Sing song and tap beat <i>King's Land</i> - Sing song and tap beat - Read and perform song with rhythmic notation and solfège syllables. - Sing song and perform rhythmic or melodic ostinato with instruments <i>Review known elements</i> - Sing known songs with rhythm syllables as an echo sing activity <i>King's Land</i> <i>Naughty Kitty Kat</i> <i>Lucy Locket</i> <i>Rain Rain</i> <i>Hot Cross Buns</i> <i>Bounce High Bounce Low</i> <i>Cut the Cake</i> <i>Teddy bear</i> <i>New Song</i> <i>Diddle Diddle Dumpling</i> - Teacher sings song and taps beat with the students - Determine the number of phrases (4) - Draw the phrases - Determine the form of <i>Diddle Diddle Dumpling</i> (ABABv)
Building Block for Developing Musicianship & Music Literacy Discovering Through Singing & Movement Kinesthetic	Let's Sing and Move: A Performing Adventure <i>Here Comes a Bluebird</i> - Sing song and tap the beat - Sing song and point to an iconic representation to the second phrase - Teacher taps the beat, students clap the rhythm - Teacher claps the rhythm, students tap the beat - Perform beat and rhythm with instruments
Enrichment Activity	Suggested Enrichment Activities listed below - Game/Creative Movement - Practice Reading <i>do</i>



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	• Practice Writing <i>do</i> • Practice Improvisation <i>do</i> • Teacher's Choice:
Summary Activities	
Review the Lesson Outcomes	Review <i>Diddle Diddle Dumpling</i>

Lesson 1 Assessment Rubric

Sing & Point to an Iconic representation of the second phrase of *Here Comes a Bluebird*

Advanced	Student sings on a neutral syllable and points to an iconic representation of <i>Here comes a Bluebird</i> [phrase 2] with accuracy.
Proficient	Student sings on a neutral syllable and points to an iconic representation of <i>Here comes a Bluebird</i> [phrase 2] mostly accurate but requires little to no teacher intervention.
Basic	Student sings on a neutral syllable and points to an iconic representation of <i>Here comes a Bluebird</i> [phrase 2] with some accuracy. but requires some teacher intervention.
Emerging	Student sings on a neutral syllable and points to an iconic representation of <i>Here comes a Bluebird</i> [phrase 2] 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:



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- 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 3: ♩]
Lesson 2 of 5

Teacher:
Date:

Lesson 2: half note [Let's Investigate What We Hear!]	
Objectives <i>The Students will:</i>	- Move and explore. - Review singing a known song. - Learn a new song. - Aurally prepare half note with <i>Here Comes a Bluebird</i> - Application of Music Literacy knowledge [do] through reading, writing, and improvisation activities.
Introductory Activities	
Listening & Moving	Let's Move <i>Bob-omb Battlefield from Super Mario⁶⁴</i> Students will move to <i>Bob-omb Battlefield from Super Mario⁶⁴</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments <i>Sing and perform known songs</i> <i>Diddle Diddle Dumpling</i> - Sing song and tap the beat <i>Sea Shells</i> - Sing song and tap the beat <i>Bow Wow Wow</i> - Read and perform with solfège syllables and hand signs. - Sing song and perform rhythmic or melodic ostinato with instruments <i>Review known elements</i> - Sing known songs with rhythm syllables as an echo sing activity <i>King's Land</i> <i>Naughty Kitty Kat</i> <i>Lucy Locket</i> <i>Rain Rain</i> <i>Hot Cross Buns</i> <i>Bounce High Bounce Low</i> <i>Button You Must Wander</i> <i>Cut the Cake</i> <i>All Around the Buttercup</i> <i>New Song</i> <i>Are You Sleeping?</i> - Teacher sings song and taps beat with the students - Determine the number of phrases (4) - Draw the phrases - Determine the form of <i>Are You Sleeping?</i> (ABCD)
Building Block for Developing Musicianship & Music Literacy Discovering Through Inner Hearing	Let's Investigate What We Hear <i>Here Comes a Bluebird</i> - Sing song and tap the beat - Sing song and point to an iconic representation to the second phrase - Perform beat and rhythm with instruments - Sing Phrase 2 on loo and keep the beat before answering the following questions - How many beats did we tap? [8] - Which beat has no sound? [8] - Which beats did we sing the long sound? [1&2]



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Date:

	• Sing long for the sound on beats one and two and sign the rest of our phrase with rhythm syllables • Sing <i>Here Comes a Bluebird</i> with rhythm syllables but sing long for the long sound on the first two beats of phrases two and four
Enrichment Activity	Suggested Enrichment Activities listed below • Game/Creative Movement • Practice Reading <i>do</i> • Practice Writing <i>do</i> • Practice Improvisation <i>do</i> • Teacher's Choice:
Summary Activities	
Review the Lesson Outcomes	Review <i>Are You Sleeping</i>

Lesson 2 Assessment Rubric

Identify the beats with the long sound in the second phrase of *Here Comes a Bluebird*

Advanced	Student Identifies the beats with the long sound in the second phrase of <i>Here Comes a Bluebird</i> accurately and independently.
Proficient	Student Identifies the beats with the long sound in the second phrase of <i>Here Comes a Bluebird</i> mostly accurate with minimal to no intervention from the teacher.
Basic	Student Identifies the beats with the long sound in the second phrase of <i>Here Comes a Bluebird</i> with limited accuracy and intervention from the teacher.
Emerging	Student Identifies the beats with the long sound in the second phrase of <i>Here Comes a Bluebird</i> with limited to 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.



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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 3:]
Lesson 3 of 5

Teacher:
Date:

Lesson 3: <i>do</i> [Let's Show What We Hear!]	
Objectives <i>The Students will:</i>	- Move and explore. - Review singing a known song. - Learn a new song. - Visually prepare <i>do</i> with <i>Here Comes a Bluebird</i> - Application of Music Literacy knowledge [<i>do</i>] through reading, writing, and improvisation activities.
Introductory Activities	
Listening & Moving	Let's Move <i>Bounty Hunter</i> from <i>Advent Rising</i> Students will move to <i>Bounty Hunter</i> from <i>Advent Rising</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments <i>Sing and perform known songs</i> <i>Are You Sleeping?</i> - Sing song and tap the beat <i>Old Blue</i> - Sing song as a call and response <i>Plainsies Clapsies</i> - Sing song and tap the beat <i>Closet Key</i> - Read and perform the song with rhythm syllables - Sing song and perform rhythmic or melodic ostinato with instruments <i>New Song</i> <i>Fire in The Mountain</i> - sing and play game that promotes social-emotional learning through communal play, shared spaced, and positive group interactions.
Building Block for Developing Musicianship & Music Literacy Discovering Through Inner Seeing	Let's Show What We Hear! <i>Here Comes a Bluebird</i> - Sing song and tap the beat - Perform beat and rhythm with instruments - Create a picture of what you inner hear and see for phrase 2 - Share Representation
Enrichment Activity	Suggested Enrichment Activities listed below - Game/Creative Movement - Practice Reading <i>do</i> - Practice Writing <i>do</i> - Practice Improvisation <i>do</i> - Teacher's Choice:
Summary Activities	
Review the Lesson Outcomes	Review <i>Fire in the Mountain</i>



[Unit 3:]
Lesson 3 of 5

Teacher:
Date:

Lesson 3 Assessment Rubric

Student creates and points to a visual representation of *Here Comes a Bluebird* [phrase 2] that demonstrates the long sound on beats 1 & 2 while singing.

Advanced	Student creates and points to a visual representation of <i>Here Comes a Bluebird</i> [phrase 2] that demonstrates the long sound on beats 1 & 2 while singing accurately and independently.
Proficient	Student creates and points to a visual representation of <i>Here Comes a Bluebird</i> [phrase 2] that demonstrates the long sound on beats 1 & 2 while singing mostly accurate and independently.
Basic	Student creates and points to a visual representation of <i>Here Comes a Bluebird</i> [phrase 2] that demonstrates the long sound on beats 1 & 2 while singing with limited accuracy and intervention from the teacher.
Emerging	Student creates and points to a visual representation of <i>Here Comes a Bluebird</i> [phrase 2] that demonstrates the long sound on beats 1 & 2 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:

- 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 3: ♩]
Lesson 4 of 5

Teacher:
Date:

Lesson 4: half note [Labeling Our New Sound!]	
Objectives <i>The Students will:</i>	- Move and explore. - Review singing a known song. - Learn a new song. - Label the new rhythmic element, half note, with rhythm syllables
Introductory Activities	
Listening & Moving	Let's Move <i>Bounty Hunter from Advent Rising</i> Students will move to <i>Bounty Hunter</i> from <i>Advent Rising</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments <i>Sing and perform known songs</i> <i>Fire in the Mountain</i> - sing and play game that promotes social-emotional learning through communal play, shared spaced, and positive group interactions. <i>Biddy Biddy Holdfast</i> - sing and play game that promotes social-emotional learning through communal play, shared spaced, and positive group interactions. <i>Hot Cross Buns</i> - Sing song and tap the beat - Read and perform song with rhythm syllables - Perform a rhythmic or melodic ostinato with instruments Review known elements - Sing known songs with solfège syllables and hand signs using the tone ladder <i>Bow Wow Wow [phrases 1, 2, 3]</i> <i>King's Land</i> <i>Sea Shell [phrases 1, 3]</i> <i>Knock the Cymbals [phrases 1,3,4]</i> <i>Rocky Mountain [phrase 1, phrase 2,3,4 :first four beats]</i> <i>Closet Key [phrases 1,2,3]</i> New Song <i>Old Brass Wagon</i> - sing and play game that promotes social-emotional learning through communal play, shared spaced, and positive group interactions.
Building Block for Developing Musicianship & Music Literacy Label the Pitch	Labeling Our New Sound! Label Pitch <i>Here Comes a Bluebird</i> - Sing song and tap the beat - Sing Phrase 2, sing long for the sound on the first two beats, sing the rest of the sounds with rhythm syllables and clap - Sing whole song, sing long for the sound on the first two beats in phrases 2 & 4, sing the rest of the sounds with rhythm syllables and clap - Present tah-ah "<i>When we have one sound that lasts for two beats, we can use our rhythm syllables and say tah-ah.</i>" - Sing song with rhythm syllables, including <i>tah-ah</i>



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Lesson 4 of 5

Teacher:
Date:

	Play Game <i>Fire in the Mountain</i> Label Sound[cont.] - Review labeling tah-ah Initial Practice - Sing phrases from known songs in an echo singing activity. Teacher sings with words, students sing with rhythm syllables and clap. <i>Are You Sleeping?</i> <i>Sea Shell</i> <i>Who's That Tapping at the Window?</i> <i>Old Blue</i>
Summary Activities	
Review the Lesson Outcomes	Review <i>Old Brass Wagon</i>

Lesson 4 Assessment Rubric	
Student sings phrases that include <i>tah-ah</i> from known songs with rhythm syllables and clap	
Advanced	Student sings phrases that include <i>tah-ah</i> from known songs with rhythm syllables and clap accurately and independently.
Proficient	Student sings phrases that include <i>tah-ah</i> from known songs with rhythm syllables and clap mostly accurate and independently.
Basic	Student sings phrases that include <i>tah-ah</i> from known songs with rhythm syllables and clap with limited accuracy and intervention from the teacher.
Emerging	Student sings phrases that include <i>tah-ah</i> from known songs with rhythm syllables and clap 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:

- 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.



[Unit 3:]

Lesson 4 of 5

Teacher:

Date:

[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 3: ♪]
Lesson 5 of 5

Teacher:
Date:

Lesson 5 : half note [Notating Our New Sound!]	
Objectives <i>The Students will:</i>	- Move and explore. - Review singing a known song. - Learn a new song. - Notate the new melodic element, half note, with traditional notation and solfège and in staff notation.
Introductory Activities	
Listening & Moving	Let's Move <i>Bounty Hunter from Advent Rising</i> Students will move to <i>Bounty Hunter</i> from <i>Advent Rising</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments Sing and perform known songs <i>Ida Red</i> - sing song and tap the beat <i>Who's That Tapping at the Window</i> - Sing song and tap the beat <i>Happy is the Miller</i> - sing and play game that promotes social-emotional learning through communal play, shared spaced, and positive group interactions. Sing known songs with solfège syllables and hand signs using the tone ladder <i>Bow Wow Wow [phrases 1, 2, 3]</i> <i>King's Land</i> <i>Sea Shell [phrases 1, 3]</i> <i>Knock the Cymbals [phrases 1,3,4]</i> <i>Rocky Mountain [phrase 1, phrase 2,3,4 :first four beats]</i> <i>Closet Key [phrases 1,2,3]</i> New Song <i>Old Brass Wagon</i> - sing and play game that promotes social-emotional learning through communal play, shared spaced, and positive group interactions.
Building Block for Developing Musicianship & Music Literacy Present the Notation	Let's Sing and Move: A Performing Adventure Label Pitch <i>Here Comes a Bluebird</i> - Sing song and tap the beat - Sing song with rhythm syllables and clap - Review labeling tah-ah - Present Notation ♪ - Present Notation 2nd phrase of <i>Here Comes a Bluebird</i> $\frac{2}{4}$ ♪ ♪ ♪ ♪ ♪ ♪ ♪ - Present stick Notation 2nd phrase of <i>Here Comes a Bluebird</i> $\frac{2}{4}$ ♪ ♪ ♪ ♪ ♪ ♪ ♪ Play Game <i>Old Brass Wagon</i>



[Unit 3:]
Lesson 5 of 5

Teacher:
Date:

	Present Notation [cont.] • Present Notation] • Present complete rhythmic notation of <i>Here Comes a Bluebird</i>
Summary Activities	
Review the Lesson Outcomes	Review <i>Old Brass Wagon</i>

Lesson 5 Assessment Rubric

Student reads *Here Comes a Bluebird* from rhythmic notation

Advanced	Student reads and performs <i>Here Comes a Bluebird</i> from rhythmic notation accurately and independently.
Proficient	Student reads and performs <i>Here Comes a Bluebird</i> from rhythmic notation mostly accurate and independently.
Basic	Student reads and performs <i>Here Comes a Bluebird</i> from rhythmic notation with limited accuracy and intervention from the teacher.
Emerging	Student reads and performs <i>Here Comes a Bluebird</i> from rhythmic notation 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.

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

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



[Unit 3: ♪]
Lesson 5 of 5

Teacher:
Date:

[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..