

**Winslow Township School District**  
**Grade 2 Music**  
**Unit 3: Half notes, Quarter notes, and**  
**Eighth notes, and Quarter rests**

**Overview:** In this unit we will be learning about Quarter notes, Half Notes, and Eighth notes. The students will learn how to recognize the difference between these three types of notes both visually and aurally. They will understand how many beats each note value is worth. After learning the fundamentals of these notes they will then learn how to recognize and construct complex rhythms by combining quarter, half, eighth notes, and ¼ rests. Students will also demonstrate their understanding of these rhythmic concepts by performing them with instruments such as drums, hand percussion, and Orff instruments.

Overview	Standards for Musical Content	Unit Focus	Essential Questions
<a href="#">Unit 3</a>  <b>Quarter notes, Half Notes, Eighth notes, Quarter Rests</b>	<b>1.3A.2.Cr1a</b> <b>1.3A.2.Cr2a</b> <b>1.3A.2.Cr2b</b> <b>1.3A.2.Pr4a</b> <b>1.3A.2.Pr5c</b> <b>1.3A.2.Pr5d</b> <b>1.3A.2.Pr6a</b> <b>1.3A.2.Re8a</b> <b>1.3A.2.Cn11a</b>	<ul style="list-style-type: none"> <li>• Understand how to recognize quarter, half, and eighth notes with both their eyes and ears</li> <li>• Understand the beat value of each note</li> <li>• Demonstrate proficiency through performing each note value using body percussion and unpitched instruments</li> <li>• Possess an entry level understanding of steady beats and meter in music</li> </ul> <p style="text-align: center;">Begin understanding simple rhythmic notation</p>	<ul style="list-style-type: none"> <li>• What is the visual difference between each of these note values?</li> <li>• What is the aural differences in how each one of these notes sound?</li> <li>• How many beats is ¼ note worth?</li> <li>• How many beats is a 1/8 note worth?</li> <li>• How many beats is a ½ note worth?</li> <li>• How can we use these notes to build common rhythms?</li> <li>• What is the purpose of rests in music</li> </ul>
<b>Unit 3:</b> <b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• A quarter note is equal to 1 steady beat.</li> <li>• A half note is equal to 2 steady beats.</li> <li>• An eighth note is equal to half of one steady beat.</li> <li>• We can use all three of these note values to build simple and complex rhythms.</li> </ul>		

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Curriculum Unit 3	Standards		Pacing	
			Weeks	Unit Weeks
<b>Unit 3:</b> <b>Quarter notes, Eighth notes, Half Notes, Quarter rests</b>	<b>1.3A.2.Cr2a</b>	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	1	4
	<b>1.3A.2.Pr5c</b>	Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance		
	<b>1.3A.2.Cr2b</b>	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.		
	<b>1.3A.2.Re8a</b>	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.		
	<b>1.3A.2.Cn11a</b>	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	1	
	<b>1.3A.2.Pr4a</b>	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.		
	<b>1.3A.2.Pr6a</b>	Perform music for a specific purpose with expression and technical accuracy	1	
	<b>1.3A.2.Pr5d</b>	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.		
	<b>1.3A.2.Cr1a</b>	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.		
		Assessment, Re-teach and Extension	1	

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Unit 3 Grade 2		
Enduring Understanding	Indicator #	Performance Expectations
Musicians’ creative choices are influenced by their expertise, context and expressive intent.	<b>1.3A.2.Cr2a</b>	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.	<b>1.3A.2.Pr5c</b>	Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance
Musicians’ creative choices are influenced by their expertise, context and expressive intent.	<b>1.3A.2.Cr2b</b>	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>1.3A.2.Re8a</b>	Demonstrate basic knowledge of music concepts and how they support creators’/performers’ expressive intent.
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	<b>1.3A.2.Cn11a</b>	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	<b>1.3A.2.Pr4a</b>	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.	<b>1.3A.2.Pr6a</b>	Perform music for a specific purpose with expression and technical accuracy
To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.	<b>1.3A.2.Pr5d</b>	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
The creative ideas, concepts and feelings that influence musicians’ work emerge from a variety of sources	<b>1.3A.2.Cr1a</b>	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.

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Unit 3 Grade 2	
Assessment Plan	
<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Self-Assessment</li> <li>• Peer Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Short Constructed Responses</li> <li>• Exit Tickets</li> </ul>
Resources	Activities
<ul style="list-style-type: none"> <li>• Share the Music gr. 3</li> <li>• BeatBox World Music Drumming 101</li> <li>• Round the Seasons</li> <li>• Orff We Go!</li> <li>• Just Jams</li> <li>• Peanut Butter Jam</li> <li>• BoomWhack Attack</li> <li>• iPads</li> <li>• Orff Instruments</li> <li>• Bucket Drums</li> <li>• Hand Percussion</li> <li>• BoomWhackers</li> <li>• Diversity, Equity &amp; Inclusion Educational Resources  <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Visually recognize note values in various musical selection.</li> <li>• Demonstrate understanding of note values through body percussion and unpitched percussion.</li> <li>• Replicate rhythmic notation using manipulatives.</li> <li>• Compare and contrast visual and aural differences between ¼ notes, 1/8 notes, and ½ notes.</li> <li>• Perform songs on pitched Orff instruments.</li> </ul> <p>Identify simple music notation that correlates with aural dictation of rhythms.</p>

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**Instructional Best Practices and Exemplars**

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| <ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representations</li> </ol> | <ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and advance organizers</li> <li>10. Manage response rates</li> </ol> |
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**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

- 9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1:** Explain how emotions influence whether a person spends or saves.
- 9.1.2.FP.3:** Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- 9.1.2.PB.1:** Determine various ways to save and places in the local community that help people save and accumulate money over time.
- 9.1.2.PB.2:** Explain why an individual would choose to save money.
- 9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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**Modifications for Special Education/504**

*Students with special needs:* The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Peer helpers
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Study Guides, Study Aids and Re teaching as needed

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**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Extended time as needed
- Read directions aloud
- Assist with organization
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 2-3 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Relate to and identify commonalities in music from student’s native culture</li> <li>• Assist with organization</li> <li>• Emphasize/highlight key concepts</li> <li>• Teacher Modeling</li> <li>• Peer Modeling</li> <li>• Label Classroom Materials - Word Walls</li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> <li>• Raise levels of intellectual demands</li> <li>• Require higher order thinking, communication, and leadership skills</li> <li>• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles</li> <li>• Provide higher level tasks</li> <li>• Expand use of open-ended, abstract questions</li> <li>• Critical and creative thinking activities that provide an emphasis on research and in-depth study</li> <li>• Enrichment Activities/Project-Based Learning/ Independent Study</li> </ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li> </ul>



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**Interdisciplinary Connections**

**Interdisciplinary Connections:**

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**4.MD.1.** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

**Integration of Computer Science and Design Thinking NJSLS 2**

**8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

**8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats.

**8.2.2.ED.3:** Select and use appropriate tools and materials to build a product using the design process.