

2nd Grade  
Lesson Plans L1-L8

	Objective	Standard	Materials	Design	Tonal and/or Rhythmic Elements	Primary Lesson	History Lesson/Story
<b>L1 8/6-7</b>	<p>Scholars will be made aware of expectations for music class including regular attendance and two “assessments”, in the first unit, each very brief.</p> <p>Scholars will observe the sounds heard in Smentana’s Moldau and will assess the intended story by creating their own picture of what the music is saying, in their opinion. They will then compare their opinion to that of Smetana’s.</p>	<p>MU.CR.1.2a</p> <p>a. Improvise rhythmic and melodic patterns and musical ideas (e.g. beat, meter, and rhythm).</p>	<p>Introduction to Mrs McNiff Video</p> <p>Smetana’s Moldau video</p> <p>Discussion video about Smentana’s intentions and how we can create feelings with our music.</p> <p>Scholars will need paper, pencils, crayons or markers.</p>	<p>Scholars will view an introduction to Mrs McNiff video with instructions for the primary lesson. Scholars will listen to Smetana’s Moldau and will color what they imagine it is about. Afterward they will hear how Smetana envisioned it and will compare their idea.</p>	None	<p>Drawing What We Hear: creating a picture while listening to the Moldau, then comparing it to Smetana’s vision as he wrote it.</p>	None
<b>L2</b>	Scholars will be	MU.CR.1.2b	Video of Mrs	Scholars will	Sol-Mi Do	Scholars will	Scholars will

<b>8/10-12</b>	introduced to Sol and Mi and Do Solfeg symbols and will create patterns based upon their understanding of the pitches and their relationship to each other. Scholars will identify various genres and will analyze their personal tastes as they prepare for the genres of ancient music in line with their history unit.	b. With appropriate guidance, generate musical ideas in multiple tonalities (e.g. major, minor, modal, and pentatonic) and meters (e.g. duple, triple, simple, and compound).	McNiff and the Solfeg symbols  Lost Music Lesson  Video of Music Genres.	first learn the three solfeg symbols and will create their own patterns, they will complete an exercise in which they destroy their own evidence of music performance, and will review the definition of "genre".	Scholars will be taught the hand signs for Sol, Do and Mi and directed to create patterns of four using either Sol and Mi for each pitch.	watch "Can't stop the feeling" from Trolls and will document all they see, afterward they will systematically destroy their record as a means of understanding lack of musical evidence today	review and contemplate the topic of genre, watching a video describing several familiar genres and then discussing genres in line with ancient music, following their history unit
<b>L3 8/13-14</b>	Scholars will incorporate their understanding of Do, Mi and Sol and will create patterns using their new pitch and demonstrating preferred patterns. Scholars will analyze Miri It Is in preparation of singing it in the coming weeks.	MU.CR.2.2b  b. Use notation to document personal or collective musical ideas (e.g. sequencing).	Solfeg video  Singing video  Story reading video: Gaius and his flute	Scholars will begin by adding Do to their solfeg symbols before learning about our song, Miri it Is, a 13th century English song. The lesson will conclude with a story	Sol-Mi-Do  Scholars will continue familiarizing themselves with the new pitch and the new symbol and incorporating it into their aural compositions.	Scholars will learn about Medieval Music and the song Miri It Is.	Scholars will watch a video telling the story of Gaius and his Lyre in the final days of Ancient Rome.

				about Gaius and his Lyre.			
<b>L4 8/17-19</b>	<p>Scholars will add the use of La in their Solfeg patterns and will review an analysis of the Miri It Is preparing to sing it over the next few lessons. Scholars will assess and compare instruments of both today and in Late Antiquity.</p> <p>****Scholars will be invited at this point to video themselves and to send it to Mrs McNiff to check pitches</p>	<p>MU.CR.2.2a</p> <p>a. Demonstrate and explain personal reasons for selecting musical ideas (e.g. patterns and ideas).</p>	<p>Solfeg Video</p> <p>Singing video</p> <p>Story video: Roman Instruments</p>	<p>Scholars will begin the lesson by practicing our three solfeg symbols and then will watch a presentation and listen to a recording of Miri It Is. They will complete their lesson by reviewing Roman instruments.</p>	<p>Sol-Mi-Do-La</p> <p>Scholars will add La to their solfeg symbols, incorporating it into their patterns compositions</p>	<p>Scholars will review the essential historical details regarding Miri It Is and will do a language comparison of Middle English vs modern English.</p>	<p>Scholars will review Late Roman instruments and will reflect on the similarities in today's instruments.</p>
<b>L5 8/20-21</b>	<p>Scholars continue to familiarize themselves with La by creating additional pitch patterns, in addition they will learn the first 2 lines of Miri it</p>	<p>MU.PR.4.3b</p> <p>b. Demonstrate knowledge of musical concepts in music from a</p>	<p>Solfeg Video</p> <p>Singing Video</p> <p>Story Video, Khama the Druid and the</p>	<p>Scholars will continue to enhance their understanding of the solfeg scale with La and will create more</p>	<p>Sol-Mi-Do-La</p> <p>Scholars will continue to familiarize themselves with, and create</p>	<p>Scholars will begin work on memorization of Miri It Is, working on lines 1-2.</p>	<p>A story about Kahma, a child studying to be a Druid priestess and her experience with the</p>

	Is and will learn about the life of an ancient child training to be a druid, and the sounds of war horns she hears.	variety of cultures selected for performance (e.g. meter and tonality)	war horns	patterns, improving tonal fluency, Scholars will work on 1st and 2nd lines of Miri it Is and hear a story about Kahma, a Druid girl	patterns involving Do,Mi and Sol and La . .		Roman war horns.
<b>L6 8/24-26</b>	Scholars will add Re to their tonal language, increasing their ability for modal variations in their patterns. Scholars will recall lines 1-2 of Miri It Is and will accurately sing verses 3-4.	MU.CR.2.2a a. Demonstrate and explain personal reasons for selecting musical ideas (e.g. patterns and ideas).	Solfeg Video  Singing Video  Story Video, early Medieval Instruments	Scholars will add Re to their solfeg scale and will create new patterns. They will continue to work on Miri It Is,focusing on lines 3-4. They will complete their lesson with a presentation on Early Medieval Instruments and compare them to modern.	Sol-Mi-Do-La, Re  Will add Re to their Solfeg scale, allowing them to create minor triads and a wide array of tonal language in their patterns. .	Scholars will continue to sing Miri It Is, focusing on lines on 3-4.	Scholars will view a presentation of Early Medieval Instruments in Europe and compare them to modern instruments.

Assess ment						Scholars will video themselves singing Miri It Is Lines 1-4	
<b>L7 8/27-28</b>	Scholars will continue to enhance their understanding of tonal language through the use of Do, Re, Mi, Sol and La, they will successfully sing through verses 6-7 of Miri It Is and they will familiarize themselves with early chant.	MU.CR.2.2a  a. Demonstrate and explain personal reasons for selecting musical ideas (e.g. patterns and ideas).	Solfeg video  Singing video  Story video, Egbert the Novice Hermit and his chant.	Scholars will continue to enhance their understanding of tonal variance by practicing composing with Re. Scholars will learn lines 5-6 of Miri It Is and will learn about early Christian Chant.	Scholars will continue to review Re and to create new tonal patterns including major and minor broken triads.	Scholars will learn lines 5-6 of Miri It Is and will compile them with lines 1-4.	Scholars will listen to a story about Egbert, a Novice Hermit Monk and his chants.
<b>L8 8/31-9/2</b>	Scholars will connect their study of solfeg to Miri It Is. They will prepare themselves successfully to sing Miri It Is as their assessment and will be able to discuss the reasons for early monk	MU.PR.4.1b  b. Demonstrate knowledge of musical concepts in music from a variety of cultures selected for	Solfeg Video  Singing Video  Story Video, Early Medieval Chant and the lives of Monks	Scholars will spend one final class on Re for complete fluency. The last line of Miri It Is will be learned and scholars will prepare	Scholars will review Solfeg Do-Re-Mi-Sol-La	Scholars will complete Miri It Is and will prepare to sing the entire piece as an assessment.	Scholars will review the aspects of the Divine Office sung by early Monks and why.

	chant.	performance (e.g. meter and tonality)		themselves for their assessment.			
<b>Assess ment 9/3-8</b>						Scholars will record themselves singing Miri It Is	