#  Bloom’s Taxonomy

Remembering Analyzing

Understanding Evaluating

Applying Creating

 (2.1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: (A) identify choral voices, including unison vs. 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, indlucing fortissimo and pianissimo; and (D) identify and label simple small forms such as AABA and ABAC

 (2.2) Foundations: music literacy. The student reads, writes and reproduces music notation using a system. Technology and other tools may be used to read, write and reproduce musical examples. The student is expected to: (A) read, write, & reproduce rhythmic patterns using standard notation in 2/4 meter, including half note and half rest; (B) read, write and reproduce pentatonic melodic patterns using standard staff notation; (C) read, write, and reproduce basic music terminology, including allegro/largo and forte/piano

 (2.3) Creative Expression. The student performs a varied repertoire of developmentally appropriate music in informal and 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 or play classroom instruments from diverse cultures and styles independently or in groups; (C) move alone and with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement; (D) perform simple part work rhythmic ostinato, & vocal exploration such as singing, speaking & chanting; (E) perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo

 (2.4) Creative Expression. The student creates and explores new musical ideas within specified guidelines. 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 using singing voice and classroom instruments .

 (2.5) Historical & 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 music and seasonal music; (B) examine short musical excerpts from various periods or times in history and diverse/local cultures; and (C) identify the simple interdisciplinary concepts relating to music

 (2.6) Critical Evaluation & 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 using known terminology; (C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; (D) respond verbally and through movement to short musical examples.

Objectives:

Introduction/Focus:

Procedures:

Review and Closure:

Assessment:

# Grade: 2 Week # \_\_\_\_ Date\_\_/\_\_/\_\_

Materials Needed:

SW Experience, Explore, Imitate through:

Singing Playing Instruments Moving Technology

SW Perform, Read, Write, Analyze, Listen

As a class Individually In Small Groups