

# Chorus with a Kick

## 2nd Grade

### Performing Arts

### Grade 2

#### Elective Overview:

. Students will learn proper vocal techniques, posture, singing in unison and 2-part harmonies, and will learn repertoire from various countries, cultures, and languages. In this 13-session course, students will learn to sing songs from the U.S, South Africa, and Europe in their Native languages. By the end of the cycle, students will be able to demonstrate the skills and the repertoire they have learned through a performance of a Mini Recital for their families.

Approved by the Montclair Board of Education: August 2019



**Montclair Public School Elective Overview**

**Instructional Plan**

**Course: Chorus with a Kick 2nd**

**Marking Period or Trimester: one trimester**

**Pacing: 8 weeks**

**NJSLS**

**Anchor Standard**

**Strand 1: Creative Process 1.1-**

**Strand 2: History of Arts and Culture 1.2-**

**Strand 3: Performing 1.3-**

**Strand 4: Aesthetic Responses & Critique Methodologies 1.4-**

**Framing the Learning**

<b>Timeframe</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Enduring Understandings</b>
<b>Weeks 1 &amp; 2</b>	<b>Classroom expectations, elements of music and applying them to singing.</b>	<b>How do the elements of music help me to improve my understanding of musical performance?</b>	<b>Knowing how music works will help me be musically successful.</b>
<b>Weeks 4 &amp; 5</b>	<b>Apply elements of a singing performer and listen to how I can improve.</b>	<b>What is the purpose of music in my world?</b>	<b>Through listening then singing, I will be able to make informed decisions about the music around me.</b>

Weeks 6, 7, & 8	Apply elements of a singing performer and listen to how I can improve.	Does this performance say something?	Music is a way for people to express themselves. Music speaks to me and for me.
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**Evidence of Learning**

**Interim Assessments:**

Students will be asked throughout the course to sing a portion of one selected piece we are learning independently in small groups for Melodic accuracy, Rhythmic accuracy, Musicality, and Good Tone production.

Students will be scored on a 1-4 scale.

4- Student was able to sing selected piece with rhythmic accuracy, Melodic accuracy, strong voice, and musicality.

3- Student was able to sing selected piece with mostly accurate rhythm & melodic accuracy, strong voice, and musicality

2- Student was able to sing only some of the piece with rhythmic and melodic accuracy, partly airy voice, and some musicality

1- Student was not able to sing most of the song with rhythmic or melodic accuracy, sang with mostly an airy voice quality, and very little musicality.

**Final Assessment:**

Students will be able to perform all the repertoire learned at the Mini Recital with Melodic accuracy, Rhythmic accuracy, Musicality, and Good Tone production.

Students will be scored on a 1-4 scale.

4- Student was able to sing selected piece with rhythmic accuracy, Melodic accuracy, strong voice, and musicality.

3- Student was able to sing selected piece with mostly accurate rhythm & melodic accuracy, strong voice, and musicality

2- Student was able to sing only some of the piece with rhythmic and melodic accuracy, partly airy voice, and some musicality

1- Student was not able to sing most of the song with rhythmic or melodic accuracy, sang with mostly an airy voice quality, and very little musicality.

#### Activities

Students will perform the following songs: “Catch a Falling Star,” “Frere Jacques” Dona Nobis Pacem,” and

“Kuna Karamu” sheet music, Piano

Students will perform the songs learned for their families as the teacher plays the accompaniment on the piano

**DIFFERENTIATION**

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading and tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> <li>● Provide ongoing, effective, specific feedback</li> <li>● Model/Utilize graphic organizers</li> <li>● Provide leveled reading materials</li> <li>● Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>● Utilize a multi-sensory approach to new topics</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports</li> <li>NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

