

Second and Third Grade - January  
Unit/Module Scope & Sequence  
(Learning to occur with a specific topic/piece of text)

**Unit Title:**

Reading and Notating in the Treble Staff

**Topic:** *(Brief Description of Title, what we want the kids to learn)*

The students will be continuing their work with the treble staff and its notation. Students will continue to work together to play as an Orffestra...combining our work with staff reading and our previous knowledge from the Recorder Karate Level I curriculum that we began last school year. Mrs. Kamp is arranging each of the Recorder Karate Level 1 pieces for Orffestra so that the class can play an new "Orffestra Belt" each month.

**Month:**

January

**Unit Focus Standards:** *(Common Core Learning Standards that are focus in the unit.)*

**NATIONAL STANDARDS FOR MUSIC EDUCATION:**

- Standard 1 – Singing alone and with others a varied repertoire of music (a, b, c, e)
- Standard 2 – Performing on instruments alone and with others a varied repertoire of music (a, b, d)
- Standard 3 – Improvise melodies, variations and accompaniments (a, b, c, d)
- Standard 4 – Composing and arranging music within specific guidelines (b)
- Standard 6 – Listening to, analyzing and describing music (b, c, d, e)
- Standard 8 – Understanding relationships between music, the other arts and disciplines outside the arts (b)
- Standard 9 – Understanding music in relation to history and culture (d,e)

**Overview/Objectives/I Can Statement associated with the Unit/Topic:** *(Description of Learning to Occur)*

- I can read and notate music properly using the **treble staff**.
- I can play my part (melody bell, desk bell, or boomwhackers) at the appropriate time in the song.
- I can read the symbols for quarter note ( ), quarter rest ( ) and half note ( ) and correctly perform these rhythmic durations with my recorder, voice, and other instruments.
- I can sing a variety of songs and explore their speaking and singing voices.

I can use a variety of classroom instruments in games and to accompany my singing.  
I can read the notation for a roll and correctly perform one on my instrument.  
I can identify a pick up note, explain what that means, and correctly perform on in this month's orffestration.

**Lessons for the Unit:** *Summary of lessons that correlate to the unit*

**Unit Topic Focus ----- Recorder Work**

The Second and Third Grades will be working with the Recorder Karate Level I Curriculum this year.

**January Orffestra Belt Song (Green):**

**It's Raining, It's Pouring**

**Differentiated Learning Activities:** *i.e. Judy Dodge, SIOP etc.*

**Content Vocabulary:** *(Vocabulary consistent with content/topics learned)*

Beat, rhythm, recorder, treble clef, treble staff, grand staff, line note, space note, EGBDF, FACE, quarter note, half note, quarter rest (sometimes eighth note and eighth rest, sixteenth note, whole note), various classroom instrument names, pitched percussion, non-pitched percussion, pitch, melody bell, desk bell, boomwhackers, roll, pick-up note

**Assessments:** *(i.e.-Writing, Graphic Organizers, Rubrics, Extended Response etc.)Assessments for this unit*

**Through teacher observation:**

- **Student ability to maintain a steady beat**
- **Student ability to sing / speak and differentiate between the two**
- **Student ability to correctly identify classroom instruments**
- **Student ability to use instruments properly**
- **Student ability to roll on their instrument**
- **Student ability to define, identify, and demonstrate proper playing of pick-up notes**

**Suggested Resources:**

Recordings of all of the songs available on Miss Galvins's i-tunes  
Melody Bell Sets  
Boomwhacker Sets  
Desk Bell Sets