

Southern York County School District Instructional Plan

Name:	Dates: September-October-November
Course/Subject: Vocal Music Grade 2	Unit Plan 1
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: 1. Singing alone and with others, a varied repertoire of music.	
Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Singing is an expression of everyday life. 2. Good singing requires many skills and a understanding of how they work together to make good music. 	Essential Question(s): <ul style="list-style-type: none"> ▪ How do people sing with accuracy?
Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> ▪ That people sing for a variety of reasons. ▪ Singers follow a visual representation of music ▪ That in-tune singing is an acquired skill 	Students will be able to: <ul style="list-style-type: none"> ▪ Identify and label Mi as a skip below Sol ▪ Identify and label La as a step above Sol ▪ Continue to recognize pitched and unpitched vocal production ▪ Sing from memory a varied repertoire of songs ▪ Identify and label staff, treble clef sign, bar lines, measure, & double bar line and repeat sign.
Name:	Dates: September-December
Course/Subject: Vocal Music Grade 2	Unit Plan 2
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: 5. Reading simple rhythm notation via the Kodaly method. 6. Listening to, analyzing and describing music	
Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Music is represented through a language expressed through singing, moving and instrumental performance. 	Essential Question(s): <ul style="list-style-type: none"> ▪ Why does music need its own language?
Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> ▪ That people express their understanding of notation through a variety of performance mediums. 	Students will be able to: <ul style="list-style-type: none"> ▪ Recognize steady beat. ▪ Discern beat and rhythm ▪ Understand standard symbols that represent 2 and 4 meter.
Name:	Dates: September-June

Course/Subject: Vocal Music Grade 2	Unit Plan 3
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: 6. Listening to and describing music. 9. Understanding music in relation to history and culture	
Understanding(s): <i>Students will understand . . .</i> 1. Music is a strong component in diverse cultures 2. Music has been a key element in historical periods.	Essential Question(s): ▪ How does music represent daily life, diverse cultures and historical periods?
Learning Objectives: <i>Students will know . . .</i> ▪ Music has and continues to be an expression of daily life.	Students will be able to: ▪ Students will demonstrate perceptual skills by answering questions about aural examples of music of various styles, diverse cultures and historical periods.
Name:	Dates: September-October-November-December
Course/Subject: Vocal Music Grade 2	Unit Plan 4
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: 6. Listening to, analyzing, and describing music	
Understanding(s): <i>Students will understand . . .</i> 1. Movement is a response to what we hear.	Essential Question(s): ▪ How do people express music through movement?
Learning Objectives: <i>Students will know . . .</i> ▪ That people move in a variety of ways according to what they hear and how they feel.	Students will be able to: ▪ Identify and perform a variety of dance movement formations as listed under the learning plan.
Name:	Dates: December-January-February
Course/Subject: Vocal Music Grade 2	Unit Plan 5
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: 1. Singing alone and with others, a varied repertoire of music.	
Understanding(s): <i>Students will understand . . .</i> 1. Singing is an expression of everyday life. 2. Good singing requires many skills and a understanding of how they work	Essential Question(s): ▪ How do people sing with accuracy?

together to make good music.	
Learning Objectives: Students will know . . . <ul style="list-style-type: none"> ▪ That people sing for a variety of reasons. ▪ Singers follow a visual representation of music ▪ That in-tune singing is an acquired skill 	Students will be able to... <ul style="list-style-type: none"> ▪ Identify and label La as a step above Sol ▪ Identify and label Mi to La as a leap. ▪ Identify and label Do as a skip below Mi and a leap below Sol. ▪ Sing from memory a varied repertoire of songs. ▪ Identify and label staff, treble clef sign, bar lines, measure, & double bar line, repeat sign
Name:	Dates: January-June
Course/Subject: Vocal Music Grade 2	Unit Plan 6
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	
6. Listening to, analyzing, and describing music	
Understanding(s): Students will understand . . . <ol style="list-style-type: none"> 1. Movement is a response to what we hear. 	Essential Question(s): <ul style="list-style-type: none"> ▪ How do people express music through movement?
Learning Objectives: Students will know . . . <ul style="list-style-type: none"> ▪ That people move in a variety of ways according to what they hear and how they feel. 	Students will be able to: <ul style="list-style-type: none"> ▪ Identify and perform a variety of dance movement formations as listed under the learning plan.
Name:	Dates: January- June
Course/Subject: Vocal Music Grade 2	Unit Plan 7
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	
5. Reading simple rhythm notation via the Kodaly method.	
6. Listening to, analyzing and describing music	
Understanding(s): Students will understand . . . <ol style="list-style-type: none"> 1. Music is represented through a language expressed through singing, moving and instrumental performance. 	Essential Question(s): <ul style="list-style-type: none"> ▪ Why does music need its own language?
Learning Objectives: Students will know . . . <ul style="list-style-type: none"> ▪ That people express their understanding of notation through a variety of performance mediums. 	Students will be able to: <ul style="list-style-type: none"> ▪ Recognize steady beat. ▪ Discern beat and rhythm ▪ Understand standard symbols that represent 2 and 4 meter.