

## Sample General Music: 2<sup>nd</sup> Grade Learning Plan

### Big Idea/ Topic

#### PITCH AND MELODY

Connecting Theme/Enduring Understanding:

Pitches are individual sounds that are described as either high or low. We use pitches to create melodies that can move upward, downward, or stay the same (repeat).

Essential Questions:

What is pitch?

What is melody?

How can I tell if music is moving upward, downward, or repeating?

### Standard Alignment

**PERFORMING**

**ESGM2.PR.1 Sing a varied repertoire of music, alone and with others.**

- a. Sing accompanied and unaccompanied pentatonic melodies using head voice.

**RESPONDING**

**ESGM2.RE.1 Listen to, analyze, and describe music.**

- b. Describe music using appropriate vocabulary (e.g. upward/downward, forte/piano, presto/largo, long/short), appropriate mood (e.g. happy/sad), and timbre adjectives (e.g. dark/bright, heavy/light).

**ESGM2.RE.2 Evaluate music and music performances.**

- b. Refine music performances by applying personal, peer, and teacher feedback.
- c. Explain personal preferences for specific musical works using appropriate vocabulary.

**ESGM2.RE.3 Move to a varied repertoire of music, alone and with others.**

- a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).
- b. Perform choreographed and non-choreographed movements.

**CONNECTING**

**ESGM2.CN.1 Connect music to the other fine arts and disciplines outside the arts.**

- b. Describe connections between music and disciplines outside the fine arts.

**ESGM2.CN.2 Connect music to history and culture.**

- c. Demonstrate performance etiquette and appropriate audience behavior.

### Instructional Design

This lesson has a flexible timeline and may span across several days, if necessary. This lesson is intended to reach students in a distance learning setting, whether “plugged/virtual” or “unplugged.” See the bottom of this lesson plan for a list of unplugged activities and supplies.

#### **FOUNDATIONAL INFORMATION:**

Understanding pitch as it relates to music and melody.

#### **CONCEPTS:**

- Pitch is a high or low sound.
- Melody is a pattern or combination of different pitches that are played or sung. The melody is the tune of the song.
- Melodies can move upwards, downwards, or stay the same (repeat).

#### **VOCABULARY:**

Pitch, Melody, Upward, Downward, Same/Repeat, Melodic Direction

#### **LINKS:**

- [Music: General Music: Grade 2: Distance Learning Plan: PowerPoint](#)
- [Music: General Music: Grade 2: Distance Learning Plan: Unplugged PowerPoint](#)
- <https://scratch.mit.edu/projects/388230026?fbclid=IwAR0CuMk4MmRhImoOypNm117pEtAFqNRBPhIbPw5YRMAqCvDZd6yia1K5gFQ>
- <https://musiclab.chromeexperiments.com/Spectrogram/>
- <https://musiclab.chromeexperiments.com/Melody-Maker/>

#### **STUDENT SUPPLIES:**

- Internet-connected device with audio/video/microphone capabilities
- Headphones (with a microphone if available)

#### **UNPLUGGED STUDENT SUPPLIES:**

- Unplugged Student Packet
  - Pitch and Melody Pre-Assessment
  - PowerPoint Slides
  - Unplugged Assignment Student Checklist
- Phone for communicating with the teacher

#### **TEACHER SUPPLIES:**

- A device with audio/video and screen sharing capabilities
- Padlet account (free) (see below for both Padlet Teacher Guide and Padlet Student Instructions for this assignment)
- Phone or [Google Voice](#) for communicating with “unplugged” students

#### **OPENING:**

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- **Activity #1: Pitch and Melody Pre-Assessment (Asynchronous) (approx. 10 minutes)**  
Via your school or district-approved digital platforms such as Google Classroom, Microsoft Teams, or other equivalent, distribute the Pitch Pre-Assessment. Consider including a message/disclaimer explaining to students that they are not yet expected to be familiar with the concepts on the assessment – this will be used to see what (if anything) they already know about pitch and melody and will be used as a guide to help them learn more about the topics throughout the unit. Note: this pre-assessment applies to the entire unit. Not all concepts on the pre-assessment will be covered in this single lesson.

## WORK SESSION:

### STUDENT AND TEACHER PROCEDURES

- **Activity #2: Live Class Session (Synchronous) (approx. 35 minutes)**  
At a predetermined and designated time, host students on a digital platform (via your school or district-approved digital platforms such as Google Classroom, Microsoft Teams, or other equivalent). Allow about 5 minutes for students to get set up and logged into the digital platform for a live classroom session. Be sure to record the session for students who may have technology or connectivity issues, or for students to reference after the live classroom session has ended. For many of the video conferencing platforms, there are dial-in options that may be a helpful substitute for students who have access to a telephone as a backup if there are computer issues or lack of internet/devices. Using the slide sharing feature in your school or district’s digital learning platform, share the Pitch and Melody PowerPoint. Use the link on slide 6 (or a live xylophone performance) to demonstrate playing low pitches and high pitches. Discuss other sounds that make high and low sounds. Encourage students to vocally imitate the sounds listed on Slide 7 to determine if they are high or low and brainstorm other sounds that may make high and low pitches. Introduce “melody” and have students identify the three directions melodies can move. If they are having a hard time finding the answers, play examples on the virtual xylophone, use a slide whistle, demonstrate vocal slides, etc. Play the examples on Slide 10 and ask students to identify the melodic direction using movement. (Make sure their cameras are on and their microphones are muted. For those who lack camera capabilities, ask them to respond in the chat.) For the visual representations of melodic direction on Slides 12-14, allow students to respond using the chat, unmuting their microphones, etc. Use the link on slide 16 to show the Chrome Music Lab Spectrogram tool. Demonstrate some of the pre-recorded sounds (harp, trombone, whistle, etc.) and then show the microphone and drawing tools. Encourage the students to sing along with the drawing tool (make sure all students are on mute). Then, show the Chrome Music Lab Melody Maker tool and have students discuss how it can also show the melodic direction. Explain to students that you will be sending the links to these tools so they can experiment with them themselves! Finally, preview the Padlet assignment (see Activity #3), including how to use the website, model an answer, and respond to/“like” others’ posts.

## STUDENT ASSIGNMENT:

- **Activity #3 Independent Student Practice (approx. 10 minutes) (Asynchronous)**  
Via your school or district-approved digital platforms such as Google Classroom, Microsoft Teams, or other equivalent, share the links for the Virtual Xylophone, Chrome Music Lab Spectrogram tool, and Chrome Music Lab Melody Maker tool. When sharing these links, explain that they are for student practice – there are no deliverables required.
- **Activity #4: Creating and Performing a Melody (approx. 10 mins) (Asynchronous)**  
Students will access a Padlet link, which you will have set up in advance (see below for Padlet Teacher Guide). You may want to post a teacher example for students to reference. Students will record themselves performing a melody that moves upward, downward, and/or the same. Students will have a

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choice of how to perform their melody: they may either sing a sliding vocalise, using a neutral syllable like “la,” or use an instrument they have at home (if available). Students may also choose to create their own instrument using household materials that can play low and high pitch sounds. For the title, students should enter their first name and last initial (this would be a great time to talk about digital citizenship and online safety!) Then, in the “write something” box, they will describe their melody by typing in the direction(s) it moved. Finally, they will be encouraged to listen to other students’ recordings and “like” those that they enjoyed. There is no rubric for this assignment. Students will be graded on whether their description of the melodic direction matches the performance (ESGM2.RE.1b).

## **UNPLUGGED LESSON VARIATION:**

### **UNPLUGGED ACTIVITY VARIATION**

- **Activity #1: Pitch and Melody Pre-Assessment (approx. 10 minutes)**  
Parents and students will pick up the Pitch and Melody Pre-Assessment. Students should complete this assessment BEFORE reviewing the Unplugged Student Packet. Consider including a

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message/disclaimer explaining to students that they are not yet expected to be familiar with the concepts on the assessment – this will be used to see what (if anything) they already know about pitch and melody and will be used as a guide to help them learn more about the topics throughout the unit. Note: this pre-assessment applies to the entire unit. Not all concepts on the pre-assessment will be covered in this single lesson. (See below OR General Music: Grade 2: Unit 2: Lesson Plan 1: Pitch and Melody Pre-Assessment).

- **Activity #2: Unplugged Student Packet (approx. 15 minutes)**

Along with the unit pre-assessment, parents and students will pick up the Unplugged Student Packet and go through the information at students' own pace (see below OR General Music: Grade 2: Unit 2: Lesson Plan 1: PowerPoint: Unplugged Student Packet Version).

#### **UNPLUGGED ALTERNATIVE WORK SESSION:**

- **Activity #3: Teacher/Student One-on-One Phone Call (approx. 30 minutes)**

Set up a date and time during the teacher's office hours in which the student and teacher can communicate via phone. During this time, the teacher can go over the information in the Unplugged Packet with the student and answer any questions the student (or parent) might have regarding the lesson concepts and/or assignment requirements. Ask the student to have the Unplugged Student Packet in front of him/her for the duration of the phone call. Referencing Slide 5 in the Unplugged Student Packet, perform sounds that have low and high pitches for the student to hear. Encourage the student to then sing a pitch as high and low as he/she can. Have the student vocally imitate the high and low pitch sounds listed on Slide 6 of the unplugged student packet. Ask the student to brainstorm and share at least one other high and low sound outside of music. Demonstrate/perform upward and downward moving melodies for the student using vocal slides, a neutral syllable (such as "la"), or a virtual or live instrument you may have. Encourage the student to echo you for each example of upward, downward, and repeating melodies. Then, using the Listening Example slides from the Virtual Teacher Version of the PowerPoint, play the melodic directions for the student over the phone and ask him/her to aurally identify the direction he/she hears the melody moving.

#### **UNPLUGGED STUDENT ASSIGNMENT VARIATION:**

- **Activity #4: Creating and Performing a Melody**

Over the phone, the students will perform a melody that moves upward, downward, and/or the same. Students will have a choice of how to perform their melody: they may either sing a sliding vocalise, using a neutral syllable like "la," or use an instrument they have at home (if available). Students may also choose to create their own instrument using household materials that can play low and high pitch sounds. Then, they will describe their melody by describing the direction(s) it moved (e.g., first I made my voice go up, and then it stayed the same, and then it went down). If the student chooses, he/she can FIRST describe the direction(s) and then perform according to the description provided. Note: this can be done either on the same phone call as Activity #3, or you may give the students the option to practice on their own before scheduling another phone call for the assignment portion. There is no rubric for this assignment. Students will be graded on whether their description of the melodic direction matches the performance (ESGM2.RE.1b).

### **Evidence of Student Success**

#### **DIAGNOSTIC ASSESSMENT**

- Pitch Pre-Assessment

#### **FORMATIVE ASSESSMENT**

- Responding to listening examples to aurally identify the melodic direction

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## SUMMATIVE ASSESSMENT

- Melody Creation assignment (Padlet for Virtual, phone call for unplugged).

## Distance Learning Supports

### INCREASED RIGOR

Students needing an extra challenge can create their own instrument to perform their upward/downward/repeating melodies and/or choose to incorporate two or more melodic directions in their performance.

### ADAPTED ASSIGNMENT

Students requiring a simplification can repeat the pitch activities until comfortable. Virtual students can request access to the Teacher Version of the Virtual PowerPoint to review the information on their own time and/or review the live class session recording. Pitch activities could be shortened. Extended time could be given to complete activities. Students could request additional one-on-one time with the teacher during “digital office hours” to clarify any questions.

## Engaging Families

### DIGITAL SUPPORT MATERIALS:

- Pitch and Melody Pre-Assessment (see below/links)
- Links for student practice/review
  - [Virtual Xylophone](#)
  - [Chrome Music Lab Spectrogram](#)
  - [Chrome Music Lab Melody Maker](#)
- Padlet Assignment Student Guide (see below)
- Padlet Assignment Student Checklist (see below)

### UNPLUGGED VARIATION SUPPORT MATERIALS:

- Unplugged Student Packet
  - Pitch and Melody Pre-Assessment (see below/links)
  - PowerPoint Unplugged Student Packet Version (see below/links)
  - Unplugged Assignment Student Checklist (see below)

*All activities and resources should be previewed prior to student use. Adjustments should be implemented to provide for individual abilities, needs, and safety.*

## UNPLUGGED STUDENT PACKET

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# What is Melody?

## Unit 2 Lesson 1 Music is Tuneful

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## Essential Questions

- What is pitch?
- What is melody?
- How can I tell if music is moving upward, downward or the same?
- What is the difference between steps and skips?

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## Learning Objectives

By the end of this lesson I can...

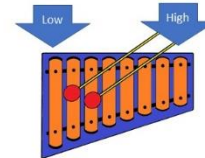
- Describe pitch.
- Distinguish between upward, downward, and the repeating melodic direction.
- Create my own melody.

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## What is pitch?

*Pitch* is how we describe high and low notes. When instruments or xylophone keys are small, they sound high. When instruments or keys are big, they sound low.



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## What is pitch?

Pitch is all around us, and not just in music! Can you try to imitate the sounds listed below?

- A bird chirp has a *high* pitch.
- A lion growl has a *low* pitch.
- A bicycle bell has a *high* pitch.

Can you name other sounds (outside of music) that have either a low or high pitch?

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## What is melody?

When you put pitches together in different combinations, they form *melodies*.

There are three directions a melody can move: can you think of what they may be?

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## Melodic Direction

Notes in melodies move in different directions: *upward, downward, or staying the same (repeating)*. We call this the *melodic direction*.

Think of the sound effects in your favorite cartoon when a character moves *up* and *down* stairs, elevators, slides, etc.

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## Melodic Direction

We can hear AND see melodic direction! Just like words, we read melodies from left to right.

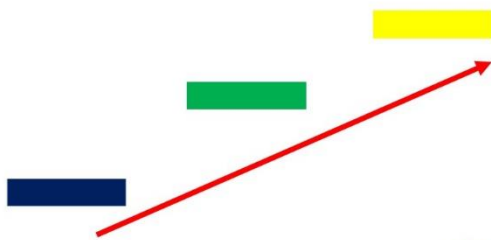
Look at the examples on the next slides to see if you can guess what direction they are showing.

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## Melodic Direction

What melodic direction is this showing?

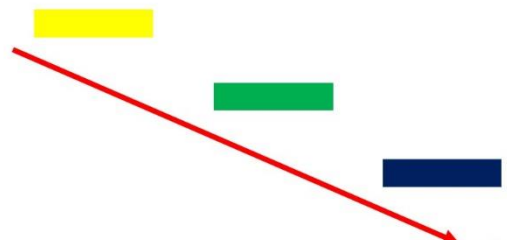


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## Melodic Direction

Upward was correct! What about this one?



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## Melodic Direction

The last one was downward! Finally, what about this one?

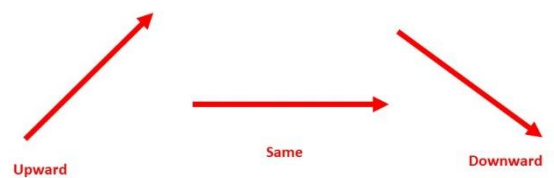


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## Melodic Direction

If you said staying the same, you are correct!



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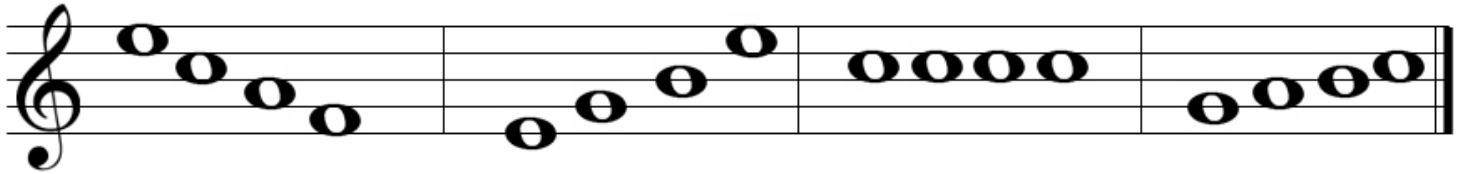


### Pitch and Melody Pre-Assessment

Name: \_\_\_\_\_

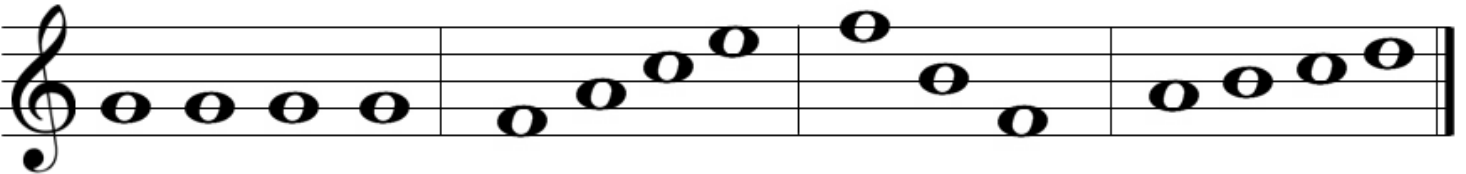
Teacher: \_\_\_\_\_

What direction is the melody moving in each measure – up, down, or same? Write your answer on the line below the staff.



\_\_\_\_\_

Are the pitches in each measure moving by repeat, step, skip, or leap? Write your answer on the line below the staff.



\_\_\_\_\_

Draw a dot note on the correct line or space.

1st Space

2nd Line

5th Line

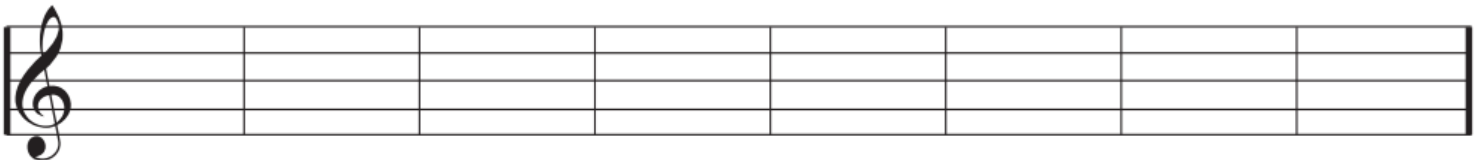
3rd Space

4th Line

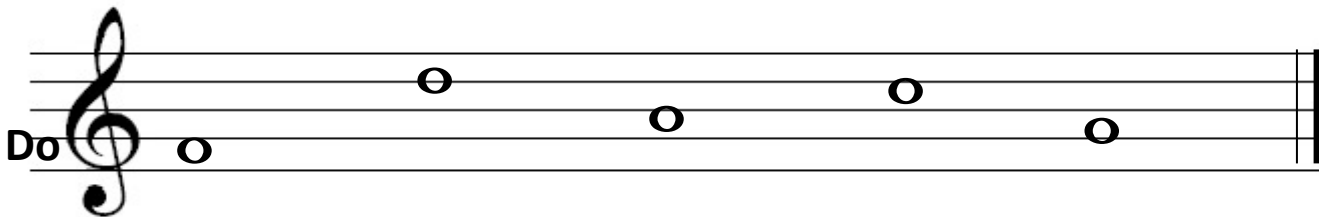
2nd Space

1st Line

4th Space



Label the notes using Solfège syllables.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

Using Solfège note names, write the notes that are in the pentatonic scale:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

### PADLET TEACHER GUIDE

Click here for an example Padlet set up for this assignment: <https://padlet.com/robinsa/melodicdirection>



1. If you do not already have a Padlet account, go to <https://padlet.com/> and click “Sign Up for Free.”  
Note: the free option currently limits to 4 active Padlets at a time.
2. Once you are logged in, click “Make a Padlet” near the top right.
3. Select a layout. “Wall” is the standard layout, and it works well for this assignment.
4. Create a title for your Padlet, e.g. “Melodic Direction 2<sup>nd</sup> Grade”
5. For the description, consider briefly reiterating the assignment requirements, e.g. “Record yourself performing a melody that moves upward, downward, and/or stays the same!”
6. Choosing an icon is optional. You can either leave blank, choose an emoji, or click “Add your own” to either search for an image from the internet, upload one from your computer, paste an image link you’ve already found, take a photo with your computer’s camera, or draw your own. Click the back arrow in the top right to get back to the main menu.
7. For the address, you can choose to either keep the randomized address Padlet assigns to the page, or you can easily customize it, such as typing in “melodicdirection.” The URL to your Padlet would then be padlet.com/yourusername/melodicdirection.
8. Appearance
  - a. Background: choose from pre-set solid colors, gradients, textures, and patterns, or pictures, OR “add your own” with similar options as the icon. You can also go to “add your own” to either tile or stretch the image and/or blur the image, even if you are using a Padlet pre-set background.
  - b. Color scheme: this affects the color of the posts
  - c. Font: this affects the font style in the title, description, and post
9. Posting
  - a. Attribution: keep this toggled off. Students would need their own individual Padlet accounts for this to take effect, which is not necessary.
  - b. New Post Position: you may want to make new posts appear LAST if you plan to post an example so that your example always appears first. Otherwise, the newest posts would appear first.
  - c. Comments: you will probably want to keep this toggled off. Padlet does not currently have a setting for the owner (you) to approve comments before they go “live,” so students would have the ability to post inappropriate comments that you might not catch immediately.
  - d. Reactions: choose “like” if you want students to be able to like each other’s posts.
10. Content Filtering
  - a. Require approval: if you would like the ability to screen students’ posts before others can see them, turn this feature on.
  - b. Filter profanity: it’s always a good idea to turn this feature on!

Make sure to SAVE all your customizations/modifications before exiting the “Modify” window. You can always adjust these later by clicking the gear icon in the top right corner of the Padlet.

TO SHARE THE PADLET LINK:

1. In the top right corner of the Padlet, click “Share”
2. The recommended privacy level is “Secret.” That means that it will not show up on a search engine, but that those with a direct link can access it. Make sure that the visitor permissions at the bottom are set to “Can write.”
3. In this menu, you have several options of how to send the Padlet to students. For the student guide (below), make sure to copy the link and get QR code.

## PADLET ASSIGNMENT STUDENT GUIDE

### PADLET ASSIGNMENT STUDENT INSTRUCTIONS




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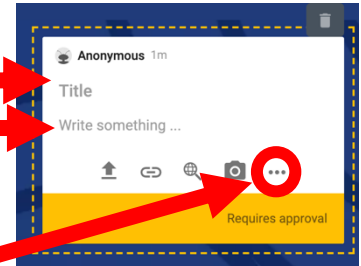
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1. Go to [www.padlet.com](http://www.padlet.com) or download the Padlet app.
2. Enter this URL into your browser: **INSERT PADLET URL HERE** or scan this QR code using the app:
3. Once in the Padlet, double click on any blank space on the page OR click on: 

4. In the TITLE section, type **YOUR FIRST NAME + LAST INITIAL** in the space provided.

5. In the “Write something...” section, write the melodic direction(s) your melody moves. If you choose to make your melody move in more than one direction, be sure to write all the directions in order (for example, “Upward, then downward.”)



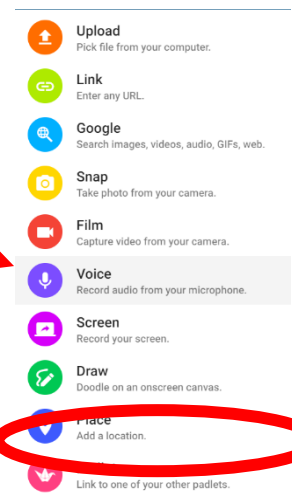
6. Click the three dots to access “More” response options.

7. From the “More” menu, click “Voice.”

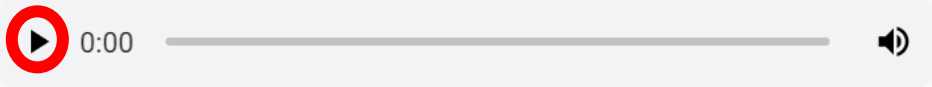
8. Click the  button.

9. Once you are done recording, click the  button.

10. To listen to your recording, click “Playback and save” on top right. To record again, click “discard and restart” on the bottom right.

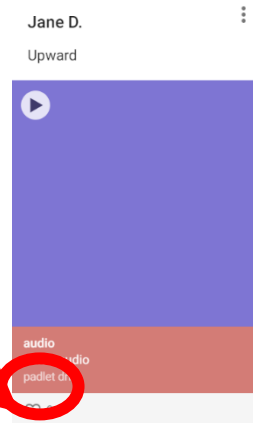


11. Listen to your recording by clicking the “play” button at the bottom.



12. Once you have listened to your recording and are ready to post, click “SAVE.” (OPTIONAL: give your recording a title. This is separate from the post title where you wrote your first name and last initial.)

13. To “like” other students’ melodies, click on the heart at the bottom right of the post.



## PADLET ASSIGNMENT STUDENT CHECKLIST

### CREATE A MELODY STUDENT CHECKLIST – Virtual (Padlet)

- I have looked over the lesson information and have no more questions for my teacher about the assignment. If you still have questions, set up a time to call the teacher during “digital office hours.”
- I have decided how I want to perform my melody (using my voice on a neutral syllable, using my voice for a sliding sound, an instrument I already have at home, or an instrument that I’ve made)
- I have created my new melody that goes at least one direction (upward, downward, and/or stays the same)
- I have recorded my new melody on the Padlet using the “Voice” option and checked the recording to make sure it sounds the way I want it to
- I typed my *first name and last initial* in the “title” section of my post
- I wrote the melodic direction(s) my melody moved in the “write something” section of my post
- I listened to my classmates’ recordings and “liked” the ones I thought sounded good!

## UNPLUGGED ASSIGNMENT STUDENT CHECKLIST

### CREATE A MELODY STUDENT CHECKLIST – Unplugged (Phone Call)

- I have looked over the lesson information and have no more questions for my teacher about the assignment. If you still have questions, set up a time to call the teacher during “digital office hours.”
- I have decided how I want to perform my melody (using my voice on a neutral syllable, using my voice for a sliding sound, an instrument I already have at home, or an instrument that I’ve made)
- I have decided the melodic direction I want my melody to move (upward, downward, and/or stays the same)
- I can describe the melodic direction(s) my melody moves

