

Project Title: Grade 2 Music Through History

Teachers/Team: Hood, Russell, Bartlett, Younts, Luther, J. Smith

Grade Level: Second Grade

Curriculum Area(s): Social Studies, Music, Language Arts, Technology

Curriculum Goal 4: The learner will exhibit an understanding of change in communities over time.

Essential Question: How does music affect our culture and change over time?

Focus Question/Statement: What types of music were popular in the 50s, 60s, 70s, and 80s?

Focus Question/Statement: What types of clothes were popular in the 50s, 60s, 70s and 80s?

Focus Question/Statement: What types of foods were popular in the 50s, 60s, 70s, and 80s?

Social Studies:

3.06 Identify individuals of diverse cultures and describe their contributions to society.

4.01 Analyze the effects of change in communities and predict future changes.

Language Arts:

2.02 Use text for a variety of functions, including literary, informational, and practical.

3.05 Locate and discuss examples of an author's use of:
kinds of sentences (declarative, interrogative, exclamatory).

capitalization (titles, dates and days, names of countries).

punctuation (exclamation marks, commas in dates, and to introduce dialogue and quotations).

use of paragraphs in texts and their effects on the reader.

genre(s) and specific word choice(s).

Music:

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.

9.01 Identify the style of aural musical examples from various historical periods and cultures.

9.02 Describe in simple terms how elements of music are used in music examples from various cultures in the world.

9.03 Identify various uses of music, and describe characteristics that make certain music suitable for each use.

9.04 Identify and describe roles of musicians in various musical settings and cultures.

9.05 Show respect for music from various cultures and historical periods.

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Technology:

- 1.14 Identify online resources as the work of individuals/groups/companies and discuss why citing resources is necessary.
- 1.15 Identify and discuss telecommunications/Internet as a tool for communication and collaboration as a class.
- 1.10 Identify and use multimedia terms/concepts (e.g., storyboard, linear/sequential, audio/video clips, images).
- 1.11 Identify and discuss issues (e.g., personal information, images, appropriateness and accuracy of information) to consider in selection and use of materials for multimedia projects.
- 2.09 Identify and use multimedia tools to combine text and graphics as a class/group assignment.
- 2.10 Identify, discuss, and cite resources for a class/group multimedia project.
- 2.11 Modify/edit an existing linear/sequential multimedia story to include student narration as a class/group activity.
- 2.12 Use teacher-selected Internet resources to locate, discuss, and compare information about your local community as a class/group.

Proposed Learning Activities:

- Skit with music from different decades.
- See Spencer/Salisbury from different decades.
- Read the lyrics and look at style.
- View the Salisbury Mural.
- View Rowan Museum program of Black Churches through the Years.
- View websites on Music through the Ages.
- Program for parents presenting Music through History.
- Create a Keynote presentation on items popular through the decades.

Younts -- 50s --Rock Around the Clock, poodle skirts, jeans, t-shirts, chex mix, tang
Hood -- 60s -- Beads, peace signs, tie-dyes, Respect
Bartlett -- 70s -- JiffyPop Popcorn
Russell -- 80s -- Walk Like an Egyptian
Everyone -- We Are the World

Toy Timeline:

50s -- hula hoop, frisbee, mister potato head, barbie, playdough
60s -- easybake oven, twister, etch-asketch, gi joes, operation
70s -- rubix cube, skateboard, matchbox cars
80s -- cabbage patch dolls, trivial pursuit, teenage mutant ninja turtles, transformers, nintendo

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Description of Culminating Task:

A presentation to the parents of music through the ages using music and skits for parents.

Assessment: *Final Keynote presentation with Garageband recording.*

Enhancement Teacher Responsibilities:

Dawna Kluttz --

John Brady --

Media Coordinator Responsibilities:

Videotape program.

Technology Facilitator Responsibilities:

Instruct 2nd grade classes in Keynote for final presentation and Garageband recordings

Schedule: May