

Second Grade: Music Curriculum

Unit: Beat and Rhythm

Time: September- December

Standards:

Essential Questions

- What is the difference between beat and rhythm?
- How can I tell the number of beats each note stands for?
- How is a particular rhythm performed?

Practices: Imagine, Plan, Make, Evaluate, Refine, Rehearse

Enduring Understandings

- I can demonstrate a beat and a rhythm and explain how they are different.
- I can identify quarter notes, eighth notes, quarter rests and sixteenth notes and tell how many beats each get.
- I can recognize note values and perform a specific rhythm using body percussion or ta, ti-ti etc.

1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience
 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Benchmark Assessment(s)

- SWBAT aurally be able to differentiate between a steady beat and a specific rhythm
1.3A.2.Pr5d
- SWBAT accurately perform 4 beat rhythm patterns using body percussion or percussion instrument assessed visually by teacher.**1.3A.2.Pr5c, 1.3A.2.Pr5d**
- SWBAT listen to a 4 beat rhythm pattern and be able to notate it using rhythm hearts and beat boards **1.3A.2.Pr6a, 1.3A.2.Pr5d**

Other Assessments

- ✓ Performance of rhythm flash cards
- ✓ Music assessment interactive white board activities

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Materials

- Rhythm hearts and beat boards
- Rhythm flashcards

SUGGESTED ACTIVITIES

- Teacher guided rhythm flashcard activities using rhythm sticks.
- Teacher guided body percussion lessons.
- Teacher guided lessons using rhythm hearts and 4 beat rhythm boards. Students will listen to a 4 beat pattern and organize rhythm hearts in correct order to show recognition.

REINFORCEMENT

- Having students work in stations with various rhythmic patterns

ENRICHMENT

- Rhythm Bingo game
- Collaborative activities from “Music Learning Centers”

Suggested Websites

- SFSKids.com
- Musicexpressmagazine.com

Suggested Materials

- Music Express Magazine
- Assorted Flashcards

Cross-Curricular Connections

21st Century Skills (CRP6) Demonstrate creativity and innovation. Students will use creativity to repeat the beat with rhythm sticks.

CR/LL/KS: 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools. Students will identify that through modern technology, we can listen to a recorded musical piece rather than having to make music with instruments.

SEL (Relationship Skills) Utilize positive communication and social skills to interact effectively with others. Students will work in collaborative music learning centers.

Language Arts or Math (L.2.3.) Use knowledge of language and its conventions when writing, speaking, reading, or listening. Students will use their knowledge of language when speaking and listening during their music lesson.

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Unit: Musical Concepts	Time: December- March	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none"> • What is a melodic line and how can I tell if the direction is up or down? • What is tempo? • What are the names of the notes on a staff? • What are dynamics? • What are some common song forms? <p>Practices: Imagine, Plan, Make, Evaluate, Refine, Rehearse</p>	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can use movement to show recognition of a melodic line. • I can identify tempo as being the speed of the beat and determine if it is fast or slow. • I can identify accurately the names of the notes on the lines and spaces of the staff. • I can aurally distinguish if music is loud or soft and use correct music vocabulary to identify. • I can identify a theme and recognize the different sections and themes of a musical piece. 	<p>1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</p> <p>1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p>1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas</p> <p>1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.</p> <p>1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.</p> <p>1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.</p> <p>1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.</p> <p>1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p> <p>1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</p> <p>1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.</p> <p>1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.</p> <p>1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>

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Benchmark Assessment(s)

- SWBAT listen and/or see a visual of a melodic line and determine if the melody is going up, down, skips or repeats by using movement or by completing a music assessment sheet. **1.3A.2.Pr5d**
- SWBAT define tempo as the speed of the beat, listen to an excerpt of music and determine if the tempo is fast, medium or slow. Students will be assessed by ability to complete interactive music assessment quiz. **1.3A.2.Pr5d**
- SWBAT correctly identify the notes on the lines and spaces of the staff. Teacher will use flashcards to quiz students individually for understanding. **1.3A.2.Pr5d**
- SWBAT identify fortissimo, forte, piano and pianissimo and show understanding using interactive music assessment quiz. **1.3A.2.Pr5e**
- SWBAT use movement to show recognition of 2 different musical themes. **1.3A.2.Pr5c**

Other Assessments

- ✓ Dynamic and tempo demonstrations by students
- ✓ Teacher guided note name flashcards

Materials

- Musicplay Grade 2
- Note name flash cards
- Dynamics flashcards
- Spotlight on Music Teacher Edition

SUGGESTED ACTIVITIES

- Guide students through lessons on note names, dynamics, and tempo
- Listening lessons from Luigi's Baton with listening maps
- Listening activities for students to move to show recognition of tempo changes and dynamic levels

REINFORCEMENT

- Luigi's Baton listening lesson assessment sheets
- Practicing moving bodies or objects to tempo/dynamics

ENRICHMENT

- Learning center games
- Note name Bingo

Suggested Websites

- Sfskids.com
- Musicexpressmagazine.com

Suggested Materials

- Luigi's Baton listening lessons

Cross-Curricular Connections

21st Century Skills (CRP6) Demonstrate creativity and innovation. Students will use creativity to repeat the beat with rhythm sticks.

CR/LL/KS: 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools. Students will use their knowledge of navigating a virtual environment when using the Artie Almeida's music software.

SEL (Relationship Skills) Utilize positive communication and social skills to interact effectively with others. Students will work in collaborative music learning centers.

Language Arts or Math (L.2.3.) Use knowledge of language and its conventions when writing, speaking, reading, or listening. Students will use their knowledge of language when completing the listening activities to show recognition of tempo changes and dynamic levels.

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Unit: Instrument Families		Time: March-June	Standards:
Essential Questions <ul style="list-style-type: none"> • What are the 4 families of instruments? • What are the similarities between instruments in the same instrument family? 		Enduring Understandings <ul style="list-style-type: none"> • I can identify the 4 instrument families(brass, string, woodwind, percussion) • I can determine which family a particular instrument belongs to. 	1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music. 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
Practices: Select, Analyze, Interpret			
Benchmark Assessment(s) <ul style="list-style-type: none"> ☐ SWBAT correctly identify the 4 families of instruments and be able to give examples of instruments from each family. 1.3A.2.Re8a ☐ SWBAT recognize similarities between instruments within a specific instrument family both visually and aurally and be able to articulate knowledge. 1.3A.2.Re8a ☐ SWBAT show recognition of instruments aurally by completing music assessment on interactive white board. 1.3A.2.Re8a 		Other Assessments <ul style="list-style-type: none"> ✓ Sorting stations where students sort instruments by family 	Materials <ul style="list-style-type: none"> • Musicplay Grade 2 • Spotlight on Music Teacher's Edition
SUGGESTED ACTIVITIES			
<ul style="list-style-type: none"> • In depth lessons on the narrative music Peter and the Wolf and completion of activity packet(Character/instrument matching, put the story in order etc) • Zin, Zin, Zin the violin lesson. Includes lessons on orchestral instruments and rehearsal practices of musicians. 		REINFORCEMENT <ul style="list-style-type: none"> • Peter & The Wolf coloring sheets and activities 	

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- Guided lessons from Luigi's Baton interactive software
- Guided lessons from Orchestra interactive software.

ENRICHMENT

- Football Frenzy interactive instrument game and assessment.
- Instrument Bingo game
- Brainpop lessons on instrument families

Suggested Websites

- New York Philharmonic kids website
- Dallas Symphony Orchestra kids website

Suggested Materials

- Luigi's Baton software
- Zin Zin Zin the violin book and dvd
- Peter and the Wolf CD

Cross-Curricular Connection

21st Century Skills (9.1.4.G.1) Describe how valuable items might be damaged or lost and ways to protect them. Students will handle the musical instruments with care and recognize that they can easily be damaged if not treated properly.

CR/LL/KS: 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools Students will be able to recognize the similarities between instruments within a specific instrument family both visually and aurally and be able to articulate knowledge of how they can be used together to make music.

SEL (Relationship Skills) Utilize positive communication and social skills to interact effectively with others. Students will work in collaborative music learning centers.

Language Arts or Math (L.2.3.) Use knowledge of language and its conventions when writing, speaking, reading, or listening. Students will use their knowledge of language when completing the Peter and the Wolf learning packet.

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Unit: Performing

Time: September-June

Standards:

Essential Questions

- How can singing and playing music be a rewarding experience?
- What kinds of things are necessary to prepare music for a performance?
- What are the correct techniques needed to perform music on Orff instruments?

Practices: Plan, Make, Evaluate, Refine, Present, Interconnection

Enduring Understandings

- I have the ability to prepare music to perform in front of an audience.
- I can recognize the positive effect of my performance on my audience.
- I can use proper techniques while playing the Orff instrument and be able to perform in an ensemble setting.

- 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
- 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music
- 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audiences.
- 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
- 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy
- 1.3A.2.Reg9a: Apply personal and expressive preferences in the evaluation of music.

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1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Benchmark Assessment(s)

- SWBAT rehearse music using singing and movement, fully memorize, and perform in front of an audience Use critiquing skills to analyze their public performance and it's positive effects in a class discussion setting. **1.3A.2.Cr3a, 1.3A.2.Cr3b, 1.3A.2.Pr5a-e, 1.3A.2.Pr6a, 1.3A.2.Pr6b**
- SWBAT show ability to hold mallets correctly and perform on Orff instruments using 2 handed techniques and assessed visually by the teacher. **1.3A.2.Pr6a**
- SWBAT perform a short ostinato pattern on an Orff instrument and be able to critique each other for accuracy. **1.3A.2.Pr5b, 1.3A.2.Pr5d, 1.3A.2.Pr5e**

Other Assessments

- ✓ Artie Almeida's "Mallet Madness"
- ✓ Orff instrument call and response drills
- ✓ Echo singing activities

Materials

- Concert music
- Folk songs in pentatonic scale
- Orff instruments

SUGGESTED ACTIVITIES

- Rehearsal of classroom music through use of both music score and by echoing the teacher.
- Activities that include singing games and movement such as Hop Old squirrel, This A Way Valerie, Turkey in the Straw and Cedar Swamp.
- Mallet drills that include a variety of hands together and alternating techniques
- Teacher guided Orff instrument lessons using Children's literature to practice the techniques of playing an ostinato and performing a short improvisation together in the Pentatonic key.

REINFORCEMENT

- Pre-made cue cards
- Color coded notes

ENRICHMENT

- Mallet Madness

Suggested Websites

- Musicexpressmagazine.com

Suggested Materials

- Orff instruments
- Children's literature such as Rumble in the Jungle, Barnyard Hullabaloo, The Aliens are coming, Click Clack Moo, Dinotrain

Cross-Curricular Connections

21st Century Skills (CRP2) Apply appropriate academic and technical skills. Students will apply their academic skills while completing various activities.

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CR/LL/KS: 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools Students will be able to recognize the similarities between instruments within a specific instrument family both visually and aurally and be able to articulate knowledge of how they can be used together to make music.

SEL (Relationship Skills) Utilize positive communication and social skills to interact effectively with others. Students will complete and echo patterns that they hear in singing.

Language Arts or Math (L.2.3.) Use knowledge of language and its conventions when writing, speaking, reading, or listening. Students will use their knowledge of language when they rehearse concert music through use of both music score and by echoing the teacher.