

Scope & Sequence: Second Grade Music

		Focus TEKS	Big Ideas	Learning Targets	Essential Questions
All Year		2.3 (A) 2.3 (B) 2.4 (C) 2.5 (A) 2.5 (B) 2.5 (C) 2.6 (A) 2.6 (C) 2.6 (D)		<ul style="list-style-type: none"> • Demonstrate appropriate audience behavior • Music connects to other disciplines • Respond and perform music • Sing tunefully or play classroom instruments, including rhythmic and melodic patterns independently or in groups • Perform music from diverse cultures and styles • By the end of 2nd grade, all students will be able to sing tunefully simple three tone melodies. 	
Semester 1	Unit 1 Introduction to Second Grade Music	2.2 (C) 2.3 (A) 2.3 (C) 2.6 (C) 2.6 (D)	Musical concepts and performance	* Review learned concepts from previous grades * Melodic patterns s-m-l * Rhythmic patterns ta, ti-ti, rest	What are the many things that make up music? How do musicians make sure that future generations of students can perform their music? How do different styles of music make you feel?
	Unit 2 Recognizing Form, Beat and Rhythm	2.1 (D) 2.2 (A) 2.4 (A)	Musical form recognition	*Identify and label simple small form such as AABA and ABAC *Review known rhythms *Create rhythmic phrases using known rhythms	Can music be seen in patterns? Can music be performed in patterns?
	Unit 3 Tempo Markings And Meter	2.1 (C) 2.2(A) 2.3(E) 2.4 (A) 2.6 (B) 2.6 (C) 2.6 (D)	Fast/Slow music terminology Performing music while understanding notation and tempo markings	* Differentiate among tempo * Label music <i>Presto</i> , <i>Moderato</i> , and <i>Andante</i> * Respond verbally or through movement to tempo changes	Can you hear when elements in music go from faster to slower? What do musical terms help us know about a piece of music? What do music notation symbols tell us?

	Unit 4 Dynamic Markings and Pentatonic Melodies	2.1 (C) 2.2 (A) 2.2 (B) 2.2.(E) 2.3 (A) 2.3 (E) 2.4 (B) 2.6 (C)	Volume terminology Pentatonic melodies	*Differentiate between loud/soft adding terms fortissimo and pianissimo. * Read, write and reproduce pentatonic melodic (such as s-m-l-d) patterns using staff notation. *Create melodic phrases using known pitches	Can you hear when elements in music go from louder to softer? What do musical terms help us know about a piece of music? How do composers indicate different tones in their music?
Semester 2	Unit 5 Melodic Concepts	2.2 (B) 2.3 (A) 2.3 (A) 2.4 (B) 2.6(B)	Create melodic Patterns using known pitches	*Continue to read, write and reproduce pentatonic melodic patterns (such as s-l-m-r-d) using staff notation. *Create melodic phrases using known pitches *Sing tunefully or play classroom instruments including rhythmic and melodic patterns.	What can you tell me about the pitches, are they higher or lower? Where do the skips and steps occur in your melodic pattern? What hands signs do we use for these sounds?
	Unit 6 Rhythm	2.2 (A) 2.3 (A) 2.3 (D) 2.4 (A)	Rhythmic patterns using half notes and half rest	*Read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter including half note and half rest. *Compose and/or improvise using known rhythmic patterns *Sing tunefully or play classroom instruments including rhythmic and melodic patterns *Perform simple part work/harmony including rhythmic ostinati	How many beats do we sing/play the long sound? What are the real names of the long sound/rest? Can you perform this pattern using a half note/ Half rest?

	<p>Unit 7</p> <p>Instrument Timbres, Pentatonic Melodic Concepts</p>	<p>2.1(B) 2.2(B) 2.4(C)</p>	<p>Instruments and Pentatonic Patterns</p>	<p>*Identify instruments visually and aurally.</p> <p>*Create pentatonic melodic patterns.</p> <p>* Explore new musical ideas using classroom instruments.</p>	<p>What is the difference between a brass instrument and a string instrument?</p> <p>Can you name some instruments from the percussion family?</p> <p>Can you identify the instrument in the song selection?</p> <p>Can you identify the pattern? (Pentatonic Scale) How many sounds are in the pentatonic scale?</p> <p>Can you create a song using only the 5 pitches in the pentatonic pattern?</p>
	<p>Unit 8</p> <p>Voices and Pentatonic Concepts</p>	<p>2.1(A) 2.2(B) 2.3 (D)</p>	<p>Choral Voices Pentatonic Patterns</p>	<p>*Identify choral voices including unison vs. ensemble.</p> <p>*Perform simple part work/harmony including rhythmic ostinati</p>	<p>What is the difference between unison and ensemble voices? Where would you hear unison voices?</p> <p>Can you identify the pattern? (Pentatonic Scale)</p> <p>How many sounds are in the pentatonic scale?</p> <p>Can you create a song using only the 5 pitches in the pentatonic pattern?</p>