

## Grade 2 General Music

Music integrates cognitive learning and creativity to contribute to the holistic development of every child. This program is designed to include an active music making approach to address the Four Artistic Processes of the National Core Arts Standards; creating, performing, responding and connecting. Students will study rhythm, melody and harmony, form and style, and vocal, instrumental and ensemble skill development to receive a comprehensive musical learning experience. Curwen hand signs are used for solfege and Gordon rhythm syllables are used for reading rhythm. The study of music sets a foundation for lifelong participation in and appreciation of music, and reinforces skills needed for many of life's responsibilities. All students in second grade receive two forty minute classes of music instruction per six day rotation.

### Course Overview

#### Course Goals

Students will have the ability to understand and engage with music in a number of different ways, including the **creative, responsive** and **performative** artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.

Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities and make **connections** to other subjects and settings to promote and enhance lifelong learning.

#### Artistic Processes

- Create
- Perform
- Respond
- Connect

#### Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.

#### Course Skill Objectives

Students will:

- Sing alone and with others, a varied repertoire of music
- Perform on percussion instruments, alone and with others, a varied repertoire of music
- Improvise and compose rhythmic and melodic patterns
- Read and notate music
- Listen to, analyze, interpret and evaluate music
- Perform multicultural music and dances

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|  | <ul style="list-style-type: none"> <li>• Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</li> </ul> |   |
| <p><b><u>Content Topics</u></b></p> <ul style="list-style-type: none"> <li>I. Rhythm</li> <li>II. Melody and Harmony</li> <li>III. Form, Style and Musical Expression</li> <li>IV. Vocal, Instrumental and Ensemble Skill Development</li> </ul> |  | <p><b><u>Assessments:</u></b></p> <p>Students will complete a summative assessment for each content topic:</p> <ul style="list-style-type: none"> <li>I. Rhythm</li> <li>II. Melody and Harmony</li> <li>III. Form, Style and Musical Expression</li> <li>IV. Vocal, Instrumental and Ensemble Skill Development</li> </ul> |

# Rhythm

## Skill Objectives

- Students will be able to demonstrate contrasts in tempi (adagio, andante and allegro) using non-locomotor movements.
- Students will be able to identify a single bar line, measure, double bar line and time signature.
- Students will compose and perform short rhythms in common time using half notes, half rests, quarter notes, quarter rests and paired eighth notes.

| <b>Responding</b><br><i>Understanding and evaluating how the arts convey meaning.</i>   | <b>Performing</b><br><i>Realizing artistic ideas and work through interpretation and presentation.</i>  | <b>Creating</b><br><i>Conceiving and developing new artistic ideas and work.</i>  |
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| <p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)</li> </ul> <p><b><u>Essential Question</u></b></p> <ul style="list-style-type: none"> <li>• How do we judge the quality of musical work(s) and performances?</li> </ul> <p><b>Process Components: Analyze, Evaluate</b></p> | <p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• Musicians judge performance based on criteria that vary across time, place and cultures.</li> </ul> <p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do musicians improve the quality of their performance?</li> <li>• When is a performance judged ready to present?</li> </ul> <p><b>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</b></p> | <p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>• Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul> <p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do musicians make creative decisions?</li> <li>• How do musicians improve the quality of their creative work?</li> </ul> <p><b>Process Components: Plan and Make, Evaluate and Refine</b></p> |
| <p><b>Instructional Strategies/Process</b></p> <ul style="list-style-type: none"> <li>• Students will analyze rhythms and identify and count half notes, half</li> </ul>  | <p><b>Instructional Strategies/Process</b></p> <ul style="list-style-type: none"> <li>• Students will clap and tap a steady beat in 2/4, 3/4, 4/4, 6/8 and</li> </ul>   | <p><b>Instructional Strategies/Process</b></p> <ul style="list-style-type: none"> <li>• Students will plan, make and compose two measure rhythms in 4/4 time using half notes, half</li> </ul>  |

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| <p>rests, quarter notes, quarter rests and paired eighth notes.</p> <ul style="list-style-type: none"> <li>• Students will evaluate rhythms for accurate use of note values.</li> <li>• Students will identify musical symbols including: the single bar line, double bar line, measure and time signature.</li> </ul> | <p>contrasting tempi (adagio, andante, allegro)</p> <ul style="list-style-type: none"> <li>• Students will analyze, rehearse, refine and present simple rhythms using Gordon rhythmic syllables and unpitched percussion. Note values include half notes, half rests, quarter notes, quarter rests and paired eighth notes.</li> <li>• Students will evaluate their rhythms for accurate performance of tempi and note values.</li> </ul> | <p>rests, quarter notes, quarter rests and paired eighth notes.</p> <ul style="list-style-type: none"> <li>• Students will evaluate their two measure patterns for accurate use of note values, and will refine their compositions as needed.</li> </ul> |
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**Assessments:**

Grade 2 Rhythm Assessment

Individual/Small group performance

Full group performance

# Melody and Harmony

## Skill Objectives

- Students will be able to sing, play and read skips, steps and repetitions in a melody.
- Students will be able to sing, play and improvise Do-Re-Mi and Sol-Mi-La patterns in head voice with accurate pitch.
- Students will be able to perform music in both major and minor keys.
- Students will be able to perform a song or rhyme with a bordun accompaniment.
- Students will be able to perform a two part rhythmic score.
- Students will be able to perform simple two part canons and rounds.

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| <p><b>Responding</b><br/><i>Understanding and evaluating how the arts convey meaning.</i></p>  | <p><b>Performing</b><br/><i>Realizing artistic ideas and work through interpretation and presentation.</i></p>   | <p><b>Creating</b><br/><i>Conceiving and developing new artistic ideas and work.</i></p>  |
| <p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)</li> </ul> <p><b><u>Essential Question</u></b></p> <ul style="list-style-type: none"> <li>• How do we judge the quality of musical work(s) and performances?</li> </ul> <p><b>Process Components: Analyze, Interpret</b></p> | <p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• Musicians judge performance based on criteria that vary across time, place and cultures.</li> </ul> <p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do musicians improve the quality of their performance?</li> <li>• When is a performance judged ready to present?</li> </ul> <p><b>Process Components: Rehearse, Refine, Present</b></p> | <p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>• Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul> <p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do musicians make creative decisions?</li> <li>• How do musicians improve the quality of their creative work?</li> </ul> <p><b>Process Components: Plan and Make, Evaluate and Refine</b></p> |

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| <p><b>Instructional Strategies/Process</b></p> <ul style="list-style-type: none"> <li>• Students will listen to and analyze various melodies, interpreting and differentiating between upward and downward melodic contour.</li> <li>• Students will analyze melodic lines to identify skips, steps and repetitions in a melodic line.</li> <li>• Students will listen to and identify the melodic solfege patterns Do-Re-Mi and Sol-Mi-La as isolated patterns and within musical excerpts.</li> </ul> | <p><b>Instructional Strategies/Process</b></p> <ul style="list-style-type: none"> <li>• Students will rehearse and sing Do-Re-Mi and Sol-Mi-La solfege patterns.</li> <li>• Students will rehearse, refine, sing and present a varied repertoire of songs highlighting Do-Re-Mi and Sol-Mi-La solfege patterns in head voice with accurate pitch.</li> <li>• Students will sing songs, including canons and rounds, in both major and minor keys in head voice with accurate pitch.</li> <li>• Students will sing and play songs with a bordun (chord and broken) using proper mallet technique (proper grip, low bounce, middle bar placement).</li> </ul> | <p><b>Instructional Strategies/Process</b></p> <ul style="list-style-type: none"> <li>• Students will plan, make and create melodies using Do-Re-Mi and Sol-Mi-La melodic patterns.</li> <li>• Students will evaluate their melodies for proper use of Do-Mi-Sol and Sol-Mi-La melodic patterns and will refine the melodies for presentation.</li> <li>• Students will improvise answers to musical questions using Do-Re-Mi and Sol-Mi-La solfege patterns.</li> </ul> |

**Assessments:**

Grade 2 Melody/Harmony Assessment Parts 1, 2, and 3

Individual/Small group performance

Full group performance

## Form, Style and Musical Expression

### Skill Objectives

- Students will be able to demonstrate the differences between the A and B sections within AB and ABA form with movements and body percussion.
- Students will be able to perform locomotor, non-locomotor and organized dance movements to a steady musical beat.
- Students will be able to perform different songs and folk dances from various cultures.
- Students will be able to identify, interpret and perform musically expressive symbols, including the dynamic markings: piano, mezzo piano and forte.

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| <p><b>Responding</b><br/><i>Understanding and evaluating how the arts convey meaning.</i></p>  | <p><b>Performing</b><br/><i>Realizing artistic ideas and work through interpretation and presentation.</i></p>  |
| <p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)</li> </ul> <p><b><u>Essential Question</u></b></p> <ul style="list-style-type: none"> <li>• How do we judge the quality of musical work(s) and performances?</li> </ul> <p><b>Process Components: Analyze, Interpret</b></p> | <p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• Musicians judge performance based on criteria that vary across time, place and cultures.</li> </ul> <p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do musicians improve the quality of their performance?</li> <li>• When is a performance judged ready to present?</li> </ul> <p><b>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</b></p> |
| <p><b>Instructional Strategies/Process</b></p>   | <p><b>Instructional Strategies/Process</b></p>  |

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| <ul style="list-style-type: none"><li>• Students will listen to and analyze songs in AB and ABA form and will identify the A and B sections accurately.</li><li>• Students will analyze and interpret dynamic markings including piano, mezzo piano and forte.</li></ul> | <ul style="list-style-type: none"><li>• Students will analyze songs in AB and ABA form, and will perform contrasting movements for the A and B sections.</li><li>• Students will perform locomotor and non-locomotor movements in folk dances and music in varying styles.</li><li>• Students will sing and play (rehearsing, evaluating, refining and ultimately presenting) songs with different dynamic levels including piano and forte.</li><li>• Students will rehearse, refine and perform circle games, songs and folk dances from various cultures.</li></ul> |
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**Assessments:**

Grade 2 Form, Style, and Musical Expression Assessment Parts 1 and 2

Individual/Small group performance

Full group performance



## Vocal, Instrumental and Ensemble Skill Development

### Skill Objectives

- Students will be able to sing with appropriate posture while sitting and standing.
- Students will be able to sing in both high and low registers with a natural breathing motion.
- Students will be able to sing using head voice with accurate intonation.
- Students will be able to play pitched and unpitched percussion with correct technique.
- Students will be able to follow and respond to a conductor and specific conducting cues including entrances, cutoffs, louds and softs.

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| <p><b>Responding</b><br/><i>Understanding and evaluating how the arts convey meaning.</i></p>  | <p><b>Performing</b><br/><i>Realizing artistic ideas and work through interpretation and presentation.</i></p>  |
| <p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)</li> </ul> <p><b><u>Essential Question</u></b></p> <ul style="list-style-type: none"> <li>• How do we judge the quality of musical work(s) and performances?</li> </ul> <p><b>Process Components: Analyze, Interpret</b></p> | <p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• Musicians judge performance based on criteria that vary across time, place and cultures.</li> </ul> <p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do musicians improve the quality of their performance?</li> <li>• When is a performance judged ready to present?</li> </ul> <p><b>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</b></p> |
| <p><b>Instructional Strategies/Process</b></p> <ul style="list-style-type: none"> <li>• Students will listen to and analyze phrases to echo in the correct vocal register.</li> </ul>  | <p><b>Instructional Strategies/Process</b></p> <ul style="list-style-type: none"> <li>• Students will sing, rehearse, refine and present songs and phrases in head voice with accurate pitch and proper posture both sitting and standing (“sitting/standing tall”)</li> </ul>  |

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| <ul style="list-style-type: none"><li>• Students will visually and aurally identify and classify percussion instruments by type (wood, metal, shaker, scraper, drum).</li><li>• Students will follow the conductor, analyze and interpret conducting cues including entrances, cut offs, louds and softs, and respond accordingly.</li></ul> | <ul style="list-style-type: none"><li>• Students will analyze, rehearse, evaluate, refine and present two-part canons and rounds</li><li>• Students will analyze, rehearse, evaluate, refine and present songs with a bordun using proper mallet technique (proper grip, low bounce, middle bar placement) and using proper vocal technique (accurate pitch, accurate vocal placement; head voice vs. chest voice)</li><li>• Students will perform instrumental parts while other students sing or play contrasting parts.</li></ul> |
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**Assessments:**

Grade 2 Vocal, Instrumental and Ensemble Skill Development Assessment Parts 1, 2 and 3

Individual/Small group performance

Full group performance

## CONNECTING

*Relating artistic ideas and work with personal meaning and external context.*

### Enduring Understanding

- Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

### Essential Question

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

### **Process Components: Analyze, Interpret**

#### Skill Objective

Students will understand how specific songs learned in music classes connect to topics and content studied in other disciplines.

#### Connecting Experience

- Students will analyze, interpret, rehearse and refine the melody to "This Land is Your Land."
- Students will understand the historical context, meaning behind the words, and reasoning behind its creation and will answer the following "focus questions" about the song:
  - Why was this song written?  
*This song was written to reflect the need to help each other to remain united through difficult and challenging times.*
  - Which musical elements does the composer use to help people understand the message?  
*Repetition of the melody (verses and choruses share the same melody), Repetition of text: verses and choruses end with the same sentence "This land is made for you and me."*



This land is your land, This land is my land. From Ca- li-



for- nia, To the New York is- land, From the red- wood fo- rests, To the Gulf Stream



wa- ters, This land was made for you and me.

**Additional verses:**

As I was walking that ribbon of highway  
I saw above me that endless skyway  
I saw below me that golden valley  
This land was made for you and me.

I roamed and rambled and I followed my footsteps  
To the sparkling sands of her diamond deserts  
And all around me, a voice was sounding  
This land was made for you and me.

When the sun comes shining, as I was strolling  
The wheat fields waving and dust clouds rolling  
The fog was lifting, a voice come chanting  
This land was made for you and me.