
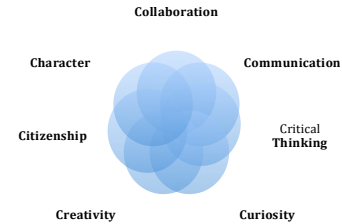


Content Area	Course: Music	Grade Level: Second
<p>Grade Two Music</p> 	<p><b>R14 The Seven Cs of Learning</b></p> 	
Unit Titles	Length of Unit	
• Rhythm	• Ongoing	
• Melody	• Ongoing	
• Harmony	• Ongoing	
• Form	• Ongoing	
• Style and Expression	• Ongoing	
• Movement	• Ongoing	
• Vocal Development	• Ongoing	
• Instrumental Development	• Ongoing	



Strands	Course Level Expectations*
<b>Create</b>	<ul style="list-style-type: none"> <li>• The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> <li>• Musicians can generate creative ideas, make creative decisions, and know when to share.</li> <li>• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• Musicians' presentation of creative work is the culmination of a process of creation and communication</li> </ul>
<b>Perform</b>	<ul style="list-style-type: none"> <li>• Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>• Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>• Performers make interpretive decisions based on their understanding of context and expressive intent.</li> <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. The context and how a work is presented influence the audience response.</li> <li>• Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music</li> </ul>
<b>Respond</b>	<ul style="list-style-type: none"> <li>• Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</li> <li>• The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</li> </ul>
<b>Connecting</b>	<ul style="list-style-type: none"> <li>• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> <li>• Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</li> </ul>

\*Expectations span Grades K-8 and are based on the National Coalition Core for Art Standards

<b>Unit Title</b>	Rhythm	<b>Length of Unit</b>	Ongoing
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do musicians generate creative ideas and make creative decisions?</li> <li>• What is rhythm and how is playing the beat different from playing the rhythm?</li> <li>• Why and how are beats grouped?</li> <li>• Does the music move in 2 or 3?</li> <li>• What is tempo?</li> <li>• What words could you use to describe the different tempi?</li> </ul>
<b>Standards*</b>	<p><b>Create:</b>  <i>Imagine: MU: CR1.1.2a, Plan and Make: MU:CR2.1.2b, Present: MU:CR3.2.2</i></p> <p><b>Perform:</b>  <i>Analyze: MU.PR4.2.2</i></p> <p><b>Respond:</b>  <i>Analyze: MU.Re7.2.2</i></p>
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Demonstrate steady beat of music in simple and compound meters,</li> <li>• Identify contrasts in tempo</li> </ul>
<b>Key Vocabulary</b>	steady beat, tempo, quarter note, quarter rest, double eighth note, andante, allegro moderato, presto, half note, vivace, dotted half note

\*Standards based on National Coalition for Core Art Standards

For more information visit: <https://nafme.org/wp-content/files/2014/06/1-Core-Music-Standards-PreK-81.pdf>

<b>Unit Title</b>	Rhythm	<b>Length of Unit</b>	Ongoing
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>the difference between beat and rhythm</li> <li>contrasts in tempi</li> <li>quarter note, half note, quarter rest, dotted half note, double eighth note</li> </ul>	<ul style="list-style-type: none"> <li>perform varied meters with accented and unaccented beats</li> <li>sing, play, improvise, read and notate age appropriate rhythm</li> <li>read and notate bar lines, measures, double bar lines, and groupings of beats</li> <li>demonstrate patterns using rhythmic values (half note, half rest, dotted quarter, dotted quarter rest)</li> <li>analyze lines of songs as same and different rhythmically</li> <li>demonstrate the difference between beat and rhythm</li> <li>analyze, decode and perform rhythms with 1-2 sounds to a beat and a beat of silence</li> <li>perform simple combinations of quarter note, double eighth note, half note and quarter rest in 2/4 and 4/4.</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>Iconic notation assessment, regular formative assessments, popsicle stick notation assessments</li> </ul>
<b>Teacher Resources:</b>	First Steps in Music for Preschool and Beyond- John M. Feierabend, Sing A Song of Poetry- Fountas & Pinnell Keeping the Beat CD From Corelli to Kabalevsky- John M. Feierabend, Move It! by Peggy Lyman The Book of Songs & Rhymes with Beat Motions- John M. Feierabend

<b>Unit Title</b>	Melody	<b>Length of Unit</b>	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do musicians generate creative ideas and make creative decisions?</li> <li>• When is creative work ready to share?</li> <li>• What is melody?</li> <li>• What is the difference between your speaking, singing, and whispering voice?</li> <li>• How do you change your voice to make high and low pitches?</li> <li>• What is the difference between high and low sounds?</li> <li>• How do you use your singing voice?</li> </ul>		
<b>Standards</b>	<p><b>CREATE:</b>  <i>Imagine: MU:CR1.1.2a, Plan and Make: MU:CR2.1.2b, Evaluate &amp; Refine:, Present: MU:CR3.2.2</i></p> <p><b>PERFORM:</b>  <i>Analyze: MU: PR4.2.2</i></p> <p><b>RESPOND:</b>  <i>Analyze: MU: Re.7.2.2</i></p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Using your singing voice,</li> <li>• Difference between high and low sounds,</li> <li>• Matching pitch</li> </ul>		
<b>Key Vocabulary</b>	speaking/whispering/singing voice, high/low, pitch, do-re-mi-sol-la solfege, pentatonic scale, scale		

<b>Unit Title</b>	Melody	<b>Length of Unit</b>	Ongoing
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• difference between upward and downward melodic contour</li> <li>• how high and low sounds are represented on the staff</li> <li>• the difference between high and low sounds</li> <li>• how a specific music concept (such as melodic direction) is used in music</li> <li>• how to access their “singing voice”</li> </ul>	<ul style="list-style-type: none"> <li>• sing, play, read, and notate skips, steps, and repetitions in melody</li> <li>• sing, play, read, notate, and improvise patterns with do re, mi, sol, la</li> <li>• sing a varied repertoire of songs representing different genres and styles</li> <li>• Visually and aurally differentiate high and low sound</li> <li>• Aurally differentiate same and different melodies</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Teacher Observation, Student Performance, Regular Formative Assessments</li> </ul>
<b>Teacher Resources:</b>	First Steps in Music for Preschool and Beyond- John M. Feierabend, Sing A Song of Poetry- Fountas & Pinnell, The Book of Pitch Exploration- John M. Feierabend, The Book of Movement Exploration- John M. Feierabend, The Book of Beginning Circle Games- John M. Feierabend, The Book of Call and Response- John M. Feierabend, The Book of Fingerplays and Action Songs- John M. Feierabend, The Book of Songs & Rhymes with Beat Motions- John M. Feierabend, The Book of Echo Songs- John M. Feierabend, The Book of Children’s Songtales- John M. Feierabend

<b>Unit Title</b>	Harmony	<b>Length of Unit</b>	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• What is harmony?</li> <li>• How does the music make you feel?</li> <li>• What does the music make you visualize?</li> <li>• Does the accompaniment support the melody?</li> </ul>		
<b>Standards</b>	<p><b>CREATE:</b>  <i>Imagine: MU:CR1.1.2a, Plan and Make: MU:CR2.1.2b, Evaluate &amp; Refine: , Present: MU:CR3.1.2</i></p> <p><b>PERFORM:</b>  <i>Analyze: MU: PR4.2.2</i></p> <p><b>RESPOND:</b>  <i>Analyze: MU: Re.7.2.2</i></p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Two Part Singing &amp; Playing</li> <li>• Three Part Singing    Playing</li> <li>• Adding Simple Chord Progressions to previously learned melodies</li> </ul>		
<b>Key Vocabulary</b>	ostinato, penatonic scale, do-sol-do progressions, round, bordun, canon		

<b>Unit Title</b>	Harmony	<b>Length of Unit</b>	Ongoing
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• how to perform a round, ostinato,</li> <li>• how to compose a bordun accompaniment on a classroom instrument</li> <li>• how to read rhythmic and melodic scores</li> </ul>	<ul style="list-style-type: none"> <li>• perform a rhythmic ostinati on unpitched instruments while singing</li> <li>• play and read a two part rhythmic score</li> <li>• perform simple two part canons and rounds through singing and moving</li> <li>• sing and play songs with a bordun accompaniment on classroom instruments</li> <li>• sing 2 part rounds/ canons with appropriate singing voice</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Teacher Observation, Student Performance, Regular Formative Assessments</li> </ul>
<b>Teacher Resources:</b>	<p>First Steps in Music for Preschool and Beyond- John M. Feierabend, Sing A Song of Poetry- Fountas &amp; Pinnell  The Book of Movement Exploration- John M. Feierabend, The Book of Call and Response- John M. Feierabend  The Book of Fingerplays and Action Songs- John M. Feierabend, The Book of Songs &amp; Rhymes with Beat  Motions- John M. Feierabend, The Book of Echo Songs- John M. Feierabend, The Book of Children's Songtales-  John M. Feierabend</p>



<b>Unit Title</b>	Form	<b>Length of Unit</b>	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do musicians make meaningful connections to creating, performing, and responding?</li> <li>• How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</li> <li>• How is music broken down into sections?</li> <li>• Are these two musical ideas the same or different?</li> </ul>		
<b>Standards</b>	<p><b>CREATE:</b>  <i>Imagine: MU: CR1.1.2a, Plan and Make: MU:CR2.1.2a</i></p> <p><b>PERFORM:</b>  <i>Select: MU:Pr.4.1.2, Analyze: MU: Pr4.2.2</i></p> <p><b>RESPOND:</b>  <i>Analyze: MU: Re.7.1.2, Interpret: MU. Re7.2.2</i></p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Patterns in Music,</li> <li>• Ternary Form</li> </ul>		
<b>Key Vocabulary</b>	musical phrase, ternary form, ABA, coda, da capo al fine, introduction		

<b>Unit Title</b>	Form	<b>Length of Unit</b>	Ongoing
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• which songs can be performed in a round</li> <li>• the difference between the A and B sections within AB and ABA form</li> <li>• endings in music that alter the form such as dc al coda</li> </ul>	<ul style="list-style-type: none"> <li>• sing, play, read same and different phrases</li> <li>• sing simple two part canons and rounds</li> <li>• read musical symbols, including single bar line, measure, and repeat sign</li> <li>• create a B section of music</li> <li>• analyze music in ABA form through movement, visuals, and listening</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Teacher Observation, Student Performance, Regular Formative Assessments</li> </ul>
<b>Teacher Resources:</b>	<p>First Steps in Music for Preschool and Beyond- John M. Feierabend, Sing A Song of Poetry- Fountas &amp; Pinnell  The Book of Movement Exploration- John M. Feierabend, The Book of Call and Response- John M. Feierabend  The Book of Fingerplays and Action Songs- John M. Feierabend, The Book of Songs &amp; Rhymes with Beat  Motions- John M. Feierabend, The Book of Echo Songs- John M. Feierabend, The Book of Children's Songtales-  John M. Feierabend</p>

Unit Title	Style and Expression	Length of Unit	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do musicians make meaningful connections to creating, performing, and responding?</li> <li>• How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</li> <li>• What is the difference between loud and soft?</li> <li>• How do you choose different sounds to express a musical idea?</li> <li>• How can you describe a piece of music?</li> </ul>		
<b>Standards</b>	<p><b>CREATE:</b>  <i>Imagine: MU: Cr1.1.2b, Evaluate &amp; Refine: MU: Cr3.1.2</i></p> <p><b>PERFORM:</b>  <i>Select: MU: Pr4.1.2, Interpret: MU: Pr4.3.2, Rehearse, Evaluate &amp; Refine: MU: Pr5.1.2a, MU: Pr5.1.2b</i>  <i>Present: MU: Pr6.1.Ka, MU: Pr6.1.2b</i></p> <p><b>RESPOND:</b>  <i>Select: MU: Re 7.1.2, Interpret: MU: Re 8.1.2, Evaluate: MU: Re 9.1.2</i></p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Difference Between Loud and Soft,</li> <li>• Choosing Different Sounds to Express a Musical Idea</li> </ul>		
<b>Key Vocabulary</b>	loud/soft (dynamics), piano, forte, mezzo piano, mezzo forte, characteristics of sound, crescendo decrescendo		

Unit Title	Style and Expression	Length of Unit	Ongoing
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Critical Content: My students will <b>Know</b> ...	Key Skills: My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>the timbre and characteristic of each orchestral percussion instrument (pitched and unpitched)</li> <li>how the difference between loud and soft can affect the mood of the music</li> <li>how to choose different sounds to express a musical idea</li> </ul>	<ul style="list-style-type: none"> <li>sing, listen, and move to music of varied cultures</li> <li>sing, listen, and move to music with contrasting dynamics</li> <li>listen to and differentiate between orchestral percussion instruments</li> <li>create and perform dramatizations, sound accompaniments, and movement improvisations for stories, rhymes, and poetry</li> <li>discriminate, identify and respond to decrescendo and crescendo in music</li> </ul>

<b>Assessments:</b>	Teacher Observation, Student Performance, Regular Formative Assessments
<b>Teacher Resources:</b>	First Steps in Music for Preschool and Beyond- John M. Feierabend, Sing A Song of Poetry- Fountas & Pinnell The Book of Movement Exploration- John M. Feierabend, The Book of Call and Response- John M. Feierabend The Book of Children's Songtales- John M. Feierabend

Unit Title	Movement	Length of Unit	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do musicians generate creative ideas and know when to share their work?</li> <li>• How do musicians improve the quality of their work</li> <li>• How does understanding the structure and context of musical works inform performance?</li> <li>• When is a performance judged ready to present?</li> <li>• How do context and the manner in which musical work is presented influence audience response?</li> <li>• How do musicians make meaningful connections to creating, performing, and responding?</li> <li>• How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</li> </ul>		
<b>Standards</b>	<b>CREATE:</b> <i>Imagine: MU: Cr1.1.2b, Evaluate &amp; Refine: MU: Cr 3.1.2, Present: MU: Cr 3.2.2</i> <b>PERFORM:</b> <i>Analyze: MU: Pr 4.2.2, Present: MU: Pr 6.1.2a, MU: Pr 6.1. 2b</i>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Moving through space,</li> <li>• Matching movement to music</li> </ul>		
<b>Key Vocabulary</b>	Sashay, Peel the Banana, do-see-do, high, low, tempo, fast, slow, form, same and different, counterclockwise, clockwise, inside hand, inside foot, left, right, outside hand, outside foot, partner, opposite, point, pivot, set		

Unit Title	Movement	Length of Unit	Ongoing
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Critical Content: My students will <b>Know</b> ...	Key Skills: My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>personal space through creative movement</li> <li>wide range dynamic/movement qualities</li> <li>how partners work together</li> <li>words to describe different types of movement</li> <li>the relationship between movement and sound</li> </ul>	<ul style="list-style-type: none"> <li>perform a wide range of dynamic/movement qualities</li> <li>dance cooperatively with partner</li> <li>move to musical beat</li> <li>perform non-locomotor, locomotor and organized dance movements and use appropriate dance vocabulary</li> <li>perform folk dances from various cultures</li> </ul>

Assessments:	<ul style="list-style-type: none"> <li>Teacher Observation, Student Performance, Regular Formative Assessments</li> </ul>
Teacher Resources:	First Steps in Music for Preschool and Beyond- John M. Feierabend, Sing A Song of Poetry- Fountas & Pinnell The Book of Movement Exploration- John M. Feierabend, The Book of Beginning Circle Games- John M. Feierabend, The Book of Fingerplays and Action Songs- John M. Feierabend, The Book of Songs & Rhymes with Beat Motions- John M. Feierabend, Jump, Jim, Joe- New England Dance Masters, Chimes of Dunkirk- New England Dance Masters, Listen to the Mockingbird- New England Dance Masters

Unit Title	Vocal Development	Length of Unit	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do musicians improve the quality of their creative work?</li> <li>• How do musicians improve the quality of their performance?</li> <li>• What are the different ways you can use your voice?</li> <li>• How do you use your singing voice?</li> <li>• How do you sit or stand to sing?</li> <li>• What is the difference between speaking and singing?</li> </ul>		
<b>Standards</b>	<b>CREATE:</b> <i>Evaluate &amp; Refine: MU: Cr 3.1.2</i> <b>PERFORM:</b> <i>Rehearse, Evaluate &amp; Refine: MU: Pr 5.1.2a</i>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Different ways to use your voice</li> <li>• How you use your singing voice</li> </ul>		
<b>Key Vocabulary</b>	singing posture, high/low registers, speaking/singing		

<b>Unit Title</b>	Vocal Development	<b>Length of Unit</b>	Ongoing
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• how to sit to sing</li> <li>• how to stand to sing</li> <li>• how to access your head voice</li> <li>• how breathing can affect vocal tone</li> <li>• how to match pitch with accurate intonation</li> </ul>	<ul style="list-style-type: none"> <li>• sing with appropriate posture while sitting and standing</li> <li>• sing with a natural breathing motion</li> <li>• speak and sing in high/low vocal registers</li> <li>• sing in head voice with accurate intonation</li> <li>• echo sing patterns and phrases</li> <li>• demonstrate appropriate singing posture</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Teacher Observation, Student Performance, Regular Formative Assessments</li> </ul>
<b>Teacher Resources:</b>	First Steps in Music for Preschool and Beyond- John M. Feierabend, Sing A Song of Poetry- Fountas & Pinnell, The Book of Pitch Exploration- John M. Feierabend, The Book of Call and Response- John M. Feierabend, The Book of Echo Songs- John M. Feierabend, Pitch Exploration Stories- John M. Feierabend, Pitch Exploration Pathways- John M. Feierabend



<b>Unit Title</b>	Instrumental Development	<b>Length of Unit</b>	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<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> <li>• How do musicians improve the quality of their performance?</li> <li>• How do you produce a good sound on your instrument?</li> </ul>		
<b>Standards</b>	<b>CREATE:</b> <i>Plan and Make: MU: Cr 2.1.2a, MU: Cr 2.1.2b, Evaluate &amp; Refine: MU: Cr 3.1.2</i> <b>PERFORM:</b> <i>Rehearse, Evaluate &amp; Refine: MU: Pr5.1.2a</i>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Appropriate Instrument Performance Etiquette</li> <li>• Instrument Care &amp; Maintenance</li> </ul>		
<b>Key Vocabulary</b>	rest position, unpitched percussion, hand drum, djembe, triangle, wood block, maraca, xylophone, glockenspiel, bass bar, and other percussion instruments, mallets, hand position		

<b>Unit Title</b>	Instrumental Development	<b>Length of Unit</b>	Ongoing
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>proper percussion technique (playing and rest position)</li> <li>the definition of musical playing</li> <li>the difference between pitched and unpitched instruments</li> </ul>	<ul style="list-style-type: none"> <li>play unpitched percussion instruments with proper technique</li> <li>independently rehearse and refine a melody on an instrument</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>Teacher Observation, Student Performance, Regular Formative Assessments</li> </ul>
<b>Teacher Resources:</b>	First Steps in Music for Preschool and Beyond- John M. Feierabend Sing A Song of Poetry- Fountas & Pinnell