

Curriculum Map: 2nd Grade General Music

Course: 2 Music Sub-topic: General

Grade(s): None specified

Course Description: Second grade classes will experience music through singing, moving, playing, and listening.

Essential Questions:

- What is melody, rhythm, beat, and pitch and how is it related to musical selections?
- What are some types of form in musical selections?
- What is the difference between harmony and melody?
- What is the difference between singing, shouting, whisper, and speaking voice?
- How do I properly sing with correct vocal technique?
- How do I maintain a steady tempo?
- How do I sing expressively with appropriate dynamics, phrasing, and interpretation?
- How do I properly listen to and evaluate musical components?
- How do I demonstrate safe and proper use of instruments?
- How do I respond to the cues of a conductor?
- How do I identify various instruments?
- How do I compare and contrast musical styles?
- How do I listen to, describe, and discuss historical context of various music selections?
- How do I discuss feelings stimulated by listening selections?
- What are quarter and eighth notes?
- How do I show understanding of music through movement?
- How do I evaluate performances and compositions?

Course Textbooks, Workbooks, Materials Citations: Department chosen Curriculum

Pacing Calendar: 1 Year

Course Interdisciplinary Connections: Math: Note values, rhythm, tempo, fractions

History: Eras of music, different cultures, different traditions

Science: Sound, vibration, timbre, dynamics, pitches

ELA: Vocabulary, pronunciation, spelling, ASL

Course Notes: Some or all of the following:

- CD's
- Smartboard
- Dry erase board
- Classroom instruments

- Computer
- Video presentations
- Books
- Appropriate software

Unit: Second Grade Music Semester 1

Timeline: 18 Weeks

Unit

Description: Students will explore the concepts of:

- Dynamics
- Tempo
- Vocal/Instrumental Tone Color
- Beat/Meter
- Rhythm
- Melody
- Texture
- Form/Structure
- Style/Background

Unit

Essential

Questions:

- What is melody, rhythm, beat, and pitch and how is it related to musical selections?
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Unit Big

Ideas:

- Dynamics
- Tempo
- Vocal/Instrumental Tone Color
- Beat/Meter
- Rhythm
- Melody
- Texture
- Form/Structure
- Style/Background

Unit

Materials:

- CD's

- Digital Recordings
- Smartboard
- Dry erase board
- Classroom instruments
- Computer
- Video presentations
- Books
- Appropriate software

Unit

Assignments:	Lesson	Objective	Standards	Assessment	Resources
					
	 	 Identify beat/no beat	 9.1.3 A-K	 Informal/ Formal	<ul style="list-style-type: none"> • CD's • Digital Recordings • Smartboard • Dry erase board • Classroom instruments • Computer • Video presentations • Books&nbsp; • Appropriate software
	 	 Identify and use speaking and singing voices	 	 	
	 	 Identify the rhythm of words	 	 	
	 	 Identify and use notation for quarter note and eighth note pairs	 	 	
	 	 Identify higher and lower pitches	 	 	
	 	 Identify and use mi, so, and la	 	 	
	 	 Identify pitch	 	 	
	 	 Experience and recognize music from diverse cultures	 	 	
	 	 	 	 	

Unit Key Terminology & Definitions:

- Steady beat
- Pitch
- Echo
- Voice types
- Tempo
- Dynamics
- Structure
- Rhythm
- Melody
- Style

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

9.1.3.A (Advanced)	Know and use the elements and principles of each art form to create works in the arts and humanities.	
	<ul style="list-style-type: none">• Elements ?? Dance: • energy/force • space • time ?? Music: • duration • intensity • pitch • timbre ?? Theatre: • scenario • script/ text • set design ?? Visual Arts: • color • form/shape • line • space • texture • value • Principles ?? Dance: • choreography • form • genre • improvisation • style • technique ?? Music: • composition • form • genre • harmony • rhythm • texture ?? Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice ?? Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony	
9.1.3.B (Advanced)	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	
	<ul style="list-style-type: none">• Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange •improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media	
9.1.3.C (Advanced)	Recognize and use fundamental vocabulary within each of the arts forms.	
9.1.3.D (Advanced)	Use knowledge of varied styles within each art form through a performance or exhibition of unique work.	
9.1.3.E (Advanced)	Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.	
9.1.3.F (Advanced)	Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso)	
9.1.3.G (Advanced)	Recognize the function of rehearsals and practice sessions.	
9.1.3.H (Advanced)	Handle materials, equipment and tools safely at work and performance spaces.	
	<ul style="list-style-type: none">• Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.	
9.1.3.I (Advanced)	Identify arts events that take place in schools and in communities.	
9.1.3.J (Advanced)	Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.	
	<ul style="list-style-type: none">• Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment). • Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).	
9.1.3.K (Advanced)	Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.	
 		

This Curriculum Map Unit has no Topics to display

Unit: Second Grade Music Semester 2

Timeline: 18 Weeks

Unit

Description: Students will explore the concepts of:

- Dynamics
- Tempo
- Vocal/Instrumental Tone Color
- Beat/Meter
- Rhythm
- Melody
- Texture
- Form/Structure

- Style/Background

Unit Essential Questions:

- What is melody, rhythm, beat, and pitch and how is it related to musical selections?
- What are some types of form in musical selections?
- What is the difference between harmony and melody?
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- How do I properly sing with correct vocal technique?
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- How do I show understanding of music through movement?
- How do I evaluate performances and compositions?

Unit Big Ideas:

- Dynamics
- Tempo
- Vocal/Instrumental Tone Color
- Beat/Meter
- Rhythm
- Melody
- Texture
- Form/Structure
- Style/Background

Unit Materials:

- CD's
- Digital Recordings
- Smartboard
- Dry erase board
- Classroom instruments
- Computer
- Video presentations
- Books
- Appropriate software

Unit Assignments:

 Lesson Objective

Standards

Assessment

Resources

Show recognition of forte and piano A-K

 9.1.3 Formal/ Informal

- CD's
- Digital Recordings
- Smartboard
- Dry erase board
- Classroom

- instruments
- Computer
- Video presentations
- Books
- Appropriate software

 	 Recognize and follow dynamic indications of forte and piano	 	 	
 	 Read rhythm patterns using notation for quarter notes, eighth note pairs, and quarter rests	 	 	
 	 Identifying do, mi, and so	 	 	
 	 Experience and recognize music from diverse cultures	 	 	
 	 Identify the half note and half rest	 	 	
 	 Identify crescendo and decrescendo	 	 	
 	 Identify the repeat sign	 	 	
 	 Identify instrument families	 	 	
 	 Identify re	 	 	
 	 Identify ostinato	 	 	
 	 Identify form	 	 	

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