# Grade 2
## Music

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| **Unit:** | Grade 2 Music |
| **Big Ideas:** | Melody, Rhythm, Form, Dynamics, Tempo, Meter, Timbre |
| **Unit Essential Questions:** | Why is music important in our everyday lives? Why is it important to understand music symbols? |

| Concept & Pacing | New Emphasis (Pa Core Standard) | Key Vocabulary | Essential Questions | Mini-Lessons/Activities | Instructional Materials | Assessments |
|---|---|---|---|---|---|---|
| **August** | 1. Rules and Procedures<br>2. Folk Songs<br>3. Singing<br>4. Melodic Development<br>5. Movement<br>6. Rhythmic Development<br>7. Listening<br><br>Students will be able to:<br>1. singing individually and in a group<br>2. exhibit ability to find the beat through eurhythmic movement.<br>3. identify and describe a folk song<br>4. play steady beat on various instruments<br>5. exhibit understanding of classroom rules<br><br>9.1, 9.2, 9.3 9.4 | 1. Steady beat | Why is music important to our everyday lives? | 1. Individual and group singing<br>2. Eurhythmic activities<br>3. Playing instruments<br>4. Singing short songs<br>5. Listening<br>6. Discuss classroom rules | 1. Music Studio Website- McGraw Hill<br>2. CDs<br>3. Textbooks<br>4. Computer<br>5. Projector | 1. Teacher observation of students maintaining steady beat.<br>2. Student performance of dance showing various movements keeping steady beat.<br>3. Oral responses. |

# Grade 2
## Music

| Concept & Pacing | New Emphasis (Pa Core Standard) | Key Vocabulary | Essential Questions | Mini-Lessons/Activities | Instructional Materials | Assessments |
|---|---|---|---|---|---|---|
| **September** | 1. Folk Songs<br>2. Singing<br>3. Form<br>4. Theory<br>5. Melodic Development<br>6. Listening<br>7. Rhythmic Development<br>8. Tone Color<br><br>Students will be able to:<br>1. continue singing individually and in a group<br>2. identify and describe a folk song<br>3. recognize and move to the beat<br>4. play steady beat on various instruments<br>5. identify a staff<br>6. understand how music notes on the staff go up and down with the melody<br>7. recognize and identify AB form<br>8. identify direction of melody<br>9. read basic quarter, eighth note patterns<br>10. identify strong and weak beats<br>11. understand the origin of the words to *The Star-Spangled Banner*<br>12. learn that music can tell a story<br>13. sing the Alma Mater<br>14. differentiate between steady beat and rhythm<br>15. understand the role of a composer<br><br>9.1, 9.2, 9.3 9.4 | 1. Steady beat<br>2. Refrain<br>3. Verse<br>4. Form<br>5. Melody<br>6. Quarter Note<br>7. Quarter Rest<br>8. Eighth Note<br>9. Solo<br>10. Composer<br>11. Conductor | 1. Where does folk music come from?<br>2. Why is it important to understand music symbols?<br>3. Why is it important to know the history of the National Anthem?<br>4. How can one tell the difference between beat and rhythm? | 1. Individual and group singing- tone matching<br>2. Eurhythmic activities<br>3. Playing instruments<br>4. Listening<br>5. Review phrases- same and different<br>6. Review fast and slow, loud and soft, high and low<br>7. Review quarter and eighth notes<br>8. Discuss writing of "The Star Spangled Banner"<br>9. Discuss life of George Gershwin and listen to his works.<br>10. Identify a person by listening to their solo voice in "Doggie, Doggie, Where's Your Bone?" | 1. Music Studio Website- McGraw Hill<br>2. CDs<br>3. Textbooks<br>4. Computer<br>5. Projector<br>6. Staff Visuals | 1. Teacher observation of students identifying meter in song.<br>2. Teacher evaluation of students identifying AB form.<br>3. Teacher observation of students showing the difference between beat and rhythm with movement and instrumental activities.<br>4. Teacher evaluation of students reading quarter, eighth note patterns.<br>5. Student vocal performance in "Doggie, Doggie, Where's Your Bone?" |

# Grade 2
## Music

| Concept & Pacing | New Emphasis (Pa Core Standard) | Key Vocabulary | Essential Questions | Mini-Lessons/Activities | Instructional Materials | Assessments |
|---|---|---|---|---|---|---|
| **October** | 1. Folk Songs<br>2. Singing<br>3. Rhythmic Development<br>4. Form<br>5. Listening<br>6. Tone Color<br><br>Students will be able to:<br>1. continue singing in tune individually and in a group<br>2. identify and describe a folk song<br>3. play steady beat on various instruments<br>4. recognize and move to the beat<br>5. identify verse and refrain<br>6. identify phases in a song<br>7. identify and describe call and response form<br>8. identify AB form<br>9. demonstrate knowledge of basic staff nomenclature<br>10. review melodic direction<br>11. read basic quarter, eighth, and rest patterns.<br>12. identify major and minor<br>13. distinguish between fast and slow, soft and loud, high and low<br>14. sing a song to celebrate Hispanic Heritage Month<br>15. understand solfege is a system used to learn and sing songs<br><br>9.1, 9.2, 9.3 9.4 | 1. Steady beat<br>2. Rhythm<br>3. Spiritual<br>4. Verse<br>5. Refrain<br>6. Form<br>7. Meter<br>8. Major<br>9. Minor<br>10. Staff | 1. Why do we sing patriotic songs?<br>2. Why would we sing minor songs at Halloween?<br>3. Why is it important to recognize and celebrate the music of other cultures?<br>4. How can solfege be useful to learn how to sing new songs? | 1. Individual and group singing<br>2. Eurhythmic activities<br>3. Playing instruments<br>4. Playing music game<br>5. Discuss various composers and their Halloween compositions:<br>"In The Hall of the Mountain King"- Edvard Grieg<br>"Danse Macabre"- Camille Saint-Saens<br>"The Banshee"- Henry Cowell<br>"Tocatta in D Minor"- Johann Sebastian Bach<br>"The Sorcerer's Apprentice"- Paul Dukas<br>6. Following listening maps<br>7. Aural identification of major and minor<br>8. Boomwhacker activity to learn So/Mi solfege syllables | 1. Music Studio Website- McGraw Hill<br>2. CDs<br>3. Textbooks<br>4. Worksheets<br>5. Computer<br>6. Projector | 1. Teacher evaluation of students identifying AB form.<br>2. Teacher evaluation of students reading quarter, eighth note patterns.<br>3. Student performance<br>4. Teacher observation of proper hand signs and solfege syllable use in music |

# Grade 2
## Music

| Concept & Pacing | New Emphasis (Pa Core Standard) | Key Vocabulary | Essential Questions | Mini-Lessons/Activities | Instructional Materials | Assessments |
|---|---|---|---|---|---|---|
| **November** | 1. Folk Songs<br>2. Singing<br>3. Moving<br>4. Rhythmic Development<br>5. Form<br>6. Melodic Development<br>7. Listening<br><br>Students will be able to:<br>1. continue singing in tune individually and in a group<br>2. recognize and move to the beat<br>3. play steady beat on various instruments<br>4. identify even and uneven rhythms<br>5. read basic quarter, eighth, and rest patterns.<br>6. identify similar parts<br>7. identify phrases<br>8. identify direction of melody<br>9. distinguish between fast and slow, soft and loud, high and low<br>10. identify a march<br>11. identify Native American instruments<br>12. follow listening map<br>13. identify and describe a parody<br>14. recognize AB and ABA form<br>15. differentiate between major and minor<br><br>9.1, 9.2, 9.3 9.4 | 1. Steady beat<br>2. Rhythm<br>3. Phrase<br>4. Melody<br>5. Tempo<br>6. Parody<br>7. Form<br>8. Major<br>9. Minor | 1. What is a parody?<br>2. How does a composer describe what he wants you to "see" in music? | 1. Individual and group singing<br>2. Eurhythmic activities<br>3. Playing instruments<br>4. Listening<br>5. Marching<br>6. Discuss life of John Philip Sousa and listen to his works<br>7. Following listening map<br>8. Discuss Native American Instruments | 1. Music Studio Website- McGraw Hill<br>2. CDs<br>3. Textbooks<br>4. Composer book<br>5. Worksheets<br>6. Library Book<br>7. Computer<br>8. Projector | 1. Teacher observation of students following a listening map and identifying direction of melody.<br>2. Student performance of even and uneven rhythms.<br>3. Teacher evaluation of students identifying similarities in a song.<br>4. Teacher evaluation of students performing various rhythmic patterns. |

# Grade 2
## Music

| Concept & Pacing | New Emphasis (Pa Core Standard) | Key Vocabulary | Essential Questions | Mini-Lessons/Activities | Instructional Materials | Assessments |
|---|---|---|---|---|---|---|
| **December** | 1. Ballet<br>2. Singing<br>3. Form<br>6. Melodic Development<br>7. Rhythmic Development<br>8. Listening<br>9. Stage Behavior<br><br>Students will be able to:<br>1. continue singing in tune individually and in a group<br>2. recognize and move to the beat<br>3. play steady beat on various instruments<br>4. identify verse and refrain<br>5. identify repeated tones<br>6. read basic quarter, eighth and rest patterns.<br>7. distinguish between fast and slow, soft and loud, high and low<br>8. demonstrate appropriate behavior during a concert<br>9. describe a ballet<br>10. explain tradition of Chanukah<br>11. recognize AB and ABA form<br>12. differentiate between major and minor<br>13. sing seasonal songs<br><br>9.1, 9.2, 9.3 9.4 | 1. Steady beat<br>2. Verse<br>3. Refrain<br>4. Rhythm<br>5. Tempo<br>6. Ballet<br>7. Form<br>8. Major<br>9. Minor | 1. How many of you have been to see a ballet?<br>2. How does a ballet tell a story? | 1. Individual and group singing<br>2. Playing instruments<br>3. Eurhythmic activities<br>4. Listening<br>5. Discuss life of Peter Tchaikovsky, read library book and watch video “The Nutcracker”.<br>6. Sing seasonal songs | 1. Music Studio Website- McGraw Hill<br>2. CDs<br>3. Textbooks<br>4. “The Nutcracker” play<br>5. “The Nutcracker” DVD<br>6. Christmas Video<br>7. Computer<br>8. Projector | 1. Teacher evaluation of students describing a ballet.<br>2. Teacher evaluation of students identifying verse and refrain, and identifying repeated tones.<br>3. Teacher observation of appropriate behavior during a concert.<br>4. Concert performance of Christmas material.<br>5. Student performance during rehearsals and concert. |

# Grade 2
## Music

| Concept & Pacing | New Emphasis (Pa Core Standard) | Key Vocabulary | Essential Questions | Mini-Lessons/Activities | Instructional Materials | Assessments |
|---|---|---|---|---|---|---|
| **January** | 1. Folk Songs<br>2. Singing<br>3. Form<br>4. Listening<br>5. Rhythmic Development<br>6. Movement<br>7. Instruments of the Orchestra<br><br>Students will be able to:<br>1. continue singing in tune individually and in a group<br>2. recognize and move to the beat<br>3. play steady beat on various instruments<br>4. identify AB and ABA form<br>5. identify solo and chorus<br>6. distinguish between different styles<br>7. identify phrases and similarities (repetition and contrast)<br>8. identify various instruments in orchestra<br>9. review orchestral families<br>10. continue learning new patterns on Orff instruments<br>11. distinguish between violin and fiddle<br>12. read whole and half notes and rests<br>13. read basic quarter, eighth and rest patterns<br><br>9.1, 9.2, 9.3 9.4 | 1. Steady Beat<br>2. Form<br>3. Solo<br>4. Chorus<br>5. Style<br>6. Orchestra<br>7. Rhythm | 1. How is a violin and fiddle the same and how are they different?<br>2. How does changing the style of a song affect the song itself? | 1. Individual and group singing<br>2. Eurhythmic activities<br>3. Playing instruments<br>4. Performing dance<br>5. Listening<br>6. Read story – “Meet The Orchestra” and watch video of “Peter and the Wolf”<br>7. Discuss life of Wolfgang Amadeus Mozart and listen to his works | 1. Music Studio Website- McGraw Hill<br>2. CDs<br>3. Tapes<br>4. Story book – “Meet The Orchestra”<br>5. Big Bird Video – “Peter and the Wolf”<br>6. Textbooks<br>7. Worksheet: Instrumental Identification<br>8. Composer Book<br>9. Computer<br>10. Projector | 1. Teacher observation of students identifying different styles, identifying AB and ABA form.<br>2. Teacher observation of students identifying and describing a spiritual.<br>3. Worksheet (Identifying Instruments)<br>4. Student performance maintaining steady beat. |

# Grade 2
## Music

| Concept & Pacing | New Emphasis (Pa Core Standard) | Key Vocabulary | Essential Questions | Mini-Lessons/Activities | Instructional Materials | Assessments |
|---|---|---|---|---|---|---|
| **February** | 1. Listening<br>2. Form<br>3. Movement<br>4. Melodic Development<br>5. Singing<br>6. Theory<br>7. Instruments of the Orchestra<br>8. Folk Songs<br>9. Tone Color<br><br>Students will be able to:<br>1. continue singing in tune individually and in a group<br>2. identify various orchestral instruments<br>3. identify verse and refrain<br>4. identify similar phrases<br>5. identify two part form (AB) and (ABA) form<br>6. play steady beat on various instruments<br>7. recognize and move to the beat<br>8. distinguish between chanting and singing<br>9. chant and do body percussion<br>10. identify and describe a scale<br>11. identify direction of melody<br>12. read quarter, eighth and rest patterns<br>13. read whole and half notes and rests<br>14. identify music symbols<br>15. review that music can tell a story<br>16. identify steps, leaps, repeated notes<br>17. identify a *spiritual*<br><br>9.1, 9.2, 9.3 9.4 | 1. Orchestra<br>2. Verse<br>3. Refrain<br>4. Phrase<br>5. Form<br>6. Steady Beat<br>7. Chant<br>8. Percussion<br>9. Scale<br>10. Melody<br>11. Rhythm<br>12. Spiritual | 1. Why are spirituals so important to our heritage?<br>2. How do instruments help to describe something in music? | 1. Individual and group singing<br>2. Eurhythmic activities<br>3. Listening<br>4. Completing worksheet: Identifying Note Names<br>5. Playing instruments<br>6. Discuss life of Aaron Copland and listen to his works<br>7. “Carnival of the Animals” book and video<br>8. Continue to read whole and half notes and rests<br>9. Discuss the importance of *spirituals* in relation to Black History | 1. Music Studio Website- McGraw Hill<br>2. CDs<br>3. Textbooks<br>4. Tape<br>5. Worksheet<br>6. Composer book<br>7. “Carnival of the Animals” book and video<br>8. Computer<br>9. Projector | 1. Teacher observation of students describing various instruments, of students identifying a scale, identifying AB form, identifying solo/chorus.<br>2. Teacher evaluation of students identifying notes and their values.<br>3. Coloring Worksheet: Identifying Note Names<br>4. Student performance. |

# Grade 2
## Music

| Concept & Pacing | New Emphasis (Pa Core Standard) | Key Vocabulary | Essential Questions | Mini-Lessons/Activities | Instructional Materials | Assessments |
|---|---|---|---|---|---|---|
| **March** | 1. Form<br>2. Listening<br>3. Melodic Development<br>4. Rhythmic Development<br>5. Theory<br>6. Singing<br>7. Folk Songs<br>8. Tone Color<br><br>Students will be able to:<br>1. continue singing in tune individually and in a group<br>2. identify two part form<br>3. identify ABA form<br>4. play steady beat on various instruments<br>5. identify solo and chorus<br>6. recognize and move to the beat<br>7. identify 3 ways in which melodies move<br>8. identify repeat sign and endings<br>9. identify and describe D.C. al Fine<br>10. continue reading quarter, eighth, and rest patterns<br>11. continue reading whole and half notes<br>12. identify dotted half note and whole note<br>13. identify steps, leaps, repeated notes<br><br>9.1, 9.2, 9.3 9.4 | 1. Form<br>2. Steady Beat<br>3. Solo<br>4. Chorus<br>5. Melody<br>6. Repeat Sign<br>7. Whole Note<br>8. Half Note | 1. How can reading music be like reading a map?<br>2. How can moving to music help to describe the form? | 1. Individual and group singing<br>2. Eurhythmic activities<br>3. Playing instruments<br>4. compose ABA form composition<br>5. Sign language<br>6. Discuss life of Johann Sebastian Bach and listen to his works<br>7. Listening | 1. Music Studio Website- McGraw Hill<br>2. CDs<br>3. Textbooks<br>4. Composer book<br>5. Rhythm cards<br>6. Computer<br>7. Projector | 1. Teacher observation of students identifying 2&3 part form, rhythmic patterns, 3 ways in which melodies move.<br>2. Student performance of song following various symbols. |

# Grade 2
## Music

| Concept & Pacing | New Emphasis (Pa Core Standard) | Key Vocabulary | Essential Questions | Mini-Lessons/Activities | Instructional Materials | Assessments |
|---|---|---|---|---|---|---|
| **April** | 1. Form<br>2. Listening<br>3. Rhythmic Development<br>4. Melodic Development<br>5. Singing<br>6. Tempo<br>7. Dynamics<br><br>Students will be able to:<br>1. continue singing in tune individually and in a group<br>2. identify AB and ABA form<br>3. identify phrases<br>4. identify solo and chorus<br>5. play steady beat on various instruments<br>6. continue learning new patterns on Orff instruments<br>7. recognize and move to the beat<br>8. identify rhythmic pattern in a song<br>9. identify ways in which melodies move<br>10. continue identifying and reading various notes and rests<br>11. identify steps, leaps, repeated notes<br><br>9.1, 9.2, 9.3 9.4 | 1. Form<br>2. Phrases<br>3. Solo<br>4. Chorus<br>5. Beat<br>6. Melody | 1. Why do you think slaves sang a lot of spirituals?<br>2. What kinds of instruments do you think cowboys might play and why? | 1. Individual and group singing- tone matching<br>2. Eurhythmic activities<br>3. Playing instruments<br>4. Clapping and speaking rhythmic patterns<br>5. Discuss life of Ludwig von Beethoven and listen to his works | 1. Music Studio Website- McGraw Hill<br>2. Textbooks<br>3. CDs<br>4. Composer book<br>5. Rhythm Cards<br>6. Computer<br>7. Projector | 1. Teacher observation of students identifying 2&3 part form<br>2. Identifying steps, leaps and repeated tones in music.<br>3. Student performance |

# Grade 2
## Music

| Concept & Pacing | New Emphasis (Pa Core Standard) | Key Vocabulary | Essential Questions | Mini-Lessons/Activities | Instructional Materials | Assessments |
|---|---|---|---|---|---|---|
| **May/June** | 1. Singing<br>2. Melodic Development<br>3. Listening<br>4. Theory<br>5. Stage Behavior<br><br>Students will be able to:<br>1. continue singing in tune individually and in a group<br>2. identify direction of melody<br>3. play steady beat on various instruments<br>4. recognize and move to the beat<br>5. identify repeat signs and D.C. al Fine<br>6. continue identifying and reading various notes and rests<br>7. demonstrate appropriate behavior during a concert<br><br>9.1, 9.2, 9.3 9.4 | 1. Melody<br>2. Music Appreciation<br>3. Beat<br>4. Repeat Sign<br>5. D.C. al Fine | 1. What were some new terms we learned in music this year?<br>2. Why is it important to understand what the various terms mean? | 1. Individual and group singing<br>2. Eurhythmic activities<br>3. Playing instruments<br>4. Listening | 1. Music Studio Website- McGraw Hill<br>2. CDs<br>3. Video<br>4. Textbooks<br>5. Musical Videos:<br>"Sound of Music"<br>"Wizard of Oz"<br>"Annie"<br>6. Computer<br>7. Projector | 1. Teacher observation of students identifying given patterns.<br>2. Worksheets (Identifying Instruments)<br>3. Concert performance.<br>4. Student Performance<br>5. Oral responses. |