

GVCS 2nd Grade Music Curriculum Map 2023-2024

Unit	Learning Target	Program Materials/Resources	Vocabulary	Assessment
Beat	<ul style="list-style-type: none"> -Recall that the beat is the steady pulse in music -Recall that the strong beat is the first beat in a measure and the beats following it are weak beats 	<ul style="list-style-type: none"> -Quaver -Rhythm sticks 	<ul style="list-style-type: none"> Beat Pulse Strong beat Weak beat 	<ul style="list-style-type: none"> -Students will listen to a series of songs in different meters and pat the strong and weak beats. After each song they will indicate with their fingers how many weak beats occurred between each strong beat.
Meter	<ul style="list-style-type: none"> -Recall that meters are groupings of beats -identify the meter of a piece by listening for strong and weak beats 	<ul style="list-style-type: none"> -Quaver -Rhythm sticks -Egg shakers 	<ul style="list-style-type: none"> Groupings Meter 	<ul style="list-style-type: none"> -Students perform the piece “meter medley” with instruments, indicating which beats are strong and which are weak. We will pause at each section for students to show on their fingers what meter that section was in.
Rhythm	<ul style="list-style-type: none"> -Recall the syllables “ta” and “ti ti” -Perform written rhythms by clapping and chanting rhythmic syllables -Compose a rhythm using rhythmic symbols -Improvise an ostinato to play with a piece of music 	<ul style="list-style-type: none"> -Quaver -Pitched percussion instruments 	<ul style="list-style-type: none"> Compose Ostinato Improvisation 	<ul style="list-style-type: none"> -Each student will compose their own rhythm using rhythm symbols. Students will then take turns clapping out their rhythm while the teacher keeps the beat. -Students will take turns improvising an ostinato with rhythm sticks over music.
Tempo	<ul style="list-style-type: none"> -Recall the three main tempo indicators (largo, moderato, presto) -Add two more tempo indicators (andante, allegro) -Perform songs that contain each of the tempo markings 	<ul style="list-style-type: none"> -MusicPlay Online 	<ul style="list-style-type: none"> Tempo Largo Moderato Presto Andante Allegro 	<ul style="list-style-type: none"> -Students will listen to a variety of songs and label each with a matching tempo indicator.
Singing	<ul style="list-style-type: none"> -Describe the role of the diaphragm in breathing -Define “do” or “home tone” 	<ul style="list-style-type: none"> -Quaver -Floor Staff 	<ul style="list-style-type: none"> Diaphragm Solfège Home tone (“do”) 	<ul style="list-style-type: none"> -In small groups, students will sing “Let’s Get to ‘Do’” with the teacher. They will pause

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	<ul style="list-style-type: none"> -Perform a vocal arpeggio with the syllables “do mi sol” -locate “do” on a staff when provided with “mi” and “sol.” 			<ul style="list-style-type: none"> before the final note, then all sing the home tone together. -When provided with a “sol” and “mi” placed on the floor staff, students will place a carpet dot where “do” would be.
Melody	<ul style="list-style-type: none"> -Compose an original melody -Define “pentatonic scale” -Improvise a melody using the pentatonic scale 	<ul style="list-style-type: none"> -Quaver -Pitched percussion instruments 	<ul style="list-style-type: none"> Melody Step Leap Repetition Interval Pentatonic scale Glockenspiel 	<ul style="list-style-type: none"> -Students will take turns improvising a melody using the pentatonic scale on their glockenspiel accompanied by a track.
Baroque Period	<ul style="list-style-type: none"> -Understand that music changes through time periods -Identify signature characteristics of Baroque music -List the main composers of the Baroque period 	<ul style="list-style-type: none"> -Quaver 	<ul style="list-style-type: none"> Baroque Fancy Composer Bach Vivaldi Handel Harpsichord Ornament 	<ul style="list-style-type: none"> -Students will play a matching game that includes vocabulary and important pieces from the time period.
Note Durations/Accent	<ul style="list-style-type: none"> -Identify half, quarter, and eighth notes and rests -Demonstrate musical accents in performance 	<ul style="list-style-type: none"> -Quaver -Drums 	<ul style="list-style-type: none"> Half note Quarter note Eighth note Half rest Quarter rest Eighth rest Accent 	<ul style="list-style-type: none"> -In small groups, students will play rhythms on drums that include various note durations. -Students will play a drawing game in which they compete against one another to be the first to draw a given note.
Dynamics	<ul style="list-style-type: none"> -Identify the shorthand symbols for each dynamic -Understand the difference between fortissimo and forte, as well as pianissimo and piano -Demonstrate crescendo and 	<ul style="list-style-type: none"> -Quaver MusicPlay Online 	<ul style="list-style-type: none"> Dynamics Forte Piano Fortissimo Pianissimo Crescendo Decrescendo 	<ul style="list-style-type: none"> -Students will complete a worksheet that requires them to write the shorthand version of each dynamic. -In small groups, students will sing a concert song with crescendos and

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	<p>decreasing in performance</p> <ul style="list-style-type: none"> -Explain why dynamics are used in music 			<p>decreasing as indicated by the teacher.</p>
Instruments	<ul style="list-style-type: none"> -Recall the four main instrument families -Understand the makeup of a traditional orchestra -List the defining characteristics of a brass instrument -Explain how brass instruments produce sound 	N/A	<ul style="list-style-type: none"> Percussion Woodwinds Strings Brass Orchestra Vibrations 	<ul style="list-style-type: none"> -Students will play a matching game in which they match a word to the corresponding part of various brass instruments. -When assigned an instrument or family, students will work together to organize themselves in the setup of a traditional orchestra.
Composing	<ul style="list-style-type: none"> -Define "compose" -Compose a rhythm -Define "melody" -Compose a melody 	<ul style="list-style-type: none"> -Pitched percussion instruments 	<ul style="list-style-type: none"> Compose Original Rhythm Melody 	<ul style="list-style-type: none"> -Students will individually compose their own melody using the pentatonic scale and perform it on a glockenspiel.