

# YEAR AT A GLANCE: 2nd Grade General Music

(updated Dec 2022)

Each music class will experience music that practices the following foundational musical concepts: tuneful singing, moving expressively, keeping a steady beat. Furthermore, students who had music in 1st Grade are expected to build upon these skills in 2nd grade. Students will be studying the following:

## GRADE 2 OBJECTIVES:

BEAT AND RHYTHM	PITCH & MELODY
<p>I can...</p> <ul style="list-style-type: none"> <li>- demonstrate: quarter note/half note pulse</li> <li>- identify: eighth note pair as two single eighth notes, two tied quarter notes as half note, two quarter rests as half rest</li> <li>- label: half note, half rest</li> <li>- define: tempo</li> <li>- experience: meter (2/4, 3/4, 4/4, 6/8)</li> <li>- recognize: time signature (2/4, 3/4, 4/4)</li> </ul>	<p>I can...</p> <ul style="list-style-type: none"> <li>- demonstrate: contour, proper vocal technique</li> <li>- identify: do and re scale tones and hand signals</li> <li>- experience: mi-re-do melodies</li> <li>- perform: mi-re-do, sol-mi-re-do, sol-mi-do, sol-mi-la-do</li> <li>- develop: a repertoire of songs (folk, seasonal, multicultural, patriotic)</li> </ul>
HARMONY	FORM
<p>I can...</p> <ul style="list-style-type: none"> <li>- develop: proper mallet technique</li> <li>- demonstrate: L ostinato, simple broken bordun,</li> <li>- experience: major/minor, vocal ostinato, suspended pitch</li> </ul>	<p>I can...</p> <ul style="list-style-type: none"> <li>- demonstrate: phrase</li> <li>- identify: coda, ABC, bar line, double bar line, measure</li> <li>- explore: time, space, shape, and force in movement</li> </ul>
TIMBRE	
<p>I can...</p> <ul style="list-style-type: none"> <li>- identify: forte/piano, pitched percussion (xylophone, metallophone, glockenspiel), accent</li> <li>- demonstrate: hand drum</li> </ul>	

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> <li>- Musicians use specific criteria such as intonation, rhythm and expression to perform music.</li> <li>- Musicians can perform from both memory and written music.</li> <li>- Musicians can play instruments that can change their pitch (called pitched instruments) and instruments do not change pitch (called non-pitched).</li> <li>- Movement can reflect the form of music.</li> <li>- Dancing is fun and helps me get to know others.</li> <li>- Students will gain confidence and self-esteem in their ability to write notation and perform as a musician.</li> </ul>	<ul style="list-style-type: none"> <li>- How do musicians improve the quality of their performances?</li> <li>- How is music preserved and recorded throughout history?</li> <li>- Throughout history, were certain instruments created with a specific purpose? What came first the idea for the instrument, or the instrument itself?</li> <li>- How are dances organized? Are the forms of music and dance organized in a similar way?</li> <li>- How do musicians make creative decisions?</li> </ul>

## GRADE 2 \*POSSIBLE\* YEAR-AT-A-GLANCE:

*\*This yearly plan shows approximately when each objective is identified. Usually, the objectives are experienced first through imitation, exploration, and improvisation before they are visualized or labeled. Once identified, objectives are reinforced throughout the remainder of the year. Lessons in Grade 2 continue to reinforce skills and objectives introduced in prior grades.*

	September	October	November	December	January	February	March	April	May
<b>BEAT &amp; RHYTHM</b>	- pulse	- eighth note pairs - 2 single eighth notes	- half note, half rest					- tempo - time sig.: 2/4 3/4 4/4	
<b>PITCH &amp; MELODY</b>	- contour - vocal technique - repertoire				- do - re	- mi-re-do	- sol-mi-re-do	- sol-mi-do	- sol-mi-la-do
<b>HARMONY</b>	- mallet technique	- ostinato - major/minor	- vocal ostinato		- simple bordun (broken)		- suspended pitch		
<b>FORM</b>	- phrase		- coda			- ABC - time, space, shape, force		- bar line/double bar line - measure	
<b>TIMBRE</b>		- forte/piano	- pitched percussion: xylophone, metallophone, glockenspiel			- hand drum technique	- accent		