

Wallenpaupack Area School District Planned Course Curriculum Guide

Music

General Music – Second Grade

Course Description:

Students in Grade 2 participate in all General Music activities. Appropriate music making experiences include group activities such as singing, rhythms, listening, historical/cultural music, song games, playing classroom instruments, and learning/drawing musical symbols. Teaching and technology are constantly evolving and changing. Because of this, new and various resources become available online.

Revision Date:

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Revised by:

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Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Second Grade
UNIT 1: Rhythm	TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS: 9.1 9.3 9.4
UNIT OBJECTIVES (SWBATS): Clap steady beat and ostinatos Identify various rhythm values Identify changing tempos Identify rhythm patterns
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Play rhythm instruments Accompany music using various rhythm values Accompany songs with rhythm instruments Notes using words to fit long/short patterns Group movement (steady beat) Individual movement (steady beat) Recognizing and reading various rhythm patterns
ANCHOR VOCABULARY: steady beat, rhythm, tempo, time signature
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): - Teacher observation - Student participation
EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com
RESOURCE SPECIFIC VOCABULARY: Tempo, notation, steady beat, time signature

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Second Grade
UNIT 2: Melody	TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS:

9.1
9.3
9.4

UNIT OBJECTIVES (SWBATS):

Matching pitch
Sing Sol-Mi-La melodies
Echoing
Pentatonic and diatonic melodies
Identify high/low and long/short sounds
Solfège hand signs/singing
Melody singing with or without accompaniment
Melody contour
Scales

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Echo songs
Solfège
Bells for pentatonic scale
Movement of notes – up, down, stays the same
Singing
Rote teaching
Introduction to improvisation

ANCHOR VOCABULARY: pitch, high, medium & low sounds, same sounds, improvisation, solfège

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Student participation

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

Teacher observation
Student participation

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Incorporate technology
Create an inclusive classroom
Provide choice
Use scaffolding
Balance group work and individual work

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

www.musicplayonline.com
www.musick8.com

RESOURCE SPECIFIC VOCABULARY: pitch, high, medium & low sounds, same sounds, la-sol-mi, solfege, melody contour, improvisation

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Second Grade
UNIT 3: Timbre	TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS: 9.1 9.3 9.4
UNIT OBJECTIVES (SWBATS): Identify classroom and orchestral instruments by name and sound Use instruments Produce sounds
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Demonstrate instruments Identify by sight and sound Identify by sight from recording
ANCHOR VOCABULARY: Families of instruments (Brass, Woodwind, Percussion & String)
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Teacher observation • Student participation
EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com
RESOURCE SPECIFIC VOCABULARY: Identify, instrument names, sound

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Second Grade
UNIT 4: Culture/History	TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS:

9.1
9.2
9.3
9.4

UNIT OBJECTIVES (SWBATS):

Identify music in daily experiences
Identify characteristics that make music suitable for specific use
Demonstrate appropriate behavior for context and style of music performed

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Listening
Singing

ANCHOR VOCABULARY: Listening, composer genres

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Student participation

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

Teacher observation
Student participation

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Incorporate technology
Create an inclusive classroom
Provide choice
Use scaffolding
Balance group work and individual work

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

www.musicplayonline.com
www.musick8.com
www.classicsforkids.com

RESOURCE SPECIFIC VOCABULARY:

Genre, Style, Culture, Listening

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Second Grade
UNIT 5: Form	TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS: 9.1 9.3 9.4
UNIT OBJECTIVES (SWBATS): Two-part form Improvisation
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Move to music in two parts Dancing Movement Listening Conducting two different sections Using instruments to differentiate sections
ANCHOR VOCABULARY: steady beat, rhythm, tempo, improvisation
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): - Teacher observation - Student participation
EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com
RESOURCE SPECIFIC VOCABULARY: Form, improvisation, verse refrain

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Second Grade
UNIT 6: Dynamics	TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS: 9.1 9.3 9.4
UNIT OBJECTIVES (SWBATS): Identify soft and loud Identify the piano and forte (p & f) Identify mezzo piano and forte (mp & mf) Identify very soft and very loud (pp & ff)
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Singing Playing classroom instruments Improvising movements to recreate Loud/soft Listening examples
ANCHOR VOCABULARY: loud, soft, piano and forte
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): - Teacher observation - Student participation
EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com
RESOURCE SPECIFIC VOCABULARY: loud, soft, piano, forte, pianissimo, fortissimo, mezzo piano, and mezzo forte

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Second Grade
UNIT 7: Performance	TIMEFRAME: School year
PA COMMON CORE/NATIONAL STANDARDS: 9.1 9.2 9.3 9.4	
UNIT OBJECTIVES (SWBATS): Perform variety of songs learned and memorized Demonstrate appropriate behavior for context and style of music performed	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Listening Singing Movement	
ANCHOR VOCABULARY: Listening, matching pitch, memorization	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): - Teacher observation - Student participation	
EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation Attendance at public performance	
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work	
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com	
RESOURCE SPECIFIC VOCABULARY: Pitch, memorize, behavior, listening	