

LCCS Second Grade Music Curriculum Overview

Month	Unit
September-December	Unit 1:
December- March	Unit 2:
March- June	Unit 3:

Unit 1:

At a Glance: Students explore how music communicates meaning by asking: *How can I express myself through performance? What is rhythm? What informs my singing performances? How does the use of expressive elements affect personal taste? Why is form important?* They learn that music has rhythmic structure that can be felt, performed, and notated; that singers and performers make choices based on melody, rhythm, context, and expression; that expressive elements like tempo, dynamics, and articulation shape how music is experienced; that personal taste may differ from the composer’s or performer’s intent; and that musical form creates patterns and interest for the listener.

Timeline:
11 Lessons

Unit 2:

At a Glance: Students learn that music has rhythmic structure that can be felt, perceived, performed, and notated, and that music literacy symbols and solfege syllables help musicians read and perform rhythms accurately. They explore how expressive elements of music—such as tempo, dynamics, and articulation—can be combined to convey ideas, moods, and stories to the listening audience, while also realizing that personal taste may differ from a composer’s or performer’s intent. Through singing, instrumental performance, improvisation, and analysis, students examine how expressive and aesthetic choices affect musical outcomes. They also discover that form organizes rhythm, melody, and expression into patterns, creating structure and interest for the listener, and that genres reflect different traditions, instruments, and styles. Together, these understandings highlight that music is both a personal and cultural means of expression, shaped by choices in rhythm, form, and expressive qualities.

Timeline:
12 Lessons

Unit 3:

At a Glance: Students learn that music has rhythmic structure which can be felt, performed, and notated, and that scores provide melodic contour

and rhythm to guide performance. They explore how form creates patterns using rhythm, melody, and expressive elements, adding structure and interest for listeners. Through singing, playing, and movement, students discover that expressive elements such as tempo, dynamics, articulation, and silence shape musical meaning and can lead to different personal tastes, which may differ from the composer's or performer's intent. They also learn that performers make expressive choices based on historical and cultural context, and that genres reflect unique traditions, instruments, and styles. Finally, students reflect on how music impacts life, helping us understand other cultures, historical time periods, people, and ourselves.

Timeline:

12 Lessons