



Marking Period 1 (MPI)	General Music Curriculum Pacing Guide -Grade: 2
<p>MP 1</p> <p>Standards for Music Content</p>	<p>MU:Cr1.1.2 Students generate musical ideas using voice, instruments, movement, and known rhythmic and melodic patterns.</p> <p>MU:Cr2.1.2 Students organize musical ideas using rhythm patterns, pitch direction, and expressive elements.</p> <p>MU:Cr3.1.2 Students refine musical ideas through repetition, practice, and teacher-guided feedback.</p> <p>MU:Pr4.1.2 Students demonstrate understanding of rhythm patterns, pitch direction, and expressive elements through singing, movement, and instrument play.</p> <p>MU:Pr5.1.2 Students rehearse music with attention to accuracy, steady beat, expression, and appropriate performance behavior.</p> <p>MU:Pr6.1.2 Students perform music with appropriate tone, tempo, dynamics, and focus.</p> <p>MU:Re7.1.2 Students describe how music communicates ideas, moods, or stories using grade-appropriate music vocabulary.</p> <p>MU:Re8.1.2 Students interpret musical ideas by identifying patterns, changes, and expressive elements.</p> <p>MU:Cn10.1.2 Students relate musical ideas to personal experiences, stories, and classroom themes.</p> <p>MU:Cn11.1.2 Students explore how music connects to community traditions, celebrations, and cultures.</p>
<p>MP 1</p> <p>Topics</p>	<p>Review of Beat, Rhythm, and Notation Basics</p> <p>Half Notes and Extended Rhythm Patterns</p> <p>Melodic Contour and Pitch Direction</p> <p>Reading and Performing Short Rhythmic Patterns</p> <p>Form Recognition (AB, ABA, and Intro to Rondo)</p> <p>Dynamics, Tempo, and Expressive Elements</p> <p>Ensemble Performance Skills</p> <p>Cultural Songs, Traditions, and Community Connections</p> <p>Creating and Improvising Musical Ideas</p> <p>End-of-Unit Presentation and Reflection</p>

<p>MP 1</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Rhythm, Beat & Musical Form Literacy: Students read and perform quarter notes, paired eighth notes, half notes, and rests, maintain steady beat, and recognize simple musical forms such as AB and ABA. • Pitch Development & Melodic Skills: Students improve pitch accuracy through echo singing, follow melodic direction, identify high and low sounds, and begin using simple solfege patterns. • Expressive Performance & Creative Music-Making: Students perform rhythms and melodies on instruments and through movement, respond to tempo and dynamics, and create short rhythmic patterns, melodies, and simple form-based pieces. • Listening, Cultural Connections & Ensemble Growth: Students describe music using vocabulary, compare expressive elements, explore global music traditions, practice respectful ensemble behavior, and build confidence through group performance.
<p>MP 1</p> <p>Core Materials</p>	<p>Classroom Instruments</p> <ul style="list-style-type: none"> • Rhythm sticks (reading and performing rhythmic patterns) • Hand drums, frame drums, tubanos (for ensemble beat practice and call-and-response) • Egg shakers, maracas, and tambourines (timbre variation, rhythmic layering, dynamics) • Bells and small hand percussion (accent patterns, start/stop cues) • Mallet instruments: <ul style="list-style-type: none"> ○ xylophones ○ glockenspiels (for pitch echo, melodic contour, simple solfege patterns, and ostinato building) <p>Quaver Music Technology Resources</p> <ul style="list-style-type: none"> • Teacher access to full Quaver Music platform • Smartboard/interactive display for: <ul style="list-style-type: none"> ○ rhythm-reading modules ○ pitch-ear-training games ○ form-mapping activities ○ multicultural song selections ○ listening and movement exercises • Speakers/headphones for listening tasks

- Teacher laptop/tablet for launching Quaver lessons

(Used weekly for guided instruction, animated demonstrations, skill reinforcement, and formative checks)

Notation and Literacy Tools

- Rhythm flashcards with:
 - quarter notes
 - paired eighth notes
 - quarter rests
 - half notes
- Simple staff visuals for showing melodic contour (up/down movement)
- Quaver printable beat and rhythm manipulatives (cubes, rhythm blocks, form icons)
- Posters showing basic rhythmic symbols and values
- Musical form cards (A/B and ABA patterns)
- Charts showing dynamics and tempo words with visual icons

Listening Resources

- Short audio excerpts demonstrating:
 - tempo change
 - dynamics contrast
 - melodic direction
 - form patterns (AB, ABA)
- Classroom playlist of folk, children's, call-and-response, and multicultural songs
- Quaver global music library for cultural awareness, identity, and empathy building

Marking Period 2 (MPII)	General Music Curriculum Pacing Guide -Grade: 2
<p>MP 2</p> <p>Standards for Music Content</p>	<ul style="list-style-type: none"> • MU:Cr1.1.2 Students generate musical ideas using voice, instruments, movement, and known rhythmic and melodic patterns. • MU:Cr2.1.2 Students organize musical ideas using rhythm patterns, pitch direction, and expressive elements. • MU:Cr3.1.2 Students refine musical ideas through repetition, practice, and teacher-guided feedback. • MU:Pr4.1.2 Students demonstrate understanding of rhythm patterns, pitch direction, and expressive elements through singing, movement, and instrument play. • MU:Pr5.1.2 Students rehearse music with attention to accuracy, steady beat, expression, and appropriate performance behavior. • MU:Pr6.1.2 Students perform music with appropriate tone, tempo, dynamics, and focus. • MU:Re7.1.2 Students describe how music communicates ideas, moods, or stories using grade-appropriate music vocabulary. • MU:Re8.1.2 Students interpret musical ideas by identifying patterns, changes, and expressive elements. • MU:Cn10.1.2 Students relate musical ideas to personal experiences, stories, and classroom themes. • MU:Cn11.1.2 Students explore how music connects to community traditions, celebrations, and cultures.
<p>MP 2</p> <p>Topics</p>	<p>Review of steady beat and rhythm</p> <p>Rhythm patterns (ta, ti-ti, rest)</p> <p>Playing rhythm patterns on instruments</p> <p>Pitch direction and melodic contour</p> <p>Singing melodic patterns and echo songs</p> <p>Musical form: same/different sections</p> <p>Dynamics and expressive singing</p> <p>Tempo changes and movement response</p> <p>Rehearsing songs and patterns</p> <p>Informal performance and reflection</p>
<p>MP 2</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Singing, Beat & Instrument Performance: Students sing with accurate pitch and steady beat, perform and create rhythm patterns, and play classroom instruments with growing control and coordination.

	<ul style="list-style-type: none"> • Rhythm, Pitch & Musical Structure Concepts: Students distinguish steady beat from rhythm, recognize rhythmic patterns and rests, follow melodic contour, and identify dynamics, tempo, and basic musical form. • Expressive Movement & Musical Communication: Students respond to music through movement, discussion, and expressive choices that reflect character, mood, and musical ideas. • Cultural Understanding & Musical Meaning: Students recognize that music uses patterns to communicate expression and reflects stories, traditions, and cultures from around the world.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Singing voice • Classroom percussion instruments (rhythm sticks, drums, shakers) • Movement props (scarves, beanbags) • Recorded music and song repertoire • Visual rhythm, pitch, and form cards

Marking Period 3 (MP3)	General Music Curriculum Pacing Guide -Grade: 2
<p>MP 3</p> <p>Standards for Music Content</p>	<ul style="list-style-type: none"> • MU:Cr1.1.2 Students generate musical ideas using voice, instruments, movement, and known rhythmic and melodic patterns. • MU:Cr2.1.2 Students organize musical ideas using rhythm patterns, pitch direction, and expressive elements. • MU:Cr3.1.2 Students refine musical ideas through repetition, practice, and teacher-guided feedback. • MU:Pr4.1.2 Students demonstrate understanding of rhythm patterns, pitch direction, and expressive elements through singing, movement, and instrument play. • MU:Pr5.1.2 Students rehearse music with attention to accuracy, steady beat, expression, and appropriate performance behavior. • MU:Pr6.1.2 Students perform music with appropriate tone, tempo, dynamics, and focus. • MU:Re7.1.2 Students describe how music communicates ideas, moods, or stories using grade-appropriate music vocabulary. • MU:Re8.1.2 Students interpret musical ideas by identifying patterns, changes, and expressive elements. • MU:Cn10.1.2 Students relate musical ideas to personal experiences, stories, and classroom themes. • MU:Cn11.1.2 Students explore how music connects to community traditions, celebrations, and cultures.
<p>MP 3</p> <p>Topics</p>	<p>Review of rhythm patterns and steady beat</p> <p>Repeating and contrasting rhythm patterns</p> <p>Playing rhythmic ostinatos on instruments</p> <p>Melodic patterns and pitch direction</p> <p>Singing melodic patterns and partner songs</p> <p>Musical form: AB and same/different</p> <p>Dynamics and expressive singing</p> <p>Tempo changes and movement responses</p> <p>Rehearsing songs and instrumental parts</p> <p>Informal performance and reflection</p>
<p>MP 3</p> <p>Skills- Concepts</p>	<p>• Singing, Beat & Rhythmic Performance: Students sing with accurate pitch while maintaining a steady beat and performing rhythmic ostinatos and repeating patterns.</p>

	<ul style="list-style-type: none"> • Instrumental Coordination & Musical Participation: Students play classroom instruments with coordination while participating actively in ensemble music-making. • Melody, Form & Musical Elements: Students explore melodic contour and pitch direction while identifying musical form such as AB and same/different patterns along with dynamics and tempo. • Expression, Patterns & Cultural Understanding: Students understand that music is organized through repetition and contrast while recognizing how music expresses ideas and cultural traditions.
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Singing voice • Classroom percussion instruments (rhythm sticks, drums, xylophones, shakers) • Movement props (scarves, beanbags) • Recorded music and song repertoire • Visual rhythm, pitch, and form charts

Marking Period 4 (MPIV)	General Music Curriculum Pacing Guide -Grade: 2
<p>MP 4</p> <p>Standards for Music Content</p>	<ul style="list-style-type: none"> • MU:Cr1.1.2 Students generate musical ideas using voice, instruments, movement, and known rhythmic and melodic patterns. • MU:Cr2.1.2 Students organize musical ideas using rhythm patterns, pitch direction, and expressive elements. • MU:Cr3.1.2 Students refine musical ideas through repetition, practice, and teacher-guided feedback. • MU:Pr4.1.2 Students demonstrate understanding of rhythm patterns, pitch direction, and expressive elements through singing, movement, and instrument play. • MU:Pr5.1.2 Students rehearse music with attention to accuracy, steady beat, expression, and appropriate performance behavior. • MU:Pr6.1.2 Students perform music with appropriate tone, tempo, dynamics, and focus. • MU:Re7.1.2 Students describe how music communicates ideas, moods, or stories using grade-appropriate music vocabulary. • MU:Re8.1.2 Students interpret musical ideas by identifying patterns, changes, and expressive elements. • MU:Cn10.1.2 Students relate musical ideas to personal experiences, stories, and classroom themes. • MU:Cn11.1.2 Students explore how music connects to community traditions, celebrations, and cultures.
<p>MP 4</p> <p>Topics</p>	<p>Review of rhythm, beat, and melodic patterns</p> <p>Singing with expression and accurate pitch</p> <p>Playing instruments with steady beat and dynamics</p> <p>Musical form review (AB, same/different)</p> <p>Creating and improvising rhythmic patterns</p> <p>Improvising melodic patterns using sol-mi-la</p> <p>Movement and expressive response to music</p> <p>Rehearsing songs and instrumental parts</p> <p>Informal performance and sharing</p> <p>Reflection and celebration of learning</p>
<p>MP 4</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Singing, Rhythm & Instrumental Performance: Students sing with accurate pitch and steady beat while performing rhythmic and melodic patterns on classroom instruments.

	<p>• Improvisation, Creativity & Musical Ideas: Students improvise simple rhythmic and melodic ideas while exploring how musicians create and shape musical expression.</p> <p>• Musical Elements, Form & Expression: Students explore rhythm, melody, musical form, dynamics, tempo, and mood to understand how music communicates meaning.</p> <p>• Performance, Reflection & Cultural Understanding: Students demonstrate appropriate ensemble and audience behaviors while reflecting on how practice improves performance and how music expresses stories, emotions, and cultural traditions.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Singing voice • Classroom percussion and barred instruments • Movement props (scarves, ribbons) • Recorded music and song repertoire • Visual supports for rhythm, pitch, and form