

Course Title:	General Elementary Music
Grade(s):	Second Grade

Course Description
This course builds upon skills and knowledge learned in first grade music. Students extend their aural and literacy skills through their ability to read rhythms and echo/decode melodies using solfege syllables. They enhance their vocal and instrumental skills through more challenging repertoire by singing rounds and partner songs and learning to accompany themselves on classroom percussion instruments. Students continue to study expressive elements through listening and movement. Lesson content prioritizes connecting music to the real world through literature and diverse cultural songs. They attend music once a week for a 50-minute period.
Approved Curricular Materials/Textbook(s)
Repertoire has been collected from a variety of sources, including but not limited to: Conversational Solfege/First Steps in Music by John Feierabend, NEDM (New England Dancing Masters) by Peter and Mary Alice Amidon, as well as aurally collected from different musicians and conferences.

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1: Rhythm	Students will advance their rhythmic literacy. They will be able to: • Echo a variety of rhythmic patterns on non-pitched instruments by ear • Decode rhythmic patterns and translate them to Kodaly rhythm syllables (ta, ti-ti-, ta-a) • Read and perform rhythmic patterns containing quarter notes, eighth note pairs, quarter rests, and half notes • Identifying and naming quarter notes, eighth notes, quarter rests, and half notes, time signature, bar lines, measure, repeat sign, and double bar line • Create or compose rhythmic patterns under specific guidelines, with or without notation	Year long (September-June)
Unit 2: Vocal	Students will improve their vocal skills. They will be able to:	Year long

Proficiency	• Use a developmentally appropriate singing voice • Identify and perform with their head and/or chest voices • Stand or sit with, and/or describe appropriate singing posture • Perform echo, call and response, cumulative, and lyrical songs • Perform rounds and partner songs	(September-June)
Unit 3: Responding-Movement	Students will be able to respond to music through: • Choreographed (taught) movement Students will perform: • Guided movement to music in a variety of genres • Folk dances from other cultures in a variety of formations (with partners, longways set, double circle, etc.)	Year long (September-June)
Unit 4: Melody and Pitch	Students will be able to: • Echo melodic Mi Re Do and Mi Sol La patterns using solfege syllables and playing on pitched instruments • Decode a simple played or sung melody containing the Mi Re Do or Mi Sol La tone sets and translate it into solfege syllables	Year long (September-June)
Unit 5: Tempo	Students will identify and perform different speeds (tempi) of music. They will be able to: • Define tempo, allegro, adagio, moderato, accelerando, and ritardando • Listen to music and recognize tempo and changes • Perform music at a variety of tempi with purpose	Two months (April-May)
Unit 6: Instrumental Proficiency	Students will learn to accompany themselves using instruments. They will be able to: • Define and perform an ostinato using body percussion, pitched, or nonpitched instruments • Play mallet instruments with proper playing technique • Play pitched or nonpitched instruments while they or classmates sing or play other instruments	Year long (September-June)