Lehighton Area School District
Curriculum Framework

Course Title:	General Music
Content Area:	Music
Grade Level(s):	Second Grade
Course Overview:	Second Grade General Music is centered on deepening musical literacy and expanding the understanding of musical elements like melody, rhythm, form, dynamics, tempo, meter, and timbre. Students advance their reading skills to include whole and half notes and rests, building upon the quarter and eighth note patterns learned previously. They also begin to identify strong and weak beats and different meters in songs. Form receives significant attention as students differentiate between solo and chorus, and identify two-part (AB) and three-part (ABA) forms. Students are exposed to the Kodaly practice of solfege and learn the sounds and hand signs for a major scale. Appreciation expands through the study of composers, a focused look at the orchestra and its families, and a better understanding of the different timbres of instruments. Students engage in critical listening, follow listening maps, and understand how music is used to tell a story or describe a spiritual. Performance skills are continually refined through singing, movement, and steady beat and rhythms on instruments.
PA Core Standards:	Academic Standards for the Arts and Humanities
Key Course Text and Materials:	Music First
Key Assessments/Projects:	Assessments are more structured in second grade music, but they are still primarily hands-on, performance-based, and observational. Singing assessments evaluate pitch matching and tone quality. Students compose 4–8 beat rhythm patterns using notation cards or manipulatives and perform on instruments. There are also written assessments to demonstrate conceptual understanding on rhythmic and melodic symbols, instrument families, and elements such as form, tempo or dynamics.

Big Idea/Unit:	Steady beat			
Pacing:	August			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
9.1 9.2 9.3 9.4	Singing individually and in a group Exhibit ability to find the beat through eurhythmic movement. Play steady beat on various instruments Exhibit understanding of classroom rules	Steady beat	CDs	Teacher observation of students maintaining steady beat. Student performance of dance showing various movements keeping steady beat. Oral responses.

Big Idea/Unit:	Melody, verse, form, notes			
Pacing:	September			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
9.1 9.2 9.3 9.4	Continue singing individually and in a group Identify and describe a folk song Recognize and move to the beat Play steady beat on various instruments Identify a staff Understand how music notes on the staff go up and down with the melody Recognize and identify AB form Identify direction of melody Read basic quarter, eighth note patterns Identify strong and weak beats Understand the origin of the words to The Star-Spangled Banner Learn that music can tell a story Sing the Alma Mater Differentiate between steady beat and rhythm Understand the role of a composer	Steady beat Melody Verse Form Quarter Note Quarter Rest Eighth Note Solo Composer Conductor	CDs Staff Visuals	Teacher observation of students identifying meter in song. Teacher evaluation of students identifying AB form. Teacher observation of students showing the difference between beat and rhythm with movement and instrumental activities. Teacher evaluation of students reading quarter, eighth note patterns. Student vocal performance in “Doggie, Doggie, Where’s Your Bone?”

Big Idea/Unit:	Rhythm, spiritual, verse, refrain

Pacing: October				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
	Continue singing in tune individually and in a group			
	Identify and describe a folk song			
	Play steady beat on various instruments	Steady beat		
	Recognize and move to the beat	Rhythm Spiritual		
	Identify verse and refrain			
	Identify phases in a song	Verse Refrain		Teacher evaluation of students identifying AB form.
9.1 9.2 9.3 9.4	Identify and describe call and response form Identify AB form Demonstrate knowledge of basic staff nomenclature Review melodic direction	Form	CDs Worksheets	Teacher evaluation of students reading quarter, eighth note patterns. Student performance Teacher observation of proper hand signs and solfege syllable use in music
	Read basic quarter, eighth, and rest patterns.	Meter Staff		
	Identify major and minor	Major Minor		
	Distinguish between fast and slow, soft and loud, high and low			
	Sing a song to celebrate Hispanic Heritage Month			
	Understand solfege is a system used to learn and sing songs			

Big Idea/Unit: Phrase, meldoy, and tempo Pacing: November				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
	Continue singing in tune individually and in a group			
	Recognize and move to the beat			
	Play steady beat on various instruments	Steady beat		
	Identify even and uneven rhythms	Rhythm		Teacher observation of students following a listening map and identifying direction of melody.
	Read basic quarter, eighth, and rest patterns.			
	Identify similar parts			
9.1 9.2 9.3 9.4	Identify phrases Identify direction of melody Distinguish between fast and slow, soft and loud, high and low Identify a march Follow listening map	Phrase Melody Tempo	CDs Composer book Worksheets	Student performance of even and uneven rhythms. Teacher evaluation of students identifying similarities in a song. Teacher evaluation of students performing various rhythmic patterns.
	Recognize AB and ABA form	Form		

	Differentiate between major and minor	Major Minor		

Big Idea/Unit:	**Rhythm and tempo; ballet**			
Pacing:	**December**			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
9.1 9.2 9.3 9.4	Continue singing in tune individually and in a group Recognize and move to the beat Play steady beat on various instruments Identify verse and refrain Identify repeated tones Read basic quarter, eighth and rest patterns. Distinguish between fast and slow, soft and loud, high and low Demonstrate appropriate behavior during a concert Describe a ballet Explain tradition of Chanukah Recognize AB and ABA form Differentiate between major and minor Sing seasonal songs	Steady beat Verse Refrain Rhythm Tempo Ballet Form Major Minor	CDs "The Nutcracker" book "The Nutcracker" DVD Christmas Video	Teacher evaluation of students describing a ballet. Teacher evaluation of students identifying verse and refrain, and identifying repeated tones. Teacher observation of appropriate behavior during a concert. Concert performance of Christmas material. Student performance during rehearsals and concert.

Big Idea/Unit:	**Solo and chorus; orchestra**			
Pacing:	**January**			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
9.1 9.2 9.3 9.4	Continue singing in tune individually and in a group Recognize and move to the beat Play steady beat on various instruments Identify AB and ABA form Identify solo and chorus Distinguish between different styles Identify phrases and similarities (repetition and contrast) Identify various instruments in orchestra Review orchestral families Continue learning new patterns on Orff instruments	Steady beat Form Solo Chorus Style Orchestra	CDs Story book – "Meet The Orchestra" Worksheet: Instrumental Identification Composer Book	Teacher observation of students identifying different styles, identifying AB and ABA form. Teacher observation of students identifying and describing a spiritual. Worksheet (Identifying Instruments) Student performance maintaining steady beat.

	Distinguish between violin and fiddle			
	Read whole and half notes and rests			
	Read basic quarter, eighth and rest patterns	Rhythm		

Big Idea/Unit:	**Verse and refrain; chant and percussion**			
Pacing:	**February**			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
	Continue singing in tune individually and in a group			
	Identify various orchestral instruments	Orchestra		
	Identify verse and refrain	Verse Refrain		
	Identify similar phrases	Phrase		
	Identify two part form (AB) and (ABA) form	Form		Teacher observation of students describing various instruments, of students identifying a scale, identifying AB form, identifying solo/chorus.
	Play steady beat on various instruments	Stready beat		
9.1	Recognize and move to the beat		CDs	
9.2	Distinguish between chanting and singing	Chant	Teacher-Developed Worksheets	Teacher evaluation of students identifying notes and their values.
9.3				
9.4	Chant and perform body percussion	Percussion	Composer book	Coloring Worksheet: Identifying Line/Space notes
	Identify direction of melody	Melody		Student performance
	Read quarter, eighth and rest patterns			
	Read whole and half notes and rests	Scale		
	Identify music symbols			
	Review that music can tell a story	Rhythm		
	Identify steps, leaps, repeated notes			
	Identify a spiritual song	Spiritual		

Big Idea/Unit:	**Melody; whole and half notes**			
Pacing:	**March**			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
	Continue singing in tune individually and in a group			
	Identify two part form	Form		
	Identify ABA form			
	Play steady beat on various instruments	Steady beat		
	Identify solo and chorus	Solo Chorus		
9.1	Recognize and move to the beat			Teacher observation of students identifying 2&3 part form, rhythmic patterns, 3 ways in which melodies move.
9.2			CDs	
9.3	Identify 3 ways in which melodies move	Melody	Composer book	

9.3 9.4	Identify repeat sign and endings Identify and describe D.C. al Fine Continue reading quarter, eighth, and rest patterns Continue reading whole and half notes Identify dotted half note and whole note Identify steps, leaps, repeated notes	Repeat sign Whole note Half note	Rhythm cards	Student performance of song following various symbols.

Big Idea/Unit:	**Phrases, melody**			
Pacing:	**April**			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
9.1 9.2 9.3 9.4	Continue singing in tune individually and in a group Identify AB and ABA form Identify phrases Identify solo and chorus Play steady beat on various instruments Continue learning new patterns on Orff instruments Recognize and move to the beat Identify rhythmic pattern in a song Identify ways in which melodies move Continue identifying and reading various notes and rests Identify steps, leaps, repeated notes	Form Phrases Solo Chorus Steady beat Melody	CDs Composer book Rhythm Cards	Teacher observation of students identifying 2&3 part form Identifying steps, leaps and repeated tones in music. Student performance

Big Idea/Unit:	**Melody, Steady beat, Notation**			
Pacing:	**May/June**			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
9.1 9.2 9.3 9.4	Continue singing in tune individually and in a group Identify direction of melody Play steady beat on various instruments Recognize and move to the beat Identify repeat signs and D.C. al Fine Continue identifying and reading various notes and rests Demonstrate appropriate behavior during a concert	Melody Steady beat Repeat sign D.C. al Fine	CDs Video Musical Videos: “Sound of Music,” “Wizard of Oz,” and “Annie”	Teacher observation of students identifying given patterns. Worksheets (Identifying Instruments) Concert performance. Student Performance Oral responses.