

CURRICULUM MAP

Course Title: Music – 2nd Grade

UNIT/ORGANIZING PRINCIPLE:

Music Literacy

PACING:

UNIT NUMBER:

ESSENTIAL QUESTIONS:				
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>1) Sings alone and with others, a varied repertoire of music.</p> <p>2) Performs on instruments, alone and with others, a varied repertoire.</p> <p>3) Improvises melodies variations and accompaniment</p> <p>4) Composes and arranges music within specified</p>	<p>Student’s perspective:</p> <p>I can count and clap whole, half, and quarter notes and rests.</p> <p>I can identify a barline in music.</p> <p>I can sing music in allegro and adagio tempos.</p> <p>I can name the notes on Treble Clef from middle C to G.</p> <p>I can identify brass instruments and show how a sound is made.</p> <p>I can identify West African</p>	<p>1. Sing simple ostinatos, partner songs, and rounds.</p> <p>Performs songs individually and in groups that are age appropriate.</p> <p>Recognizes and performs melodic contour in music (up/down/same).</p> <p>Sings expressively and with good voice quality.</p> <p>Uses</p>	<p>Tempo</p> <p>Rhythm</p> <p>Quarter Notes</p> <p>Eighth Notes</p> <p>Half Notes</p> <p>Whole Notes</p> <p>Rests</p> <p>Half Notes</p> <p>Do-re-mi-so-la.</p> <p>Pitch</p>	<p>Perform a repertoire of songs, including patriotic and seasonal.</p> <p>Echo simple rhythms.</p> <p>Perform in groups following cues of the conductor.</p> <p>Differentiate between nature, man-made and animal sounds.</p> <p>Differentiate between singing, whispering</p>

<p>guidelines.</p> <p>5) Reads and notates music.</p> <p>6) Listening to, analyzing, describing and responding to music.</p> <p>7) Evaluating music and music performances</p> <p>8) Understands the relationship between music, history and culture.</p>	<p>music from other music.</p> <p>I can sing and play simple rhythmic or tonal patterns by reading simple music notation.</p> <p>I can sing with others music from different cultures.</p> <p>I can sing do, re, mi, fa, sol, la using hand signals.</p> <p>I can perform easy accompaniments using barred instruments.</p> <p>I can perform music created for ceremonial, recreational and artistic expression.</p> <p>Teacher's perspective:</p> <p>Student can show steady beat through feet and hands.</p> <p>Identify and demonstrate quarter notes, 8th notes, quarter rests, half notes.</p> <p>Identify and perform</p>	<p>appropriate voice quality and volume.</p> <p>Develops positive singing habits (i.e. relaxed shoulders/breath support) through teacher demonstration.</p> <p>2. Perform simple melodic and instrumental ostinato parts while others sing. Performs on instruments with a steady beat. Follows tempo markings in music. (i.e. fast, slow) Perform the beat and simple rhythmic patterns with a variety of instruments and sound sources.</p> <p>3. Improvise simple rhythmic</p>	<p>Dynamics</p> <p>Composer</p> <p>Conductor</p> <p>Improvise</p> <p>Jazz</p>	<p>Identify genres: (i.e. marches, lullabies).</p> <p>Identify and demonstrate appropriate listening behavior during a classroom or outside performance.</p> <p>Improvise short rhythmic patterns.</p> <p>Identify musical opposites (i.e. fast/slow, soft/loud).</p> <p>Identify pitched/non-pitched musical instruments.</p> <p>Identify musical phrases.</p> <p>Identify ostinati.</p> <p>Celebrate music/culture of:</p>
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	<p>melodies with do-re-mi-so-la.</p> <p>Identify and perform a repeat sign.</p> <p>Match pitch vocally and with piano.</p> <p>Follow conductor's cues: soft, loud, start, stop.</p> <p>Students perform in area music performances.</p>	<p>and melodic patterns using a variety of classroom instruments.</p> <p>Improvise melodically using a pentatonic scale appropriate for the piece of music.</p> <p>Improvise rhythmically using quarter and eighth notes.</p> <p>Improvise short instrumental pieces using a variety of sound sources.</p> <p>4. Create original lyrics, introductions and codas.</p> <p>Will create a four-measure introduction and coda, given a set of musical notes and rhythmic values.</p> <p>Create the text of a</p>		<p>African American history</p> <p>Spanish (5 May)</p> <p>Irish (St. Patrick's Day)</p> <p>Easter</p> <p>Thanksgiving</p> <p>Kwanza</p> <p>Christmas</p> <p>Hanukkah</p> <p>Veteran's Day</p> <p>Compose jingle music/lullabies</p> <p>Study music of Middle Ages, Renaissance, Baroque, Classical, Romantic, and Contemporary Periods.</p>
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		<p>four-line song with the use of rhyming words in lines two and four.</p> <p>Create and arrange short songs and instrumental pieces. Using preset guidelines are able to choose notes and rhythms to compose a short song.</p> <p>5. Read and write simple rhythmic and melodic patterns using non-standard and standard symbols. Recognize non-standard and standard rhythm symbols representing long and short sounds.</p> <p>6. Read and notate simple rhythm patterns using non-standard symbols.</p>		
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		<p>Will differentiate between long and short sounds and have the ability to notate them with pictures and drawings.</p> <p>Recognize and notate simple rhythm patterns using standard notation. Recognition of quarter notes, eighth notes, and half notes when listening and viewing music.</p> <p>Use standard and non-standard symbols to show simple melodic direction. Read melodic direction using symbols that represent up, down and stays the same. Recognizes steps, skips, and repeated notes on a staff.</p>		
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		<p>7. Differentiate between styles of music Demonstrates and applies knowledge of musical styles</p> <p>Identifies basic forms Recognizes AB and is able to label the A and B sections</p> <p>8. Describe how music is used in various cultures and daily life. Relates music of other cultures to their own culture to discover similarities.</p> <p>Identify examples of music from various historical periods and cultures.</p>		
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