

**Second Grade Standards**

**Music**

**Course Overview:** Second grade music meets two to three times a week for 42 minutes each class. Through playful activities and games children are given an opportunity to explore many forms of music. These activities may include: singing in groups and by themselves, playing simple melodic and rhythmic instruments (shakers, rhythm sticks, drums, glockenspiels, jingle bells, tambourines, etc.), reading simple, yet progressively more advanced notation, exploring different musical styles by listening, moving to an d describing them. The children will also perform in the elementary winter and spring programs.

**Unit 1: Pitch Explorations (18 weeks)**

**Description:** Second grade music meets two to three times a week for 45 minutes each class. Through playful activities and games children are given an opportunity to explore many forms of music. These activities may include: singing in groups and by themselves, playing simple melodic and rhythmic instruments (shakers, rhythm sticks, drums, glockenspiels, jingle bells, tambourines, etc.), reading simple, yet progressively more advanced notation, exploring different musical styles by listening, moving to and describing them. The children will also perform in the elementary winter and spring programs.

**Standards**

1. I can sing independently, on pitch within an appropriate range, maintaining good posture, good tone quality and keeping a steady temp. MUS.A.4.1
2. I can sing expressively with appropriate dynamics and phrasing. MUS.A.4.2
3. I can sing a varied repertoire of songs representing genres and styles from diverse cultures. MUS.A.4.3
4. I can sing ostinato and partner songs. MUS.A.4.4
5. I can sing in groups, blending vocal timbres and responding to the cues of the conductor. MUS.A.4.5
6. I can play on pitch and maintain a steady tempo. MUS.B.4.1
7. I can play classroom instruments expressively with dynamics. MUS.B.4.1, MUS.B.4.3
8. I can play easy melodic patterns expressively on classroom instruments. MUS.B.4.2
9. I can play expressively a varied repertoire of music representing diverse genres and styles. MUS.B.4.3
10. I can echo short melodic patterns. MUS.B.4.4
11. I can improvise answers in the same style to given melodic questions. (upward/ downward, solfege). MUS.C.4.1
12. I can create music to accompany readings and dramatizations with dynamics. MUS.D.4.1
13. I can read simple melodic notation including *do re mi so la.* MUS.E.4.2
14. I can identify phrases and sections of music that are the same, similar, and/or different.F.4.1
15. I can use appropriate terminology (forte/piano) in explaining music performances. MUS.F.4.4, MUS.G.4.2
16. I can identify a variety of vocal timbres including heavy, light, men’s, women’s children’s singing, speaking, whispering, and shouting. MUS.F.4.5
17. I can respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. MUS.F.4.6

**Unit 2: Rhythmic Exploration (18 weeks)**

**Description:** In this unit students will distinguish between higher and lower pitches, identify upward and downward pitch movement, vocal tone colors, and identify between piano and forte. Students will also learn to read, notate and sing *do, re, mi, so* and *la.* We will use several different activities to achieve these unit objectives such as learning and listening to songs with a d without words, movement exploration, and playing instruments. During this unit students will also learn how to sing independently on pitch, in rhythm, with appropriate timbre, diction and posture. Students should also be able to sing expressively with proper dynamics, phrasing and interpretation. Singing will be done as an n entire class with some solo dinging for each child. Every child will be able to find his/her voice in a fun safe way through classroom songs and games.

**Standards**

1. The students will play in rhythm and maintain a steady tempo. MUS.B.4.1
2. The students play in rhythm and maintain different tempos. MUS.B.4.1
3. The students play in different meters and maintain a steady tempo MUS.B.4.1
4. The students read and play simple rhythmic patterns. MUS.B.4.1, MUS.E.4.1
5. The students will play easy rhythmic patterns expressively on classroom instruments. MUS.B.4.2
6. The students play easy rhythmic patterns in different meters on classroom instruments. MUS.B.4.2
7. The students play expressively a varied repertoire of music representing diverse genres and styles. MUS.B.4.4
8. The students echo short rhythmic patterns. MUS.B.4.4
9. The students echo short rhythmic patterns in different meters MUS.B.4.4
10. The students improvise answers in the same style to given rhythmic questions. MUS.C.4.1
11. The students create and arrange music to accompany readings and dramatizations in different tempos. MUS.D.4.1
12. The students use a variety of sound sources when composing music. MUS.D.4.3
13. The students read simple notation patterns with quarter notes, eighth notes and quarter rests. Students will be introduced to the half note. MUS.E.4.1, MUS.E.4.2
14. The students read simple rhythmic notation patterns in duple meter. MUS.E.4.2
15. The students identify phrases and sections of music that are the same, similar, and/or different. MUS.F.4.1
16. The students respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. MUS.F.4.6
17. The students respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music (walking, jogging, galloping, skating). MUS.F.4.6
18. The students respond through purposeful movement demonstrating fast and slow. MUS.F.4.6
19. The students read and play simple rhythmic patterns.

**Unit 3: Expressive Movement (18 weeks)**

**Description:** In this unit students will choose movements to accompany music showing the different concepts we are learning. As second graders the students will perform organized fold and group dances as well. Students will move to help aid their learning of quarter, eighth and half notes, equal and unequal meter, steady beat and fast and slow. We will use several different manipulatives such as scarves and beanbags as well.

**Standards**

1. The students will identify phrases and sections of music that are the same, similar and/or different and move appropriately. MUS.F.4.1
2. The students will demonstrate perceptual skills by responding to music of various styles representing diverse cultures. MUS.F.4.3
3. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. MUS.F.4.6
4. The students will respond through purposeful movement to show quarter, eighth, and half note beats. MUS.F.4.6
5. The students will create movement to match the characteristics of the music. They will also have the opportunity to create movements to match readings and story songs. MUS.F.4.6
6. The students will work together with others to successfully perform a dance. MUS.F.4.6, MUS.G.4.3, MUS.H.4.2, MUS.I.4.5

**Unit 4: Creating and Improvisation (4 Weeks)**

**Description:** In this unit students will create music to accompany readings and classroom songs. Students will be given simple guidelines to help them create simple 4-beat phrases using quarter notes, eighth notes, quarter rests and half notes. We will use a variety of sound sources such as classroom instruments, body percussion and movements. We will also play question/answer games with our singing voices and classroom instruments. In addition, students will have the opportunity to sing and play ostinato patterns.

**Standards**

1. The students will play on pitch, in rhythm, and maintain a steady tempo. MUS.B.4.1
2. The students will play easy rhythmic and melodic patterns expressively on classroom instruments. MUS.B.4.2
3. The students will pay a varied repertoire of music representing diverse genres and styles. MUS.B.4.3
4. The students will echo short rhythmic and melodic patterns. MUS.B.4.4
5. The students will improvise answers in the same style to given rhythmic and melodic questions. MUS.C.4.1
6. The students will create and arrange music to accompany readings and dramatizations. MUS.D.4.1
7. The students will create and arrange short songs and instrumental pieces within specified guidelines. MUS.D.4.2
8. The students will use a variety of sound sources when composing and arranging music.MUS.D.4.3

**Unit 5: Music Reading and Notation (6 Weeks)**

**Description:** In this unit students will develop recognition of the notation for quarter notes, eighth notes and quarter rests. They will also be introduced to the half note and the dotted half note. In addition students will be able to identify the repeat sign and the tie. Students will also create listening maps and notate 4-beat, measure phrases. Melodically the students will be able to recognize and use *do, re, mi, so* and *la.*

**Standards**

1. The students will create and arrange music to accompany readings and dramatization. MUS.D.4.1
2. The students will create and arrange short instrumental pieces within specified guidelines. MUS.D.4.2
3. The students will use a variety of sound sources when composing and arranging. MUS.D.4.3
4. The students will ready rhythmic patterns using quarter notes, eighth notes, quarter rests and half notes. MUS.E.4.1
5. The students will read simple melodic patterns with *do, re, mi, so* and *la.* MUS.E.4.2
6. The students will identify and understand music symbols correctly when performing (repeat, tie, da capo al fine). MUS.E.4.3
7. The students will identify phrases and sections of music that are the same, similar, and/ or different. MUS.F.4.1

**Unit 6 Listening and Evaluating (9 Weeks)**

**Description:** Students will listen to music from many different genres, styles and cultures. Students will develop listening skills by identifying for AB and ABA. Students will be able to identify by sound each family of unpitched instruments (shakers, metals, drums and woods). They will express the feeling of the musical concepts they hear. Students will demonstrate their understanding through conversation, pictures and movement.

**Standards**

1. The students will identify phrases and sections of music that are the same, similar, an/ or different. MUS.F.4.1
2. The students will identify simple forms (AB and ABA). MUS.F.4.2
3. The students will demonstrate perceptual skills by responding to music of various styles representing diverse cultures. MUS.F.4.3
4. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. MUS.F.4.6
5. The students will evaluate their own musical performance. MUS.G.4.3
6. The students will demonstrate audience behavior appropriate for the context and style of music performed. MUS.I.4.1
7. The students will identify the sounds of the unpitched instrument families (shakers, woods, metals, and drums). MUS.I.4.2

**Unit 7 Concert Preparation (8 Weeks)**

**Description:** In this unit the students will prepare two concerts (winter and spring). Each unit will last approximately three weeks. The students will prepare three songs to showcase their talents in singing, possible instrumentation, and choreography.

**Standards**

1. The students will sing independently, on pitch within an appropriate age range, maintaining good posture, good tone quality, and keeping a steady tempo. MUS.A.4.1
2. The students will sing expressively with appropriate dynamics and phrasing. MUS.A.4.2
3. The students will sing a varied repertoire of songs representing genres and styles from diverse cultures. MUS.A.4.3
4. The students will sing in groups, blending vocal timbres and responding to the cues of the conductor. MUS.A.4.5
5. The students will on pitch, in rhythm with the group. MUS.B.4.1
6. The students will play easy rhythmic and melodic patterns accurately and independently. MUS.B.4.2
7. The students will play a varied repertoire of songs representing genres and styles from diverse cultures. MUS.B.4.3
8. The students will be able to play in groups, blending timbres, matching dynamic levels and responding to the cues of a conductor. MUS.B.4.6
9. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while singing. MUS.F.4.6
10. The students devise criteria for evaluating performances and compositions. MUS.G.4.1
11. The students will evaluate the quality of their performance and offer constructive suggestions for improvements. MUS.G.4.2
12. The students will demonstrate audience behavior appropriate for the context and style of music performed. MUS.I.4.1