

Music (Second Grade) Quarter 1

PART ONE - First 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter.

Standard 1 Singing

1.1.1 Sing pentatonic songs accurately.

Standard 2 Playing Instruments

2.1.1 Maintain a steady beat independently.

2.1.3 Maintain a steady beat in group A while group B plays a simple rhythm.

Standard 5 Reading and Notating

5.1.1 Interpret and perform iconic notation for one sound on a beat, two sounds on a beat, or no sounds on a beat.

5.3.1 Notate, with iconic notation, rhythm patterns containing one sound on a beat, two sounds on a beat, and no sound on a beat.

Standard 7 Evaluating

7.2.1 Discuss appropriate audience behaviors during a performance.

7.2.2 Demonstrate appropriate audience behaviors during a performance.

7.2.3 Evaluate audience behaviors exhibited during a performance.

Standard 8 Interdisciplinary Connections

8.2.1 Explore common elements between music and language arts.

8.2.2 Identify common elements between music and language arts.

8.2.3 Recognize similarities and differences between music and language arts.

Content:

*** Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.***

- Rules and Procedures
- Expectations for student behavior.
- Expectations for student performance.
- Entering and exiting room.
- Expectations for instrument playing.
- Sing, with others, a simple pentatonic song (words, pitches, rhythm).
- Sing, alone, a simple pentatonic song (words, pitches, rhythm).
- Maintain a steady beat independently.
- Play, accurately, an eight-beat rhythm pattern.
- Read and perform an eight-beat rhythm pattern written in iconic notation for one sound per beat, two sounds per beat, or not sounds per beat.
- Notate an eight-beat rhythm pattern written in iconic notation for one sound per beat, two sounds per beat, or not sounds per beat.
- Demonstrate sitting quietly, listening attentively, and applauding at appropriate times during a performance.
- Identify rhyming words in a song, poem, and/or story.
- Identify the number of syllables in selected words from a song, poem, or spoken ostinato.

<p>PART TWO - Second 4.5 Weeks <i>**The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs**</i></p>		
<p>Power Standards: N/A</p>	<p>Student Performance Indicators (SPIs): <i>**It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter. **</i></p> <p><u>Standard 1 Singing</u> 1.1.2 Sing pentatonic and diatonic songs accurately. 1.1.3 Sing pentatonic and diatonic songs accurately with good vocal technique. 1.2.1 Exhibit correct singing posture.</p> <p><u>Standard 2 Playing Instruments</u> 2.1.2 Play simple rhythm patterns in duple meter.</p> <p><u>Standard 3 Improvising</u> 3.1.1 Improvise appropriate sounds using voice, body percussion, or classroom instruments within teacher-provided parameters to accompany a song, poem, or story. 3.3.1 Improvise movements appropriate to teacher-selected song, poem, story, or listening example. 3.3.2 Improvise, in a group, appropriate movements to show selected musical forms and/or expressive qualities. 3.3.3 Improvise, individually, appropriate movements to show selected musical forms and/or expressive qualities.</p> <p><u>Standard 5 Reading and Notating</u> 5.2.1 Recognize and perform iconic notation for high, middle, and low sounds. 5.2.2 Read and perform iconic notation for simple melodic patterns.</p> <p><u>Standard 9 Historical and Cultural Connections</u> 9.1.1 Perform songs and singing games from various historical periods and cultures. 9.1.2 Recognize that musical examples come from different historical periods and cultures. 9.1.3 Discuss and understand the cultural/historical context of a musical example.</p>	<p>Content: ** Continue to review and reinforce content from the first 4.5 weeks of this first quarter. <i>Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**</i></p> <ul style="list-style-type: none"> • Sing, with others, a simple pentatonic and diatonic song (words, pitches, rhythm). • Sing, alone, a simple pentatonic and diatonic song (words, pitches, rhythm). • Sing a song exhibiting good posture. • Improvise, using a given rhythm, vocally or on a barred instrument set up in a pentatonic scale. • Improvise appropriate movements to show changes in a musical selection. • Perform a short melody using so-mi-la following iconic notation provided by the teacher. • Recognize that a given song comes from another culture and appropriately identify.

Music (Second Grade) Quarter 2

PART ONE - First 4.5 Weeks

The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.*

*The standards listed below may be used to create common formative assessments for this academic quarter.***

Standard 1 Singing

1.2.2 Exhibit correct singing posture and open mouth.

1.2.3 Exhibit correct singing posture, open mouth, and good tone.

Standard 2 Playing Instruments

2.2.1 Demonstrate correct technique for holding instruments and/or mallets.

2.2.2 Demonstrate correct technique for playing instruments.

2.2.3 Play instruments with correct technique producing a good tone.

Standard 5 Reading and Notating

5.1.2 Read and perform traditional notation for quarter note, paired eighth notes, and quarter rest.

5.3.2 Notate, with traditional notation, rhythm patterns containing one sound on a beat, two sounds on a beat, and no sound on a beat.

Standard 6 Listening, Analyzing, Describing

6.1.1 Respond to same and different within a musical selection.

6.1.2 Recognize same and different sections within a two-section musical selection.

6.1.3 Recognize same and different sections within extended musical selections. (e.g., ABA, Rondo form)

Content:

**** Continue to review and reinforce content from Quarter 1.** Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**

- Sing a song exhibiting good posture and an open mouth.
- Demonstrate correct technique for playing selected instruments.
- Read and perform an eight-beat rhythm pattern written in traditional notation using quarter notes, paired eighth notes, and/or quarter rests.
- Notate, using manipulatives to represent traditional notation, a four-beat rhythm pattern (quarter notes, paired eighth notes, and/or quarter rests).
- Label, using manipulatives, sections within a musical selection as same or different.

PART TWO - Second 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.*

*The standards listed below may be used to create common formative assessments for this academic quarter. ***

Standard 3 Improvising

3.1.2 Improvise, on pitched instruments (pentatonic) and/or vocally, using a given rhythm pattern.

3.1.3 Improvise, on pitched instruments (pentatonic) and/or vocally, using the rhythm of a song or poem.

Standard 6 Listening, Analyzing, Describing

6.2.1 Recognize individual instruments and identify how sound is produced.

6.2.2 Recognize classroom instruments, by sight and sound, and classify into families.

6.2.3 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families.

6.3.1 Describe how fast/slow and/or loud/soft affect the mood of music.

6.3.2 Label tempo as fast/slow and dynamics as loud/soft.

6.3.3 Identify and use musical terminology to describe expressive qualities.

Standard 8 Interdisciplinary Connections

8.1.1 Experience music and dance, theatre, and/or visual art.

8.1.2 Explore common elements between music and dance, theatre, and/or visual art.

8.1.3 Identify common elements between music and dance, theatre, and/or visual art.

Content:

**** Continue to review and reinforce content from Quarter 1 and the first 4.5 weeks of this Quarter.**

*Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.***

- Improvise, using a given rhythm, vocally or on a barred instrument set up in a pentatonic scale.
- Identify, by sight, selected instruments. Identify, by sound, selected instruments.
- Classify selected percussion instruments into families (e.g., wood/metal, strike/shake/scrape, pitched/unpitched) as determined by the teacher.
- Identify the tempo of a music selection as fast/slow in response to the teacher prompt of "Describe the tempo..." Identify the dynamics of a music selection as loud/soft in response to the teacher prompt of "Describe the dynamics..."
- Identify common elements between music and other arts disciplines (e.g., pattern, movement, sequence).

Music (Second Grade) Quarter 3

PART ONE - First 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.*

*The standards listed below may be used to create common formative assessments for this academic quarter.***

Standard 1 Singing

- 1.3.1 Speak, in a group, a vocal ostinato to accompany a poem or song.
- 1.3.2 Speak/sing, in a group, a vocal ostinato while the teacher speaks a poem or sings a melody.
- 1.3.3 Sing, in a group, a vocal ostinato while the teacher sings a melody.

Standard 2 Instruments

- 2.3.1 Play a simple ostinato.
- 2.3.2 Play a simple ostinato in a group to accompany a poem/song.

Standard 5 Reading and Notating

- 5.1.2 Read and perform traditional notation for quarter note, paired eighth note, and quarter rest.
- 5.1.3 Read and perform traditional notation for half note, quarter note, paired eighth note, and quarter rest.
- 5.3.2 Notate, with traditional notation, rhythm patterns using quarter note, paired eighth notes, and quarter rest.

Standard 4 Composing

- 4.1.1 Create and demonstrate a four-beat rhythm pattern.
- 4.1.2 Create and demonstrate a four-beat rhythm composition using quarter notes, paired eighth notes, and/or quarter rests.
- 4.2.1 Create and demonstrate a composition using high and low sounds.

Content:

**** Continue to review and reinforce content from Quarter 1.** Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students. **

- Speak, in a group, a vocal ostinato while the teacher speaks a poem.
- Play, in a group, a rhythm ostinato to accompany a poem.
- Read and perform an eight-beat rhythm pattern written in traditional notation using half notes, quarter notes, paired eighth notes, and/or quarter rests.
- Notate, using manipulatives to represent traditional notation, a four-beat rhythm pattern (quarter notes, paired eighth notes, and/or quarter rests).
- Create, and repeat, a four-beat rhythm composition, following teacher guidelines.

PART TWO - Second 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter. ***

Standard 2 Instruments

2.3.3 Play a melodic ostinato to accompany a song.

Standard 5 Reading and Notating

5.2.1 Recognize and perform iconic notation for high, middle, and low sounds.

5.2.2 Read and perform iconic notation for simple melodic patterns.

5.2.3 Read and perform traditional notation for simple melodic patterns.

Standard 4 Composing

4.3.1 Create a simple introduction for a given piece.

4.3.2 Create a simple coda for a given piece.

4.3.3 Create a simple introduction and coda for a given piece.

Standard 6 Listening, Analyzing, Describing

6.4.1 Recognize phrases.

6.4.2 Recognize that phrases are same or different rhythmically. Recognize that phrases are the same or different melodically.

6.4.3 Recognize that phrases are the same or different rhythmically and melodically.

Content:

**** Continue to review and reinforce content from Quarter 1 and the first 4.5 weeks of this Quarter.**

*Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.***

- Play, in a group, a rhythm and a melodic ostinato to accompany a poem.
- Perform a short melody using so-mi-la following iconic notation provided by the teacher.
- Create an introduction for a song or poem, following teacher guidelines.
- Create a coda for a song or poem, following teacher guidelines.
- Identify selected phrases as same or different rhythmically.
- Identify selected phrases as same or different melodically.

Subject (Second Grade) Quarter 4

PART ONE - First 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter.

Standard 7 Evaluating

- 7.1.1 Discuss a musical performance using teacher-given criteria.
- 7.1.2 Discuss a musical performance using grade-appropriate music vocabulary.
- 7.1.3 Discuss classroom performances (visually and aurally) using grade appropriate vocabulary.

Standard 4 Composing

- 4.1.3 Create and demonstrate an eight-beat rhythm composition using quarter notes, paired eighth notes, and/or quarter rests.
- 4.2.2 Create and demonstrate a composition using so and mi.
- 4.2.3 Create and demonstrate a composition using so, mi, and la.

Standard 3 Improvising

- 3.2.1 Improvise vocal sounds and/or melodic phrases appropriate to a teacher-selected song, poem, or story.
- 3.2.2 Improvise, vocally, short melodic phrases in response to simple musical questions.
- 3.2.3 Improvise a vocal phrase within teacher-given parameters.

Content:

*****Continue to review and reinforce content from Quarter 1, 2 and 3. Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.*****

- Identify several features, selected from options provided by the teacher, observed and/or heard during a performance (e.g., fast/slow, loud/soft, standing up straight, instruments).
- Create, and repeat, an eight-beat rhythm composition, following teacher guidelines.
- Create, and repeat, a four-beat melodic composition, following teacher guidelines.
- Improvise, vocally, short melodic phrases in response to simple musical questions sung by the teacher.

PART TWO - Second 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.*

*The standards listed below may be used to create common formative assessments for this academic quarter. ***

Review and Reinforce:

Standard 1 Singing

Standard 2 Instruments

Standard 3 Improvising

Standard 4 Composing

Standard 5 Reading and Notating

Standard 6 Listening, Analyzing, and Describing

Standard 7 Evaluating

Standard 8 Connections with the other arts and other disciplines

Standard 9 Historical and Cultural Connections

Content:

****Continue to review and reinforce content from Quarter 1, 2, and 3.** Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**

Review and Reinforce:

1. Singing
 - ✓ Correct singing technique.
 - ✓ Ostinato
 - ✓ So, mi, la pitches
2. Instruments
 - ✓ Correct playing technique.
 - ✓ Playing from notation, improvising.
3. Improvising
 - ✓ Improve rhythmic and non-rhythmic sounds using body percussion and percussion instruments.
 - ✓ Improve random and selected vocal sounds.
 - ✓ Improve movement.
 - ✓ Improve melodic sounds.
4. Composing
 - ✓ Create and demonstrate a composition using a variety of sounds.
5. Reading and notating
 - ✓ Read and notate rhythm patterns using traditional notation for quarter notes, paired eighth notes, half notes, and quarter rests.
6. Listening, Analyzing, and Describing
 - ✓ Review of form
 - ✓ Review of phrasing
 - ✓ Review of instrumental music (musical elements)
7. Evaluating
 - ✓ Evaluate performances
 - ✓ Demonstrate appropriate audience behavior
8. Connections with the other arts and other disciplines
 - ✓ Connections with visual art, theater, dance
 - ✓ Connections with language arts
9. Historical and Cultural Connections
 - ✓ Sing songs and play games from other cultures.
 - ✓ Explore music from various historical periods.