

Brandon Valley School District
Music
Scope and Sequence
Grade: 2
Creating

Timeline (Days)	Standard(s)
7 Days (10%)	2.MU.Cr.1.1.a With minimal guidance, improvise rhythmic and melodic patterns and musical ideas for a specific purpose.
	2.MU.Cr.1.1.b With minimal guidance, generate musical patterns and ideas within the context of a given tonality and meter.
	2.MU.Cr.2.1.b With minimal guidance, use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.
	2.MU.Cr.2.1.a With minimal guidance, demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
	2.MU.Cr.3.1.a With minimal guidance, interpret and apply personal, peer, and teacher feedback to refine personal musical ideas.
	2.MU.Cr.3.2.a With minimal guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

Performing

Timeline (Days)	Standard(s)
40 Days (55%)	2.MU.Pr.6.1.a With minimal guidance, perform music, alone and with others, for a specific purpose with expression and technical accuracy.
	2.MU.Pr.4.3.a With minimal guidance, demonstrate understanding of expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style) and how creators use them to convey expressive intent.
	2.MU.Pr.4.2.b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
	2.MU.Pr.6.1.b Perform appropriately for the audience and purpose.
	2.MU.Pr.6.1.c Display audience etiquette appropriate for the context, venue, and genre
	2.MU.Pr.5.1.b With minimal guidance, rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.
	2.MU.Pr.5.1.a With minimal guidance, apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.
	2.MU.Pr.4.2.a With minimal guidance, demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.
	2.MU.Pr.4.1.a With minimal guidance, demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

Responding

Timeline (Days)	Standard(s)
22 Days (30%)	2.MU.Re.7.2.a With minimal guidance, describe how specific music concepts are used to support a specific purpose in music.
	2.MU.Re.8.1.a With limited guidance, demonstrate and identify expressive qualities (such as dynamics, tempo, style, and articulation) and how they support creators'/performers' expressive intent.
	2.MU.Re.7.1.a With minimal guidance, explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.
	2.MU.Re.9.1.a With minimal guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

Connecting

Timeline (Days)	Standard(s)
4 Days (5%)	2.MU.Cn.11.1.a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
	2.MU.Cn.10.1.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

*Pink-priority, Yellow-supporting, Green-supplementary;

*30 minute class periods. Grades 1-4 attend two days per week.

Notes Q1 Common curriculum materials: vendor/pg number, common assessments, common intervention/enrichment activities, other

- Quarter 1: Steady Beat, Weak & Strong Beats, Meters, Rhythm, Ostinatos, Veterans Programming, Beethoven, Halloween

Notes Q2

- Quarter 2: Voices, Solfege, Melodic Direction & Phrases, Scale, Baroque, Veterans Performance, Thanksgiving

Notes Q3

- Quarter 3: Notes & Rests, Crescendo & Decrescendo, Dynamics, Orchestra, Brass, Haydn, St Patrick's Day/Irish Music, Valentines

Notes Q4

- Quarter 4: Rhythm, Melody, Lyrics, Form, Year-End Review, Spring