Summit Public Schools
Summit, New Jersey
Grade Level: 2 / Content Area: General Music

Overview: The primary purpose of the music curriculum is to provide a continuous program of education that makes an important contribution toward developing the cultural, historical and aesthetic value of music for all students. Each student in the Summit elementary schools (grades 1-5) will have the opportunity to explore and develop their own musical potential, learn to value the various qualities of music and understand the contribution and importance of music to daily life.

Vocal/general music is offered to all children in grades 1-5. Students in these grades receive one 45-minute class per week.

The Summit Music Department recognizes the diversity of our student population and is committed to making every student's musical experience meaningful. At each grade level, the students will be given experiences in each of eight major areas of study: singing, movement, playing instruments, listening, reading, writing, improvisation and composition. These experiences will be chosen with careful attention to the developmental characteristics of children at each grade level and with cognizance of and sensitivity to the differing musical abilities of each child. Activities and musical content will reflect the cultural diversity of the community by including a wide range of works from different cultures and ethnic groups. Varied repertoire and experiences will allow our diverse students to be consistently challenged.

Note: The curriculum, based on the New Jersey State Standards, is organized by artistic process with the intent that each of the four processes will be infused, as applicable, throughout the units of study.

Grade 2 General Music

Artistic Process: Creating

Big Ideas: *Course Objectives/Content Statement(s)*

- Anchor Standard 1 (AS1) - Generating and conceptualizing ideas
- Anchor Standard 2 (AS2) - Organizing and developing ideas
- Anchor Standard 3 (AS3) - Refining and completing products

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
- AS1 - How do musicians generate creative ideas? - AS2 - How do musicians make creative decisions? - AS3 - How do musicians improve the quality of their creative work? - When is creative work ready to share?	- AS1 - The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. - AS2 - Musicians' creative choices are influenced by their expertise, context, and expressive intent. - AS3 - Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lesson ideas
Students will: 1.3A.2,Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. 1.3A.2,Cr2a:. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. 1.3A.2,Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas 1.3A.2.Cr3a: Interpret and apply personal, peer, and teacher feedback to revise personal music. 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.	**Guiding Practices:** - Imagine - Plan - Make - Evaluate - Refine **Sample Lesson ideas:** - Students will explore music through singing, moving, playing, listening and composing. - Students will explore music through social actions (circle games, taking turns). - Movement activity (i.e."Fall" from Vivaldi's "Four Seasons"). Create, revise and share movement ideas (alone, or in small groups) to convey expressive intent.

Career-Ready Practices **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	• Improvise short rhythm and tonal patterns (with or without words) alone or over an ostinato beat • Notate improvised short rhythmic and tonal patterns using iconic or standard notation. • Create a musical piece to express intent (i.e. place, animal, character, emotion) using vocal skill, classroom/found sounds or digital audio sound
Differentiation	**Sample Assessments**
Interdisciplinary Connections: • Social games, dances and activities that focus on community and working together. • Emotional expression through music • Sound and science connection • Poetry in lyrics • Geographical and historical context of music • Music and math connection **Technology Integration:** • Recorded listening examples • Video and YouTube examples • Chrome music lab • Flipgrid • Google Classroom **Media Literacy Integration:** • Web access of quality performances • Use of online platforms (such as FlipGrid and Chrome Music Lab) **Global Perspectives:**	**Formative Assessments:** • Verbal responses (i.e. classroom discussions, singing independently and in small/large groups both with and without solfege) • Rhythmic responses using instruments or hands ((i.e. rhythm sticks or clapping) • Movement response (i.e. creative, beat on body or basic percussion instruments) • Chrome Music Lab Compositions **Summative Assessments, Projects, and Celebrations:** • In class performance of created musical work • Student music journal • Student recorded audio and/or video performances (Gallery walk) using Chrome Music Lab and/or Flip Grid

- Games, songs, dances and instruments from a wide variety of cultures and countries around the world.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or	Increase opportunities to engage in active	Individualized assessment tools based on student

electronic device	academic responding	need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Artistic Process: Performing

Big Ideas: *Course Objectives/Content Statement(s)*

- Anchor Standard 4 (AS4) - Selecting, analyzing, and interpreting work.
- Anchor Standard 5 (AS5) - Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 6 (AS6) - Conveying meaning through art.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
- AS4 - How do performers select repertoire? - AS5 - How do musicians improve the quality of their performance? - AS6 - When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	- AS4 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. - AS5 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. - AS6 - Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lesson Ideas**
Students will: - 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. - 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performance. - 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music. - 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.	**Guiding Practices:** - Select - Analyze - Interpret - Rehearse - Evaluate - Refine - Present **Sample Lesson ideas:** - Sing, play, and move to a variety of songs and discuss their purpose. - Sing and play musical pieces from iconic/standard notation.

- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics,tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose (such as beat and melodic contour)

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

- Difference in speaking/singing voice and the effect of position and posture on sound.
- Identify, perform and improve the ability to keep a beat while making or responding to music (i.e. singing, speaking, playing)
- Sing and play musical games and activities that involve role playing and imagination.
- Sing, play and move to a variety of musical pieces highlighting musical elements.
- Practice and perform various musical pieces with others.

Differentiation	Assessments
Interdisciplinary Connections: - Social games, dances and activities that focus on community and working together. - Emotional expression through music - Sound and science connection - Poetry in lyrics - Geographical and historical context of music	**Formative Assessments:** - Demonstrate singing voice by singing hello to teacher in solfege - Identifying rhythm patterns by aural dictation - Identifying melody patterns by aural dictation

- Music and math connection

Technology Integration:
- Recorded listening examples
- Video and YouTube examples
- Flipgrid
- Google Classroom

Media Literacy Integration:
- Web access of quality performances
- Use of online platforms (such as FlipGrid)

Global Perspectives:
- Games, songs, dances and instruments from a wide variety of cultures and countries around the world.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**

Summative Assessments, Projects, and Celebrations:
- In class performance of specific song
- Student music journal
- Student recorded audio and/or video performances

Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Artistic Process: Responding

Big Ideas: *Course Objectives/Content Statement(s)*

- Anchor Standard 7 (AS7) - Perceiving and analyzing products.
- Anchor Standard 8 (AS8) - Interpreting intent and meaning.
- Anchor Standard 9 (AS9) - Applying criteria to evaluate products.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
- AS7 - How do individuals choose music to experience? How does understanding the structure and context of music inform a response? - AS8 - How do we discern the musical creators' and performers' expressive intent? - AS9 - How do we judge the quality of musical work(s) and performance(s)?	- AS7 - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. - AS8 - Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. - AS9 - The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lesson Ideas
Students will: 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes. 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music. 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent. 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.	**Guiding Practices:** - Select - Analyze - Evaluate - Interpret **Sample Lesson ideas:** - Listening, singing, and moving to a variety of different musical styles and cultures. - Singing folk songs and playing games from different countries and cultures. - Sing, play, move and discuss music with varying musical elements.

Career-Ready Practices	
Career-Ready Practices **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	• Listening to music from various points of history and cultures and comparing and contrasting musical elements. • Comparing and contrasting different musical styles (i.e. Classical and folk, Instrumental and Choral, Jazz and Rock)

Differentiation	Assessments
Interdisciplinary Connections: • Social games, dances and activities that focus on community and working together. • Emotional expression through music • Sound and science connection • Poetry in lyrics • Geographical and historical context of music • Music and math connection **Technology Integration:** • Recorded listening examples • Video and YouTube examples • Chrome music lab • Flipgrid • Google Classroom **Media Literacy Integration:** • Web access of quality performances • Use of online platforms (such as FlipGrid and Google Forms)	**Formative Assessments:** • Verbal responses (classroom discussions about specific music) • Think, pair, share • Exit slips • Keeping a music journal **Summative Assessments, Projects, and Celebrations:** • March Music Madness (voting and comparing selections from different music genres) • Composer of the Month Units • African-American Musicians/Composers of the Month • Hispanic Heritage Month/Musicians and folk songs • International Folk Dancing

Global Perspectives:
- Games, songs, dances and instruments from a wide variety of cultures and countries around the world.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via	Increase opportunities to	Individualized assessment tools

computer or electronic device	engage in active academic responding	based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Artistic Process: Connecting

Big Ideas: *Course Objectives/Content Statement(s)*

- Anchor Standard 10 (AS10) - Synthesizing and relating knowledge and personal experiences to create products.
- Anchor Standard 11 (AS11) - Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
- AS10 - How do musicians make meaningful connections to creating, performing, and responding? - AS11 - How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? - How does music impact our daily lives? - What are some ways that music can be used?	- AS10 & AS11 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. - Music is a part of the culture in different countries around the world. - There are similarities and differences in the music of different cultures.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lesson Ideas
Students will: - 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. - This Performance Expectation is embedded in the following Artistic Processes: : 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e, 1.3A.2.Re7a - 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. - This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e, 1.3A.2.Re7a **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee.	**Guiding Practices:** - Interconnection **Sample Lesson ideas:** - Students will learn songs of other cultures as well as our own (to include various languages, dances, and instruments) - Identify the country of origin from selected musical examples on a classroom map and discuss the history, culture and context. - Learn songs and games and discuss the context and purpose of their origin. (i.e sea chanteys, worksongs) - Active listening (i.e. listening for a certain element in music, dances, moving to music).

CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections: - Social games, dances and activities that focus on community and working together. - Emotional expression through music - Sound and science connection - Poetry in lyrics - Geographical and historical context of music - Music and math connection **Technology Integration:** - Recorded listening examples - Video and YouTube examples - Chrome music lab - Flipgrid - Google Classroom **Media Literacy Integration:** - Web access of quality performances - Use of online platforms (such as FlipGrid and Google Classroom) **Global Perspectives:** - Games, songs, dances and instruments from a wide variety of cultures and countries around the world.	**Formative Assessments:** - Classroom and/or small group discussions - Think, pair, share - Exit slips **Summative Assessments, Projects, and Celebrations:** - African-American Musicians/Composers of the Month - Hispanic Heritage Month/Musicians and folk songs - International Folk Dancing

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
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Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and	Modified assessment grading

	activities previews, anticipatory guides, and semantic mapping		