











Grade 2 Music




Teacher: Victoria Van Beusekom







September 2022

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
CEG <ul style="list-style-type: none"> WHAT ARE THE ELEMENTS OF MUSIC? HOW WILL THE STUDENTS DEMONSTRATE THESE ELEMENTS OF MUSIC? HOW IS MUSIC AN IMPORTANT PART OF HISTORY AND CULTURE? 	A. Rhythm  <p>A1. Demonstrate a steady beat A1. Play a steady beat on classroom percussion instruments A1. Move to a steady beat A2. Signal to show the difference between beat and rhythm A2. Clap rhythms using written notation A2. Play rhythms on classroom instruments using written notation</p> B. Melody  <p>B1. Vocalize upwards and downwards B1. Match vocal contour to visual representation B2. Echo sing patterns using the pitches so and mi</p>	<p>T1. I know that pitch means how high or low a sound is.</p> <p>T2. I can demonstrate the difference between beat and rhythm.</p> <p>T3. I can sing Mi, and So using my voice and hand signs.</p> <p>T13. I can move my body to show different sections in music.</p>	<p>0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols.</p> <p>0.1.2.3.2 Sing and play with accurate pitch, rhythm, and expressive intent.</p> <p>0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.</p>	A. Rhythm   <p>A1. Teacher observation A2. Teacher observation A2. Individual and group performance</p> B. Melody  <p>B1. Whole group Assessment: playing so-do bordone on xylophone B2. Whole Group Assessment: showing high/middle/low sounds with body</p> E. Form  <p>E1. Whole Group Assessment:</p>	<p>A. Rhythm Macmillan/McGraw Hill Spotlight on Music Series Rhythm flashcards Various music for moving to a steady beat</p> <p>B. Melody Vocal contour cards Vocal contour stories So/mi patterns Repertoire of songs to sing</p> <p>E. Form AB songs</p>
UEQ <ul style="list-style-type: none"> <i>What is the difference between rhythm and beat?</i> <i>What are different ways to use our voice?</i> <i>What are the values of quarter notes, eighth notes, and quarter rests?</i> 					

A. Rhythm  A1. Steady beat A2. Rhythmic patterns B. Melody  B1. Vocal direction B2. Solfege- so, mi B3. Melody E. Form  E1. AB form	B2. Sing using hand sign for so and mi B3. Sing alone and with others a varied repertoire of music E. Form  E1. Move to signal the difference between section A and section B			students will move to show different parts of song	
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October



Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
UEQ <ul style="list-style-type: none"> <i>What is the difference between rhythm and beat?</i> <i>What is melodic direction?</i> <i>What are the values of quarter notes, eighth notes,</i> 	A. Rhythm  A1. Clap, write and play rhythms using quarter notes, eighth notes, and quarter rests. A2. Demonstrate a steady beat A3. Move to a steady beat A4. Read and perform half note patterns. A5. Read rhythms using standard notation	T2. I can demonstrate the difference between beat and rhythm. T3. I can sing Mi, and So using my voice and hand signs. T5. I can read, clap, play and compose rhythms using half notes, quarter notes, eighth notes, and quarter rests. T6. I can see, hear, and	0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols 0.1.2.3.2 Sing and play with accurate pitch, rhythm, and expressive intent.	A. Rhythm  A1. Teacher observation A2. Teacher observation A2. Individual and group performance B. Melody  B1. Teacher observation	A. Rhythm Macmillan/McGraw Hill Spotlight on Music Series Rhythm flashcards Various music for moving to a steady beat Smartboard Activities B. Melody Vocal contour cards Vocal contour stories

<p><i>and quarter rests?</i></p> <p>A. Rhythm </p> <p>A1. Aural rhythm patterns</p> <p>A2. Rhythms using standard notation</p> <p>A3. Steady beat</p> <p>B. Melody </p> <p>B1. Vocal direction</p> <p>B2. Music staff and treble clef</p> <p>B3. Solfege- so, mi,</p> <p>B4. Melody</p> <p>C. Expression </p> <p>C1. Dynamics</p>	<p>A6. Read half note and quarter note patterns.</p> <p>B. Melody </p> <p>B1. Vocalize upwards and downwards</p> <p>B1. Match vocal contour to visual representation</p> <p>B2. Identify and define music staff and treble clef</p> <p>B3. Echo sing patterns using so and mi</p> <p>B3. Sing and play patterns using so and mi as written on the treble clef staff</p> <p>B3. Echo sing patterns using the pitches mi, and sol.</p> <p>B3. Sing using hand signs for mi, and sol.</p> <p>B4. Sing alone and with others a varied repertoire of music</p> <p>C. Expression </p> <p>C1. Sing using the dynamics; piano and forte.</p>	<p>use my voice when a melody moves up, down or stays the same.</p> <p>T7. I can read, sing, play and respond to dynamics.</p>	<p>0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.</p>	<p>C. Expression </p> <p>C1. Students will demonstrate understanding of dynamics through the performance of piano and forte.</p> <p>CFA - Interactive Now - Volume #1, What Do You Hear? - Set 1.</p>	<p>So/mi patterns</p> <p>Repertoire of various songs</p> <p>Smartboard Activities</p> <p>C. Expression</p> <p>Songs with dynamics</p>
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November












Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
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<p>UEQ</p> <ul style="list-style-type: none"> • <i>What is the difference between rhythm and beat?</i> • <i>What are pitch differences between sol, and mi?</i> • <i>What are the values of quarter notes, eighth notes, and quarter rests?</i> • <i>What is tone color?</i> • <i>What is Verse and Refrain and D.S. al fine?</i> <p>A. Rhythm </p> <p>A1. Aural rhythm patterns A2. Rhythms using standard notation A3. Steady beat</p> <p>B. Melody </p> <p>B1. Vocal direction</p>	<p>A. Rhythm </p> <p>A1. Clap and play rhythms using quarter notes, eighth notes, half notes, and quarter rests A2. Demonstrate through movement a steady beat</p> <p>B. Melody </p> <p>B1. Vocalize upwards and downwards B2. Identify and define music staff and treble clef B3. Echo sing patterns using so, mi, and la B3. Sing and play patterns using so, mi and la as written on the treble clef staff B4. Sing alone and with others a varied repertoire of music</p> <p>D. Tone Color </p> <p>D1. Compare and contrast different tone colors of brass instruments.</p> <p>E. Form </p> <p>E1. Identify and define Verse and Refrain</p>	<p>T2. I can demonstrate the difference between beat and rhythm.</p> <p>T4. I can sing Mi, So, and La using my voice and hand signs.</p> <p>T5. I can read, clap, play and compose rhythms using half notes, quarter notes, eighth notes, and quarter rests.</p> <p>T6. I can see, hear, and use my voice when a melody moves up, down or stays the same.</p> <p>T7. I can read, sing, play and respond to dynamics.</p>	<p>0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols.</p> <p>0.1.2.3.2 Sing and play with accurate pitch, rhythm, and expressive intent.</p> <p>0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concept.</p>	<p>A. Rhythm </p> <p>A1. Teacher observation A2. Teacher observation A2. Individual and group performance A3. Individual and group performance</p> <p>B. Melody </p> <p>B1. Teacher observation B2. Teacher observation B3. Teacher observation B4. Teacher observation B5. Teacher observation</p> <p>D. Tone Color </p> <p>D1. Identify different tone colors of brass instruments through movement.</p> <p>E. Form </p> <p>E1. Students will use movement to</p>	<p>A. Rhythm Macmillan/McGraw Hill Spotlight on Music Series Rhythm flashcards Various music for moving to a steady beat 4 Chair Rhythms Rhythmic Dictation SmartBoard File</p> <p>B. Melody Vocal contour cards Vocal contour stories So/mi patterns Repertoire of various songs</p> <p>D. Tone Color Recordings of brass instruments</p> <p>E. Form Songs with Verse and Refrain and <i>D.S. al fine</i>.</p>
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<p>B2. Music staff and treble clef</p> <p>B3. Solfege- so, mi, la</p> <p>B4. Melody</p> <p>D. Tone Color </p> <p>D1. Brass instruments</p> <p>E. Form </p> <p>E1. Verse and Refrain</p>				<p>acknowledge verse and refrain.</p> <p>CSA = CSA Grade 2 #1 in Shared Staff Folder</p>	
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December














Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ</p> <ul style="list-style-type: none"> <i>What is the difference between strong and weak beats?</i> <i>What are pitch relationships among sol, mi, and la?</i> <i>What are the values of quarter</i> 	<p>A. Rhythm </p> <p>A1 & 2. Clap and play rhythms using ta, ti-ti, half, and rest</p> <p>A1 & 2. Clap and play rhythms using quarter notes, eighth notes, half notes, and quarter rests</p> <p>A3. Demonstrate a steady beat</p> <p>A3. Move to a steady</p>	<p>T2. I can demonstrate the difference between beat and rhythm.</p> <p>T4. I can sing Mi, So, and La using my voice and hand signs.</p> <p>T5. I can read, clap,</p>	<p>0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols.</p> <p>0.1.2.3.2 Sing and play with accurate pitch, rhythm, and expressive intent.</p>	<p>A. Rhythm </p> <p>A1. Teacher observation</p> <p>A2. Teacher observation</p> <p>A2. Individual and group performance</p> <p>A3. Teacher observation</p> <p>A4. Teacher observation</p>	<p>A. Rhythm</p> <p>Macmillan/McGraw Hill Spotlight on Music Series</p> <p>Rhythm flashcards</p> <p>Various music for moving to a steady beat</p> <p>B. Melody</p> <p>Vocal contour cards</p>

<p><i>notes, eighth notes, and quarter rests?</i></p> <ul style="list-style-type: none"> • <i>What are differences of tone color in brass, string, percussion and woodwind families?</i> • <i>What is Verse and Refrain?</i> • <i>Why is Peter Tchaikovsky famous?</i> <p>A. Rhythm </p> <p>A1. Aural rhythm patterns</p> <p>A2. Rhythms using standard notation</p> <p>A3. Steady beat</p> <p>A4. Meter Signature 2/4</p> <p>B. Melody </p> <p>B1. Vocal Contour</p> <p>B2. Melody</p> <p>B3. Sol, mi and la</p> <p>D. Tone Color </p> <p>D1. Families of the</p>	<p>beat</p> <p>A4. Sing and play song in 2/4</p> <p>A4. Identify the strong beat and the weak beat.</p> <p>B. Melody </p> <p>B1. Vocalize upwards and downwards</p> <p>B1. Match vocal contour to visual representation</p> <p>B2. Identify and define music staff and treble clef</p> <p>B3. Echo sing patterns using sol, mi and la.</p> <p>B3. Sing and play patterns using sol, la and mi as written on the treble clef staff</p> <p>D. Tone Color </p> <p>D1. Review Brass, string, percussion and woodwind families</p> <p>D2. Introduce the brass family and focus on the tuba.</p> <p>D3. Introduce string family and focus on the cello.</p> <p>E. Form </p>	<p>play and compose rhythms using half notes, quarter notes, eighth notes, and quarter rests.</p> <p>T6. I can see, hear, and use my voice when a melody moves up, down or stays the same.</p> <p>T7. I can read, sing and play using dynamics.</p> <p>T4. I can identify a music staff and treble clef.</p>	<p>0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concept.</p>	<p>B. Melody </p> <p>B1. Teacher observation</p> <p>B2. Individual and group performance</p> <p>B3. Teacher observation</p> <p>D. Tone Color </p> <p>D1. Students will be able to identify brass, and string families through movement</p> <p>D2. Students will be able to recall three characteristics of the tuba.</p> <p>D3. Students will be able to recall three characteristics of the cello.</p> <p>E. Form </p> <p>E1. Students will use movement to identify verse and refrain.</p> <p>G. Listening </p> <p>G1. Students will learn 3 facts</p>	<p>Vocal contour stories</p> <p>So- mi - la patterns</p> <p>Repertoire of various songs</p> <p>D. Tone Color</p> <p>Recordings of brass instruments and string instruments</p> <p>E. Form</p> <p>Songs with Verse and Refrain.</p> <p>G. Listening </p> <p>G1. Audio examples of Beethoven's music.</p>
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orchestra D2. Brass family D3. String Family E. Form  E1. Verse and Refrain G. Listening  G1. Ludwig von Beethoven.	E1. Identify and define Verse and Refrain G. Listening  G1. Study and discuss Ludwig von Beethoven's life and events which shaped his music. G1. Introduce instruments popular during Beethoven's life. G1. Listen to examples of Beethoven's music.			about Ludwig von Beethoven.	
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January




Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
UEQ <ul style="list-style-type: none"> What are pitch relationships among sol, mi and do? What is the value of a half note? What are dynamic differences between crescendo 	A. Rhythm  A1, 2 & 3. Clap and play rhythms using ta, ti-ti, half, and rest A1, 2 & 3. Clap and play rhythms using quarter notes, eighth notes, half notes, and quarter rests B. Melody  B1. Echo sing patterns using the pitches la, so,	T3. I can sing Mi, So, and La using my voice and hand signs. T16. I can sing Do, Mi, So and La using my voice and hand signs. T5. I can clap and play rhythms using half notes, quarter notes,	0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols. 0.1.2.3.2 Sing and play with accurate pitch, rhythm, and expressive intent. 0.1.1.3.1 Identify the elements of music	A. Rhythm  A1. Teacher observation. A2. Students will be able to read rhythms using standard notation. A3. Students will be able to read and perform half note patterns.	A. Rhythm Macmillan/McGraw Hill Spotlight on Music Series Rhythm flashcards Various music for moving to a steady beat B. Melody Vocal contour cards Vocal contour stories La, so, mi and

<p><i>and decrescendo ?</i></p> <p>A. Rhythm  A1. Half note patterns. A2. Read rhythms using standard notation A3. Half note and quarter note patterns.</p> <p>B. Melody  B1. Read and perform la, so, mi and do patterns.</p> <p>C. Expression  C1. <i>Crescendo</i> and <i>decrescendo</i></p> <p>F. Harmony  F1. Ostinato half note patterns</p> <p>G. Listening  G1. J.S. Bach</p>	<p>mi, and do. B2. Sing using hand signs for la, so, mi, and do. B3. Read and perform la, so, mi, do patterns with pitch syllables and hand signs.</p> <p>C. Expression  C1. Sing and play forte and piano.</p> <p>F. Harmony  F1. Clap an ostinato with half notes F2. Play a broken bordun to accompany a song. (e.g. C-G-C-G)</p> <p>G. Listening  G1. Know three facts about J.S. Bach and his music.</p>	<p>eighth notes, and quarter rests.</p> <p>T6. I can see, hear, and use my voice when a melody moves up, down or stays the same.</p> <p>T7. I can read, sing and play using dynamics.</p>	<p>including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concept.</p>	<p>B. Melody  B1. Teacher observation. B2. Students will be able to read and perform la, so, mi and do patterns with pitch syllables and hand signs. B3. Teacher observation.</p> <p>C. Expression  C1. Students will be use movement to identify symbols for <i>crescendo</i> and <i>decrescendo</i>.</p> <p>F. Harmony  F1. Students will clap an half note ostinato rhythmic pattern.</p> <p>G. Listening  G1. Students will recall three facts about J.S. Bach and his music.</p> <p>CFA #2 - So -Mi-La</p>	<p>do patterns Repertoire of various songs</p> <p>C. Expression  C1. Recordings of songs with <i>crescendo</i> and <i>decrescendo</i>.</p> <p>F. Harmony F1. Recordings of songs with half note ostinato rhythmic pattern.</p> <p>G. Listening G1. Recordings of songs by J.S. Bach.</p>
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**Listening Game in
Shared Folder.**







February

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ</p> <ul style="list-style-type: none"> • <i>What is the difference between rhythm and beat?</i> • <i>What are pitch differences between sol, and mi?</i> • <i>What are the values of quarter notes, eighth notes, and quarter rests?</i> • <i>What is tone color?</i> • <i>What is Verse and Refrain and D.S. al fine?</i> <p>A. Rhythm </p> <p>A1. Half note A2. Rhythms using standard notation A3. Half note and quarter note patterns.</p>	<p>A. Rhythm </p> <p>A1. Signal to identify half notes. A2. Rhythms using standard notation A3. Half note and quarter note patterns.</p> <p>B. Melody </p> <p>B1. Echo sing patterns using the pitches so, mi, and do. B2. Sing using hand signs for la, so, mi, and do. B3. Read and perform la, so, mi and do patterns with pitch syllables and hand signs.</p> <p>E. Form </p> <p>E1. Learn a call and response song aurally.</p>	<p>T16. I can sing Do, Mi, So and La using my voice and hand signs.</p> <p>T5. I can read, clap and play rhythms using half notes, quarter notes, eighth notes, and quarter rests.</p>	<p>0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols.</p> <p>0.1.2.3.2 Sing and play with accurate pitch, rhythm, and expressive intent.</p> <p>0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concept.</p>	<p>A. Rhythm </p> <p>A1. Students will be able to signal recognize half notes. A2. Students will be able to read and perform standard rhythmic notation A3. Students will be able to read and perform half note and quarter note patterns.</p> <p>B. Melody </p> <p>B1. Echo sing patterns using the pitches so, mi, and do. B2. Sing using hand signs for la, so, mi, and do. B3. Students will be able to read and perform la, so, mi and do patterns with pitch</p>	<p>A. Rhythm Macmillan/McGraw Hill Spotlight on Music Series Rhythm flashcards Various music for moving to a steady beat</p> <p>B. Melody Vocal contour cards Vocal contour stories La, so, mi, and do patterns Repertoire of various songs</p> <p>D. Tone Color Recordings of brass instruments and string instruments</p> <p>E. Form</p>



B. Melody  B1. Read and perform la, so, mi and do patterns. E. Form  E1. Call and response song				syllables and hand signs. E. Form  E1. Students will demonstrate knowledge of a call and response songs through performance. CSA = Grade 2 CSA #2 in Staff Shared Folder	Songs with call and response form
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March

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
UEQ <ul style="list-style-type: none"> What is the difference between rhythm and beat? What are pitch differences among do, re and mi? What are the values of dotted half note, half note and quarter note? 	A. Rhythm  A1. Signal to identify dotted half notes. A2. Rhythms using standard notation A3. Signal to identify dotted half note, half note and quarter note patterns. B. Melody  B1. Echo sing patterns using the pitches so, mi,	T6. I can sing Do, Mi, So and La using my voice and hand signs. T5. I can read, write, clap and play rhythms using half notes, quarter notes, eighth notes, and quarter rests. T9. I know how many beats are in a half note, quarter note, a	0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols. 0.1.2.3.2 Sing and play with accurate pitch, rhythm, and expressive intent. 0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone	A. Rhythm  A1. Students will be able to signal recognize dotted half notes. A2. Students will be able to read, write and perform standard rhythmic notation A3. Students will be able to read and perform dotted half note, half note and	A. Rhythm Macmillan/McGraw Hill Spotlight on Music Series Rhythm flashcards Various music for moving to a steady beat Chair Rhythms Rhythmic Dictation SmartBoard File B. Melody Vocal contour cards




<ul style="list-style-type: none"> • <i>What is Verse and Refrain and D.S. al fine?</i> <p>A. Rhythm </p> <p>A1. Dotted half note A2. Rhythms using standard notation A3. Dotted half note, half note and quarter note patterns.</p> <p>B. Melody </p> <p>B1. Read and perform do-re-mi patterns.</p> <p>E. Form </p> <p>E1. 3/4 time</p>	<p>and do. B2. Sing using hand signs for la, so, mi, and do. B3. Read and perform la, so, mi and do patterns with pitch syllables and hand signs.</p> <p>E. Form </p> <p>E1. Use movement to feel 3/4 meter.</p>	<p>pair of eighth notes, and a quarter rest.</p> <p>T8. I can identify and compose in 2/4, 3/4 and 4/4 time signatures.</p>	<p>color, texture, form and their related concept.</p>	<p>quarter note patterns.</p> <p>B. Melody </p> <p>B1. Echo sing patterns using the pitches so, mi, and do. B2. Sing using hand signs for la, so, mi, and do. B3. Students will be able to read and perform do-re-mi patterns with pitch syllables and hand signs.</p> <p>E. Form </p> <p>E1. Students will use movement to feel 3/4 meter.</p>	<p>Vocal contour stories La, so, mi, and do patterns Repertoire of various songs</p> <p>E. Form Songs with 3/4 meter.</p>
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April

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ:</p> <ul style="list-style-type: none"> •What is proper concert etiquette for the audience and performer? •What is correct vocal 	<p>H. Concert Preparation </p> <p>H1. Perform a varied repertoire of songs individually or in a group with appropriate</p>	<p>T9. I can use my body in appropriate ways at a concert.</p> <p>T10. I am learning good concert manners</p>	<p>0.3.1.3.1 Sing and play a varied repertoire that includes simple rhythms and melodies.</p>	<p>H. Concert Preparation </p> <p>H1. Teacher observation H1. Self-critique of concert</p>	<p>Interactive Vol. 5: Concert Etiquette</p> <p>Interactive Vol. 6: Audience ABC's</p>

technique? •What is proper singing posture? H. Concert Preparation  H1. Begin concert preparation	dynamics, phrasing, and articulation. H1. Demonstrate appropriate singing posture H1. Discuss the importance of appropriate concert etiquette H1. Sing music written in 2 parts	as a performer and audience member.	0.3.1.3.2 Reflect on a performance based on the feedback of others.	H1. Individual and group performance CFA - Interactive Now #6 - Audience ABC's	
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May

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
UEQ: •What is proper concert etiquette for the audience and performer? •What is correct vocal technique? •What is proper singing posture? H. Concert  H1. Continuation of concert preparation.	H. Concert  H1. Discuss the importance and demonstrate appropriate concert etiquette H1. Demonstrate appropriate singing posture H1. Perform a varied repertoire of songs individually or in a group with appropriate dynamics, phrasing, and articulation H1. Sing music written in 2 parts H1. Sing repertoire by memory H1. Constructively	T9. I can use my body in appropriate ways at a concert. T10. I am learning good concert manners as a performer and audience member.	0.2.1.3.2 Revise a creation based on the feedback of others. 0.3.1.3.1 Sing and play a varied repertoire that includes simple rhythms and melodies. 0.3.1.3.2 Reflect on a performance based on the feedback of others.	H. Concert  H1. Teacher observation H1. Individual and group performance CSA - Concert Assessment found in Shared folder.	H1. CSA - Concert Assessment found in Shared folder.

	evaluate the quality of their performance and the performance of others				
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