#### **Grade 2 Music**

Teacher: Victoria Van Beusekom

### September 2022

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<ul> <li>WHAT ARE THE ELEMENTS OF MUSIC?</li> <li>HOW WILL THE STUDENTS DEMONSTRATE THESE ELEMENTS OF MUSIC?</li> <li>HOW IS MUSIC AN IMPORTANT PART OF HISTORY AND CULTURE?</li> <li>What is the difference between rhythm and beat?</li> <li>What are different ways to use our voice?</li> <li>What are the values of quarter notes, eighth notes, and quarter rests?</li> </ul>	A. Rhythm  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  B. Melody  B1. Vocalize upwards and downwards B1. Match vocal contour to visual representation B2. Echo sing patterns using the pitches so and mi	T1. I know that pitch means how high or low a sound is.  T2. I can demonstrate the difference between beat and rhythm.  T3. I can sing Mi, and So using my voice and hand signs.  T13. I can move my body to show different sections in music.	<ul> <li>0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols.</li> <li>0.1.2.3.2 Sing and play with accurate pitch, rhythm, and expressive intent.</li> <li>0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.</li> </ul>	A1. Teacher observation A2. Teacher observation A2. Individual and group performance  B. Melody B1. Whole group Assessment: playing so-do bordone on xylophone B2. Whole Group Assessment: showing high/middle/low sounds with body  E. Form E1. Whole Group Assessment:	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 So/mi patterns Repertoire of songs to sing  E. Form AB songs

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

#### October

October					
Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<ul> <li>What is the difference between rhythm and beat?</li> <li>What is melodic direction?</li> <li>What are the values of quarter notes, eighth notes,</li> </ul>	A. Rhythm 1. 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

and quarter rests?

# A. Rhythm 🚨

- A1. Aural rhythm patterns
- A2. Rhythms using standard notation
  - A3. Steady beat

# B. Melody

- B1. Vocal direction
- B2. Music staff and treble clef
  - B3. Solfege- so, mi,
  - B4. Melody

### C. Expression

C1. Dynamics

A6. Read half note and quarter note patterns.

# B. Melody

- B1. Vocalize upwards and downwards
- B1. Match vocal contour to visual representation
- B2. Identify and define music staff and treble clef
- B3. Echo sing patterns using so and mi
- B3. Sing and play patterns using so and mi as written on the treble clef staff
- B3. Echo sing patterns using the pitches mi, and sol.
- B3. Sing using hand signs for mi, and sol.
- B4. Sing alone and with others a varied repertoire of music

# C. Expression

C1. Sing using the dynamics; piano and forte.

use my voice when a melody moves up, down or stays the same.

T7. I can read, sing, play and respond to dynamics.

0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture,

form and their

related concepts.

C. Expression 🚨 C1. Students will demonstrate understan ding of dynamics through the performance of piano and forte.

**CFA** - Interactive Now - Volume #1, What Do You Hear? - Set 1.

So/mi patterns Repertoire of various songs **Smartboard Activities** 

C. Expression Songs with dynamics

November

**Skills Learning Targets Content Standards Assessment** Resources & **Technology** 

#### **UEQ**

- What is the difference between rhythm and beat?
- What are pitch differences between sol, and mi?
- What are the values of quarter notes, eighth notes, and quarter rests?
- What is tone color?
- What is Verse and Refrain and D.S. al fine?

# A. Rhythm S

A1. Aural rhythm patterns

A2. Rhythms using standard notation

A3. Steady beat

### B. Melody S

B1. Vocal direction

# A. Rhythm S

- A1. Clap and play rhythms using quarter notes, eighth notes, half notes, and quarter rests
- A2. Demonstrate through movement a steady beat

# B. Melody

- 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

### D. Tone Color

D1. Compare and contrast different tone colors of brass instruments.

### E. Form 🚨

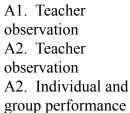
E1. Identify and define Verse and Refrain

- T2. I can demonstrate the difference between beat and rhythm.
- T4. I can sing Mi, So, and La 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 use my voice when a melody moves up, down or stays the same.
- T7. I can read, sing, play and respond to dynamics.

- 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 color, texture, form and their related concept.

### A. Rhythm S



group performance A3. Individual and group performance

### B. Melody

B1. Teacher observation B2. Teacher observation B3. Teacher observation B4. Teacher observation B5. Teacher observation

#### D. Tone Color 🚨

D1. Identify different tone colors of brass instruments through movement.

#### E. Form 🛂

E1. Students will use movement to

#### 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

#### **B.** Melody

Vocal contour cards Vocal contour stories So/mi patterns Repertoire of various songs

#### D. Tone Color

Recordings of brass instruments

#### E. Form

Songs with Verse and Refrain and *D.S. al fine*.



B2. Music staff and treble clef B3. Solfege- so, mi, la B4. Melody		acknowledge verse and refrain. CSA = CSA Grade 2 #1 in Shared Staff Folder	
D. Tone Color D1. Brass instruments			
E. Form E. E1. Verse and Refrain			

#### December

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<ul> <li>What is the difference between strong and weak beats?</li> <li>What are pitch relationships am ong sol, mi, and la?</li> <li>What are the values of quarter</li> </ul>	A. Rhythm A1 & 2. Clap and play rhythms using ta, ti-ti, half, and rest A1 & 2. Clap and play rhythms using quarter notes, eighth notes, half notes, and quarter rests A3. Demonstrate a steady beat A3. Move to a steady	T2. I can demonstrate the difference between beat and rhythm.  T4. I can sing Mi, So, and La using my voice and hand signs.  T5. I can read, clap,	<ul><li>0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols.</li><li>0.1.2.3.2 Sing and play with accurate pitch, rhythm, and expressive intent.</li></ul>	A. Rhythm A1. Teacher observation A2. Teacher observation A2. Individual and group performance A3. Teacher observation A4. Teacher observation	A. Rhythm Macmillan/McGraw Hill Spotlight on Music Series Rhythm flashcards Various music for moving to a steady beat  B. Melody Vocal contour cards

notes, eighth notes, and quarter rests?

- What are differences of tone color in brass, string, percussion and woodwind families?
- What is Verse and Refrain?
- Why is Peter Tchaikovsky famous?

# A. Rhythm 🚨

A1. Aural rhythm patterns

A2. Rhythms using standard notation

A3. Steady beat

A4. Meter Signature 2/4

# B. Melody S

- B1. Vocal Contour
- B2. Melody
- B3. Sol, mi and la

#### D. Tone Color 🚨

D1. Families of the

beat

A4. Sing and play song in 2/4

A4. Identify the strong beat and the weak beat.

# B. Melody S

- B1. Vocalize upwards and downwards
- B1. Match vocal contour to visual representation
- B2. Identify and define music staff and treble clef
- B3. Echo sing patterns using sol, mi and la.
- B3. Sing and play patterns using sol, la and mi as written on the treble clef staff

# D. Tone Color 🛂

- D1. Review Brass, string, percussion and woodwind families
- D2. Introduce the brass family and focus on the tuba.
- D3. Introduce string family and focus on the cello.



play and compose rhythms using half notes, quarter notes, eighth notes, and quarter rests.

T6. I can see, hear, and use my voice when a melody moves up, down or stays the same.

T7. I can read, sing and play using dynamics.

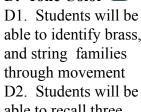
T4. I can identify a music staff and treble clef.

0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concept.

### B. Melody

B1. Teacher observation B2. Individual and group performance B3. Teacher observation

#### D. Tone Color



- able to recall three characteristics of the tuba.

  D3. Students will be
- D3. Students will be able to recall three characteristics of the cello.

#### E. Form 🚨

E1. Students will use movement to identify verse and refrain.

#### G. Listening 🚨

G1. Students will learn 3 facts

Vocal contour stories So- mi - la patterns Repertoire of various songs

#### **D.** Tone Color

Recordings of brass instruments and string instruments

#### E. Form

Songs with Verse and Refrain.

#### G. Listening



G1. Audio examples of Beethoven's music.



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orchestra D2. Brass family D3. String Family	E1. Identify and define Verse and Refrain		about Ludwig von Beethoven.	
E. Form E. E1. Verse and Refrain  G. Listening G1. Ludwig von Beethoven.	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.			

January

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<ul> <li>What are pitch relationshi ps among sol, mi and do?</li> <li>What is the value of a half note?</li> <li>What are dynamic differences between crescendo</li> </ul>	notes, eighth notes, half notes, and quarter rests	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,	<ul> <li>0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols.</li> <li>0.1.2.3.2 Sing and play with accurate pitch, rhythm, and expressive intent.</li> <li>0.1.1.3.1 Identify the elements of music</li> </ul>	A. Rhythm A. 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

and decrescendo?

# A. Rhythm 🚨

A1. Half note patterns.

A2. Read rhythms using standard notation

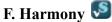
A3. Half note and quarter note patterns.

# B. Melody 🥌

B1. Read and perform la, so, mi and do patterns.

# C. Expression S

C1. Crescendo and decrescendo



**F1.** Ostinato half note patterns

G. Listening 59 G1. J.S. Bach

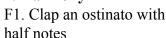
mi, and do.

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.

# C. Expression S

C1. Sing and play forte and piano.

# F. Harmony 🔊



F2. Play a broken bordun to accompany a song. (e.g. C-G-C-G)

# G. Listening 🚨

G1. Know three facts about J.S. Bach and his music.

eighth notes, and quarter rests.

T6. I can see, hear, and use my voice when a melody moves up, down or stays the same.

T7. I can read, sing and play using dynamics.

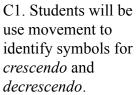
including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concept.

# 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.

# C. Expression



# F. Harmony 🚨

F1. Students will clap an half note ostinato rhythmic pattern.

#### G. Listening 🚨

G1. Students will recall three facts about J.S. Bach and his music.

CFA #2 - So -Mi-La

do patterns Repertoire of various songs

# C. Expression S

C1. Recordings of songs with *crescendo* and *decrescendo*.

#### F. Harmony

F1. Recordings of songs with half note ostinato rhythmic pattern.

#### G. Listening

G1. Recordings of songs by J.S. Bach.

				Listening Game in Shared Folder.	
February				,	
Content	Skills	<b>Learning Targets</b>	Standards	Assessment	Resources & Technology
<ul> <li>What is the difference between rhythm and beat?</li> <li>What are pitch differences between sol, and mi?</li> <li>What are the values of quarter notes, eighth notes, and quarter rests?</li> <li>What is tone color?</li> <li>What is Verse and Refrain and D.S. al fine?</li> <li>A. Rhythm A1. Half note A2. Rhythms using standard notation A3. Half note and quarter note patterns.</li> </ul>	A1. Signal to identify half notes. A2. Rhythms using standard notation A3. Half note and quarter note patterns.  B. Melody 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.  E. Form E1. Learn a call and response song aurally.	T16. I can sing Do, Mi, So and La using my voice and hand signs.  T5. I can read, clap and play rhythms using half notes, quarter notes, eighth notes, and quarter rests.	<ul> <li>0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols.</li> <li>0.1.2.3.2 Sing and play with accurate pitch, rhythm, and expressive intent.</li> <li>0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concept.</li> </ul>	A. Rhythm  A1. Students will be able to signal recognize half notes.  A2. Students will be able to read and perform standard rhyt hmic notation  A3. Students will be able to read and perform half note and quarter note patterns.  B. Melody  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	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 do patterns Repertoire of various songs  D. Tone Color RecorDings of brass instruments and string instruments  E. Form

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

#### March

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<ul> <li>What is the difference between rhythm and beat?</li> <li>What are pitch differences among do, re and mi?</li> <li>What are the values of dotted half note, half note and quarter note?</li> </ul>	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	<ul> <li>0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols.</li> <li>0.1.2.3.2 Sing and play with accurate pitch, rhythm, and expressive intent.</li> <li>0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone</li> </ul>	A. Rhythm  A1. Students will be able to signal recognize dotted half notes.  A2. Students will be able to read, write and perform standard rhyth mic 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

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What is Verse and Refrain and D.S. al fine?

# A. Rhythm S

standard notation

A1. Dotted half note A2. Rhythms using

A3. Dotted half note, half note and quarter note patterns.

# B. Melody 🚨

B1. Read and perform do-re-mi patterns.

E. Form 🚨

E1. 3/4 time

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.

### E. Form 🚨

E1. Use movement to feel 3/4 meter.

pair of eighth notes, and a quarter rest.

T8. I can identify and compose in 2/4, 3/4 and 4/4 time signatures.

color, texture, form and their related concept.

quarter note patterns.

# B. Melody

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.

#### E. Form 🚨

E1. Students will use movement to feel 3/4 meter.

Vocal contour stories La, so, mi, and do patterns Repertoire of various songs

# E. Form

Songs with 3/4 meter.

**April** 

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<b>UEQ:</b> •What is proper	H. Concert Preparatio	T9. I can use my body in appropriate ways at	0.3.1.3.1 Sing and play a varied repertoire that	H. Concert Prepar	Interactive Vol. 5: Concert Etiquette
concert etiquette for the audience and performer? •What is correct vocal	H1. Perform a varied repertoire of songs individually or in a group with appropriate	a concert.  T10. I am learning good concert manners	includes simple rhythms and melodies.	H1. Teacher observation H1. Self-critique of concert	Interactive Vol. 6: Audience ABC's

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

May

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<ul> <li>What is proper concert etiquette for the audience and performer?</li> <li>What is correct vocal technique?</li> <li>What is proper singing posture?</li> <li>H. Concert H1. Continuation of concert preparation.</li> </ul>	H1. Discuss the importance and demonstrate appropriate concert etiquette H1. Demonstrate appropriate 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.	<ul> <li>0.2.1.3.2 Revise a creation based on the feedback of others.</li> <li>0.3.1.3.1 Sing and play a varied repertoire that includes simple rhythms and melodies.</li> <li>0.3.1.3.2 Reflect on a performance based on the feedback of others.</li> </ul>	H1. Teacher observation H1. Individual and group performance  CSA - Concert Assessment found in Shared folder.	H1. CSA - Concert Assessment found in Shared folder.

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	evaluate the quality of				
	their performance and the				
	performance of others				