

2nd Grade Music Curriculum, Assessments, and Resource Pacing Chart

K-5 Music Goals:

**Demonstrate musical expression through speaking, singing, playing, and moving.*

**Develop a repertoire of songs: folk, seasonal, multi-cultural, patriotic.*

**Experience performing in a concert, grades K-5. 2nd graders are the leaders in our combined 1st/2nd performance in December each year.*

**To be Tuneful (to have melodies in the head & learn to coordinate the voice to sing those melodies), Beatful (to feel the pulse & how it is grouped in 2s or 3s), and Artful (music elicits feelings). “We sing, say, dance, and play, in a tuneful, beatful, artful way.”*

Note: Effective elementary music teaching is cyclical, like a musical “workout.” While the focus may be on one area, it is necessary that the various musical aspects are covered throughout the year.

2nd Grade Michigan Standards for Music Education found at:

https://www.michigan.gov/documents/mde/Complete_VPAA_Expectations_June_2011_356110_7_458390_7.pdf - pages 37 - 39.

Weeks	KCE Curriculum	Resources & Assessment	Additional Resources:	Standards / Learning Targets	Vocabulary (I.11)
7	Performing & Reading Rhythm	Pulse (pre & post test), label half note, quarter note, quarter rest, eighth notes; Respond to tempo through movement, Teacher Listening & Observation.	Artie Almeida, GamePlan 2, Unpitched Percussion Parade, rhythm cards (GP)	I can read & notate short rhythmic patterns. (I.7, I.9) I can echo a short rhythm pattern. I can echo body percussion patterns. (II.1) I can identify quarter note. (I.9) I can identify a quarter rest. (I.9) I can identify an eighth note. I.9) I can identify a half note. (I.9) I can read / perform / write rhythmic patterns. I can create a variation for a familiar song. (II.3) I can explore different time signatures. (II.1)	pattern, quarter note, quarter rest, eighth notes, half notes, tempo
7	Melody	Assess singing voice (pre & post test), Practice higher than/lower than with voices and on instruments, Explore	I Sing, You Sing; GamePlan 2, Arioso Land, First Steps, Books &	I can sing an ostinato (I.4) I can show the pitches when singing. (I.11) I can identify pitches in chants	Label up/down/same, melodic patterns, phrase, matching pitch, solfege (sol, mi, la, do, re), pentatonic, solo,

		melodic contour through chants & songs; Experience SMLD then MRD with Kodaly hand system. Develop repertoire of songs & singing games from which understanding can be drawn in future grades.	SongTales with response sections, Feierabend books: (Pitch Exploration, Songs & Rhymes, Echo Songs, Beg Circle Games, etc.)	and songs. (I.11) I can create an answer with my voice or instrument. (II.2, II.4) I can identify the phrase (III.1)	question/answer, echo, unison
4	Harmony	Introduce spoken & instrumental ostinato, create ostinators, explore chord then broken bordun on barred instruments	Barred instruments, UPP, tubanos, Mallet Madness (Almeida), GamePlan Grade 2	I can play (chant, sing) an ostinato. (I.4, II.6, I.8) I can play a chord bordun on a barred instrument. (II.3, I.8) I can play a broken bordun on a barred instrument. (II.2, I.8) I can create a song using the pentatonic notes. (II.4)	Ostinato, chord bordun, broken bordun, culture, barred instrument, crescendo, decrescendo, dynamics
6	Form / Movement	Identify Phrase then Form: time/space/shape, AB, Prepare Rondo, ABC	Lynn Kleiner "Kids Can Listen, Kids Can Move," Gagne Listening Resource Kit, "I'm Growing Up" (Amidon), Weikert "Teaching Folk Dance," Feierabend: Circle Games, Song Dances, Etc.	I can add a physical response to a selection. (II.6) I can describe the music performed & presented (III.3) I can show & describe the form of the music (IV.2, III.4) I can sing & play expressively (I.3) I can respond to the cues of the conductor for dynamics & expression (I.5)	Phrase, form, coda, Time/space/shape, AB, ABC, Rondo (III. 4)
6	Timbre	Hand drum technique, classify UPP (wood/metal/skin), classify pitched percussion (wood/metal)	Percussion Parade (Almeida), GamePlan 2	I can play melodic instruments with proper technique(I.6) I can identify UPP as wood, metal, or skin. I can identify basic rhythm instruments by sight. (III.5) I can play barred instruments with proper technique. (II.1, II.2)	instrument exploration, drums, technique, mallets, names of instruments - UPP & barred,

4	Musical Expression	Forte / Piano, Fast / Slow through songs, movement, instruments, & chants, unit of the month, which features music history or musical styles		<p>I can demonstrate audience appropriate behavior. (IV.2)</p> <p>I can give a personal reaction & reason for music. (V.3)</p> <p>I can identify piano and forte (V.1)</p>	Audience, performer, performance, stage, applause, conductor, piano, forte, composer