

Curriculum Map

Course: Music

Topic: American Music

Subject(s): General Music

Grade(s): 2nd grade

Days: 8 classes, 40 minutes each once per week

Key Learning(s): American music is important to our heritage.

**Optional
Instructional Tools:**

Unit Essential Question(s): How is American music important to our heritage?

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| Concept: Patriotic Music National Standard(s): 1, 6, 8, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4 | Concept: Folk Music National Standard(s): 9 State Standard(s): 9.2 | |
| Lesson Essential Questions: How do we recognize patriotic music? How do we behave when we hear patriotic music? | Lesson Essential Questions: Why is folk music important to our American heritage? | |
| Vocabulary: American, patriotic, respect, flag, Pledge of Allegiance, national anthem | Vocabulary: Folk, heritage | |

Attached Document(s):

Additional Info:

Song material:

- “There are Many Flags” World of Music, 2nd grade teacher’s manual p. 226, CD5
- “You’re a Grand Old Flag” World of Music, 4th grade teacher’s manual p. 220, CD6
- “Allegiance Rap” Music K-8 Magazine, vol. 12 and audio recording
- “Star Spangled Banner” audio recording
- American folk music

Children’s Books: (many quality options)

- “The Star Spangled Banner” by Pete Spier
- “The American Flag” by Tamara L. Britton
- “The Flag We Love” by Pam Munoz Ryan
- “Our Flag: a Book to Begin On” by Leslie Waller
- “The Pledge of Allegiance” by Marc Tyler Nobleman
- “American Tall Tales” by Mary Pope Osbourn
- “A treasury of American folklore : stories, ballads, and traditions of the people” edited by B.A. Botkin
- “The Flag Goes By” World of Music, 4th grade teacher’s manual p. 221

Curriculum Map

Course: Music

Topic: Creating

Subject(s): General Music

Grade(s): 2nd grade

Days: 10 classes, 40 minute each once per week

**Once introduced, this unit will be practiced for the remainder of the school year.

Key Learning(s): Create and perform a music composition.

Optional
Instructional Tools:

Unit Essential Question(s): How can we perform to music?

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| <p>Concept: Sound Effects in Stories, Poems and Songs National Standard(s): 2 State Standard(s): 9.1</p> | <p>Concept: Rhythmic Composition National Standard(s): 4, 5 State Standard(s): 9.1</p> | <p>Concept: Melodic Composition National Standard(s): 4, 5 State Standard(s): 9.1</p> |
| <p>Lesson Essential Questions: **Review from 1st grade.</p> | <p>Lesson Essential Questions: How do we group sound and silence? How do we create our own rhythm patterns?</p> | <p>Lesson Essential Questions: How does melody move? How do we create our own melodic composition?</p> |
| <p>Vocabulary: Strike, shake, scrape, wood block, striker, jingle bells, tambourines, hand drum, guiro, finger cymbals, wind chimes, maracas, orff instruments, mallets</p> | <p>Vocabulary: Steady beat, rhythm, quarter note, quarter rest, eighth notes in pairs</p> | <p>Vocabulary: Steady beat, rhythm, quarter note, quarter rest, eighth notes in pairs, mi, sol, la</p> |

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| <p>Concept: Improvising Rhythms National Standard(s): 3 State Standard(s): 9.1</p> | <p>Concept: Improvising Melodies National Standard(s): 3 State Standard(s): 9.1</p> | |
| <p>Lesson Essential Questions: How do we improvise rhythm patterns? Can you improvise a 4 beat answer to a 4 beat question using known rhythms?</p> | <p>Lesson Essential Questions: How do we improvise a melody? Can you improvise a melody using known solfege given specific parameters?</p> | |
| <p>Vocabulary: Question and answer, improvise</p> | <p>Vocabulary: improvise</p> | |

Attached Document(s):

- 2nd Grade: Rhythm Composition
- 2nd Grade: Melodic Composition

Additional Info:

Suggested Materials:

- Folk songs
- Composed songs
- Children's Literature
- Poetry
- Teacher created materials

Curriculum Map

Course: Music

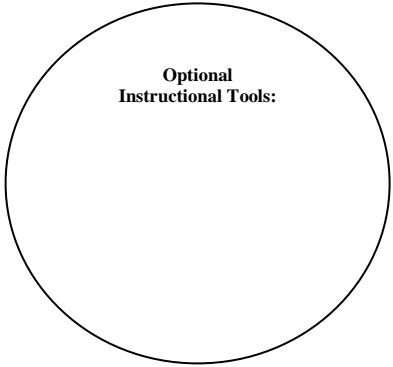
Topic: Elements of Music

Subject(s): General Music

Grade(s): 2nd grade

Days: 36 classes, 40 minute each once per week

Key Learning(s): Music is comprised of many elements.



Unit Essential Question(s): How can we make music sound interesting?

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| <p>Concept: Rhythm-Steady Beat National Standard(s): 5, 6 State Standard(s): 9.1, 9.3, 9.4</p> | <p>Concept: Rhythm-Rhythm of the Words National Standard(s): 6 State Standard(s): 9.3, 9.4</p> | <p>Concept: Notation National Standard(s): 6 State Standard(s): 9.3, 9.4</p> |
| <p>Lesson Essential Questions: **Review “Steady Beat” lessons from 1st grade.</p> <p>Does this song have a steady beat?</p> <p>Can you perform a specific body percussion level to a visual representation of the steady beat? (NOT standard notation and with standard notation)</p> <p>Can you play an instrument to a visual representation of the steady beat? (NOT standard notation and with standard notation)</p> <p>What music note usually represents the steady beat?</p> <p>Which beats are strong beats?</p> <p>Which beats are weak beats?</p> <p>What is meter?</p> | <p>Lesson Essential Questions: **Review “Rhythm of the Words” from 1st grade</p> <p>Which syllables sound short?</p> <p>Which syllables sound long?</p> <p>Can you sing a song and tap the rhythm of the words to a visual representation of the rhythm of the words?</p> <p>Can you draw a representation of the rhythm of the words?</p> | <p>Lesson Essential Questions: **Review “Melody” from 1st grade.</p> <p>How is rhythm used in music?</p> <p>How many sounds is a (insert music note/rest)?</p> <p>How many beats in a (insert music note/rest)?</p> <p>What is the music staff?</p> <p>What is the relationship with _____?</p> <ul style="list-style-type: none"> • sol and mi, sol and la, mi and la <p>Can you sing a song using standard music notation in solfege?</p> |
| <p>Vocabulary: Steady, beat, quarter note, strong, weak, accent, measure, barline, double barline, time signature, meter in 2</p> | <p>Vocabulary: Rhythm, sound, silence, long, short</p> | <p>Vocabulary: Quarter note, quarter rest, two eighth notes in pairs, music staff, line, space, pitch, high, low, going up, going down, solfege, mi, sol, la, measure, barline, double barline, repeat sign, time signature, meter in 2</p> |

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|---|---|---|
| <p>Concept: Timbre-Singing Voice National Standard(s): 1 State Standard(s): 9.1</p> | <p>Concept: Form-Question/Answer form National Standard(s): 6 State Standard(s): 9.3, 9.4</p> | <p>Concept: Melody National Standard(s): 1 State Standard(s): 9.1</p> |
| <p>Lesson Essential Questions: Can you use your singing voice to sing a known song?</p> <p>Can you use your singing voice to sing a known song? (range of an octave)</p> | <p>Lesson Essential Questions: **Review “Same, Similar and Different” from 1st grade.</p> <p>Can you identify the question phrase in a song?</p> <p>Can you identify the answer phrase in a song?</p> <p>Can you sing a new question for a song?</p> <p>Can you sing a new answer for a song?</p> | <p>Lesson Essential Questions: **Review “Melody” from 1st grade.</p> <p>How does melody move?</p> |
| <p>Vocabulary: Sing, song</p> | <p>Vocabulary: Phrase, same, similar, different, question, answer</p> | <p>Vocabulary: Melody, pitch, high, low, going up, going down, steps, skips, repeated notes</p> |

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| <p>Concept: Texture National Standard(s): 6 State Standard(s): 9.3, 9.4</p> | <p>Concept: Expression National Standard(s): 7 State Standard(s): 9.3, 9.4</p> | <p>Concept: Harmony National Standard(s): 2 State Standard(s): 9.1</p> |
| <p>Lesson Essential Questions: How do we layer sounds in music?</p> | <p>Lesson Essential Questions: **Review “Loud and Quiet” from 1st grade.</p> <p>What is the music term for loud?</p> <p>What is the music term for quiet?</p> <p>How do we use expression in music?</p> | <p>Lesson Essential Questions: **Review “Harmony-Rhythmic Ostinato” from 1st grade.</p> <p>Can you sing a song/say a rhyme while another group performs a melodic ostinato?</p> <p>Can you sing a song while performing a simple drone accompaniment?</p> <p>Can you sing a song while performing a simple broken drone accompaniment?</p> |
| <p>Vocabulary: Melody, accompaniment, ostinato</p> | <p>Vocabulary: loud, quiet, dynamics, piano, forte, tempo, tempo markings, mood</p> | <p>Vocabulary: Ostinato, drone, broken drone</p> |

Attached Document(s):

- Music Staff Master
- 2nd Grade Rhythm Assessment
- 2nd Grade Melodic Assessment

Additional Info:

Suggested Materials:

- Poetry
- Folk songs
- Composed music
- Art music/ “Classical” music
- Patriotic music
- Unpitched percussion instruments
- Orff instrumentarium
- Teacher made visuals
- Children’s books
- Art music/ “Classical” music

Curriculum Map

Course: Music

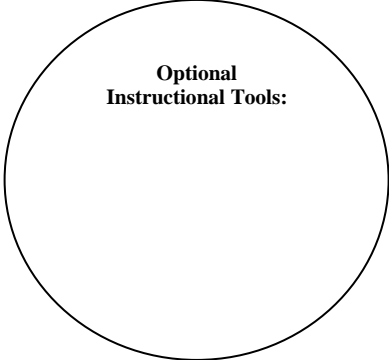
Topic: Families of Instruments

Subject(s): Music
Grade(s): 2nd grade

Days: 4 classes, 40 minute each once per week

**Once introduced, this unit will be practiced for the remainder of the school year.

Key Learning(s): Different instruments make different sounds. These differences are due to what they are made of and how they are played.



Unit Essential Question(s): How are instruments different?

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|---|---|---|
| <p>Concept: Orchestral Instrument Families National Standard(s): 6 State Standard(s): 9.3, 9.4</p> | <p>Concept: String Family National Standard(s): 6 State Standard(s): 9.3,9.4</p> | <p>Concept: Orff Instruments National Standard(s): 6 State Standard(s): 9.3, 9.4</p> |
| <p>Lesson Essential Questions: **Review from 1st grade.</p> | <p>Lesson Essential Questions: What are the different instruments of the string family? Which string family instruments are in the orchestra? How are the different ways the string family instruments are played?</p> | <p>Lesson Essential Questions: What is the name of a barred instrument with wooden bars? What is the name of a barred instrument with metal bars?</p> |
| <p>Vocabulary: Orchestra, string, woodwind, brass, percussion</p> | <p>Vocabulary: Guitar, sitar, harp, violin, viola, cello, double bass</p> | <p>Vocabulary: Xylophone, metallophone</p> |

Attached Document(s):

Additional Info:
Suggested Materials:

- Unpitched percussion instruments: wood block, triangle, hand drum, guiro, jingle bells, wind chimes
- Traditional instruments of the orchestra
- Audio recordings

This is a list of children’s books that may enhance this unit:

- *Meet the Orchestra*, William W. Suggs
- *Meet the Orchestra*, A. Hayes, K. Thompson
- *Zin! Zin! Zin! A Violin*, Lloyd Moss
- *Berlioz the Bear*, Jan Brett
- *Max Found Two Sticks*, Brian Pinkney
- *The Deaf Musicians*, P. Seeger, P. DuBois Jacobs

DVDs:

- “Amazing Music Series Volume 3: Families of the Orchestra”

Websites:

- BrainPop Jr.—www.brainpopjr.com currently has an instruments video online
- www.classicsforkids.com
- www.dsokids.com
- www.sfskids.org
- www.nyphilkids.org

Curriculum Map

Course: Music

Topic: Musical Masterpieces

Subject(s): General Music

Grade(s): 2nd grade

Days: 6 classes, 40 minute each once per week

Key Learning(s): Composers write music to tell stories and communicate emotions.

Optional
Instructional Tools:

Unit Essential Question(s): How have composers used music to communicate ideas and feelings.

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| Concept: Feelings National Standard(s): 7 State Standard(s): 9.3, 9.4 | Concept: Musical Stories National Standard(s): 7 State Standard(s): 9.3, 9.4 | |
| Lesson Essential Questions: How do composers use music to make us feel emotions? | Lesson Essential Questions: How do composers use music to tell stories? | |
| Vocabulary: Feelings, happy, sad, scared, like, dislike, loud, quiet, fast, slow | Vocabulary: Composer, instruments, loud, quiet, fast, slow, opera, ballet | |

Attached Document(s):

Additional Info:

Some important pieces that should be covered in elementary grades include, but are not limited to:

- Carnival of the Animals
- Peter and the Wolf
- The Sorcerer’s Apprentice
- Peer Gynt Suite
- The Nutcracker Suite
- Hansel and Gretel

Suggested materials:

- Children’s books
 - “The Nutcracker” w/Tchaikovsky’s “Nutcracker Suite”
 - Carnival of the Animals
 - “I’m going on a Bear Hunt” w/Grieg’s “In the Hall of the Mountain King”
 - “Come Along Daisy” w/Grieg’s “Norwegian Dance”
 - “The Story of the Orchestra” book and CD
- DVDs
 - “Peter Ustinov Reads the Orchestra” (specifically mood in music)
 - “Amazing Music Series Vol. 1: Emotions in Music”
 - “Hansel and Gretel”
 - “Peter and the Wolf”
 - “The Sorcerer’s Apprentice”
 - “Peer Gynt”
 - “The Nutcracker Ballet” (Royal Ballet, New York City Ballet or San Francisco Ballet)
 - “Hansel and Gretel”

Curriculum Map

Course: Music

Topic: Skills and Techniques

Subject(s): General Music

Grade(s): 2nd grade

Days: 10 classes, 40 minute each once per week

**Once introduced, this unit will be practiced for the remainder of the school year.

Key Learning(s): The students will sing alone and with others.

Optional
Instructional Tools:

Unit Essential Question(s): Can a student sing a simple song on pitch in a group setting/individually?

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|---|---|--|
| <p>Concept: Singing Voice-Using the head voice. National Standard(s): 1 State Standard(s): 9.1</p> | <p>Concept: Orff Instruments National Standard(s): 2 State Standard(s): 9.1</p> | |
| <p>Lesson Essential Questions: Can you make your voice sound like...in various up and down glissandos?</p> <ul style="list-style-type: none"> • a zipper (“zzz”) • an owl (“oo”) • an elevator (“nnn”) • a puppy whining • a motorboat (lip trills) <p>Can you sing what I sing back to me?</p> <p>Can you sing an answer to my question?</p> <p>Can you make your voice sound like this picture? (various line drawings)</p> <p>Can you follow a melody in pictures? (NOT standard notation)</p> <p>Can you make your singing voice sound like mine? (range of a sixth, D-B)</p> | <p>Lesson Essential Questions: What is the proper way to hold mallets?</p> <p>Where is the proper place to strike a bar?</p> | |
| <p>Vocabulary: Sing, echo, same, different, call and response, question and answer</p> | <p>Vocabulary: Mallet, orff instruments, xylophone, metallophone, bar</p> | |

Attached Document(s):

Additional Info:

Suggested Materials:

- Folk songs
- Composed songs
- Teacher created visuals
- Orff instrumentarium and mallets

2nd Grade Vocabulary and Definitions

Accent: a single tone or chord louder than those around it

Accompaniment: music that supports the sounds of the featured performer(s)

Ballet: a dramatic performance which includes dance (classical ballet) and music, often with scenery and costumes, combined to tell a story through movement

Beat: a repeating pulse that can be felt in some music

Composer: a person who makes up pieces of music by putting sounds together in his or her own way.

Dynamics: the loudness or quietness of sound

Echo: to repeat or imitate

Folk Song: a song originating among the people of a country or area, passed by oral tradition from one singer or generation to the next

Heritage: something that comes or belongs to one by reason of birth

Improvise: to perform a rhythmic or melodic piece of music with little or no preparation

Measure: a grouping of beats set off by bar lines

Melody: a line of single pitches that moves higher, lower, or repeats

Meter: the way the beats of music are grouped, often in sets of two or in sets of three

Opera: a musical play in which all parts are sung to instrumental accompaniment

Orchestra: a balanced group of instruments consisting of strings, woodwinds, brass, and percussion

Ostinato: a rhythm or melody pattern that repeats

National Anthem: a song formally adopted as the song to represent a country

Patriotic: feeling, expressing, or inspired by love for one's country

Phrase: a musical "sentence"

Pitch: the highness or lowness of a tone

Repeated Tones: two or more tones in a row that have the same sound

Rhythm: 1. the way the words go in a song or rhyme

2. a group of long and short sounds

Skip: to move from one tone to another and there was one

Solo: music for a single singer or player, often with an accompaniment

Steady: stays the same; does not get faster or slower

Step: to move from one tone to another without skipping tones in between

Strong Beat: the first beat in a measure

Tempo: the speed of the beat in music