

# **Grade 2 Music Curriculum Maps**

**Unit of Study: Families of Instruments**

**Unit of Study: Melody**

**Unit of Study: Rhythm**

**Unit of Study: Songs of Different Holidays/Patriotic Songs**

**Unit of Study: Grade 2 Play**

**Unit of Study: Diatonic Bells and Boomwhackers**

**Unit of Study: Harmony**

**Unit of Study: Folk Songs**

<b>Grade: 2</b> <b>Subject: Music</b>	<b>Unit of Study: Families of Instruments</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Identify by sight and sound the four families of instruments in the orchestra.</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Examining the elements of music helps one to understand the music we hear and perform.</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• Can the students name the four families of instruments?</li> <li>• Can the student name at least 2-3 instruments from each family by sight?</li> <li>• Can students identify instruments by sound?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• There are so many instruments we place them into families.</li> <li>• There are Brass, Woodwinds, Strings, and Percussion families.</li> <li>• An instrument is put into a family by how its sound is produced.</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.4.2.A.01 Identify aesthetic qualities of exemplary works of art in dance music theatre and visual art and identify characteristics of the artists who created them (e.g. gender age absence or presence of training style etc.).</li> <li>• 1.3.2.B.01 Clap sing or play on pitch from basic notation in the treble clef with consideration of pitch rhythm dynamics and tempo.</li> <li>• 1.3.2.B.02 Demonstrate developmentally appropriate vocal production vocal placement and breathing technique.</li> <li>• 1.3.2.B.04 Vocalize the home tone of familiar and unfamiliar songs and demonstrate appropriate posture and breathing technique while performing songs rounds or canons in unison and with a partner.</li> <li>• 1.3.2.B.05 Improvise short tonal and rhythmic patterns over ostinatos and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.</li> <li>• 1.3.2.B.06 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</li> <li>• 1.3.2.B.07 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductors cues.</li> <li>• 1.1.2.B.04 Categorize families of instruments and identify their associated musical properties.</li> </ul>
<b>Materials and Resources</b>	Posters Youtube examples Instrument worksheets
<b>Notes</b>	

<b>Grade: 2</b> <b>Subject: Music</b>	<b>Unit of Study: Melody</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Identify the direction of pitch (high or low)</li> <li>• Identify the different registers (high, middle, or low) of the voice</li> <li>• Identify the written direction of music as up and down</li> <li>• Identify unison, partner songs, and rounds</li> <li>• Identify ostinato patterns</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Examining the elements of music helps one to understand the music we hear and perform</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• Can the student identify sounds as high, middle, and low?</li> <li>• Can the student identify the melody as moving upward, downward, or in the same note?</li> <li>• Can the student identify a melodic line example in a given song?</li> <li>• Can the student sing a melodic direction?</li> <li>• Can students identify a song as in unison, partner song or a round?</li> <li>• Can the student identify a melodic direction from a piano or recorder example?</li> <li>• Can the student identify a melodic line's direction by sight in music?</li> <li>• Can the student identify an ostinato pattern?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• A melody can have different registers (high, middle, and low) or a combination of these directions</li> <li>• A melody can move upward, downward, stay on the same pitch or a combination of these directions</li> <li>• The human voice (and pitched instruments) can sing the different registers</li> <li>• The human voice (and pitched instruments) can sing the different directions</li> <li>• A good singer can hear and match different directions of the melody</li> <li>• Notes can show the registers of music on a staff</li> <li>• Notes can show the direction of a melody on a staff</li> <li>• When everyone sings the same melody, we call that unison</li> <li>• Sometimes a song can be sung as a round</li> <li>• Sometimes two songs can be sung simultaneously (partner songs)</li> <li>• Sometimes you can sing a melody with a spoken, sung or instrumental ostinato pattern</li> <li>• An ostinato pattern is a melodic, or rhythmic pattern that repeats over and over again</li> </ul>

<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.4.2.A.01 Identify aesthetic qualities of exemplary works of art in dance music theatre and visual art and identify characteristics of the artists who created them (e.g. gender age absence or presence of training style etc.).</li> <li>• 1.3.2.B.01 Clap sing or play on pitch from basic notation in the treble clef with consideration of pitch rhythm dynamics and tempo.</li> <li>• 1.3.2.B.02 Demonstrate developmentally appropriate vocal production vocal placement and breathing technique.</li> <li>• 1.3.2.B.04 Vocalize the home tone of familiar and unfamiliar songs and demonstrate appropriate posture and breathing technique while performing songs rounds or canons in unison and with a partner.</li> <li>• 1.3.2.B.05 Improvise short tonal and rhythmic patterns over ostinatos and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.</li> <li>• 1.3.2.B.06 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</li> <li>• 1.3.2.B.07 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductors cues.</li> <li>• 1.1.2.B.01 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</li> <li>• 1.1.2.B.02 Identify musical elements in response to diverse aural prompts such as rhythm timbre dynamics form and melody.</li> <li>• 1.1.2.B.03 Identify and categorize sound sources by common traits (e.g. scales rhythmic patterns and/or other musical elements) and identify rhythmic notation up to eighth notes and rests.</li> </ul>
<b>Materials and Resources</b>	<p>Computer Projector iTunes Xylophones</p>
<b>Notes</b>	

<b>Grade: 2</b> <b>Subject: Music</b>	<b>Unit of Study: Rhythm</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Identify and perform rhythms using rhythmic symbols for quarter, eighth and half notes and quarter rests</li> <li>• Clap, write, or play from simple notation</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Examining the elements on to understand the music we hear and perform</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• Can students read a four or eight beat rhythm pattern using quarter notes, eighth notes, and quarter rests?</li> <li>• Can students clap or perform four or eight beat rhythm patterns using quarter notes, eighth notes, and quarter rests?</li> <li>• Can students recognize the rhythm pattern heard in music examples?</li> <li>• Can students identify the half note upon sight and sound?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Beat of music can be steady or unsteady</li> <li>• Speed of the beat (tempo) can be fast (Allegro), moderate (Moderato), and slow (Andante)</li> <li>• Beats are written down as notes</li> <li>• The quarter note gets one beat</li> <li>• The quarter rest is silent but gets one beat</li> <li>• Two eighth notes together equal one beat</li> <li>• A rhythm collection of beats and rests</li> <li>• The beat is a steady pulse</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.4.2.A.01 Identify aesthetic qualities of exemplary works of art in dance music theatre and visual art and identify characteristics of the artists who created them (e.g. gender age absence or presence of training style etc.).</li> <li>• 1.3.2.B.01 Clap sing or play on pitch from basic notation in the treble clef with consideration of pitch rhythm dynamics and tempo.</li> <li>• 1.3.2.B.02 Demonstrate developmentally appropriate vocal production vocal placement and breathing technique.</li> <li>• 1.3.2.B.04 Vocalize the home tone of familiar and unfamiliar songs and demonstrate appropriate posture and breathing technique while performing songs rounds or canons in unison and with a partner.</li> <li>• 1.3.2.B.05 Improvise short tonal and rhythmic patterns over ostinatos and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.</li> <li>• 1.3.2.B.06 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</li> <li>• 1.3.2.B.07 Blend unison and harmonic parts and vocal or instrumental</li> </ul>

	<p>timbres while matching dynamic levels in response to a conductor's cues.</p> <ul style="list-style-type: none"> <li>• 1.1.2.B.01 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</li> <li>• 1.1.2.B.02 Identify musical elements in response to diverse aural prompts such as rhythm timbre dynamics form and melody.</li> <li>• 1.1.2.B.03 Identify and categorize sound sources by common traits (e.g. scales rhythmic patterns and/or other musical elements) and identify rhythmic notation up to eighth notes and rests.</li> </ul>
<b>Materials and Resources</b>	<p>Computer  Projector  Flash cards  Games and Worksheets  Sticks and other percussion instruments</p>
<b>Notes</b>	

<b>Grade: 2</b> <b>Subject: Music</b>	<b>Unit of Study: Songs of Different Holidays/Patriotic Songs</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Music has a big role in holidays and cultures</li> <li>• Patriotic music is important to all citizens.</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• The arts have always been a part of culture and society and can tell us a lot about a culture and/or a society</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• Can students perform various songs and dances of various cultures and holidays?</li> <li>• What does the song or dance tell us about that country or holiday?</li> <li>• Which holidays require patriotic songs?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Songs to recognize fall holidays (Halloween, Thanksgiving, Christmas, Chanukah)</li> <li>• Songs to recognize changing seasons</li> <li>• Standard patriotic songs (America, God Bless America, National Anthem)</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.1.2.B.02 Identify musical elements in response to diverse aural prompts such as rhythm timbre dynamics form and melody.</li> <li>• 1.2.2.A.01 Identify characteristic theme-based works of dance music theatre and visual art such as artworks based on the themes of family and community from various historical periods and world cultures.</li> <li>• 1.4.2.A.01 Identify aesthetic qualities of exemplary works of art in dance music theatre and visual art and identify characteristics of the artists who created them (e.g. gender age absence or presence of training style etc.).</li> <li>• 1.3.2.B.01 Clap sing or play on pitch from basic notation in the treble clef with consideration of pitch rhythm dynamics and tempo.</li> <li>• 1.3.2.B.02 Demonstrate developmentally appropriate vocal production vocal placement and breathing technique.</li> <li>• 1.3.2.B.04 Vocalize the home tone of familiar and unfamiliar songs and demonstrate appropriate posture and breathing technique while performing songs rounds or canons in unison and with a partner.</li> </ul>
<b>Materials and Resources</b>	Computer Projector iTunes
<b>Notes</b>	

<b>Grade: 2</b> <b>Subject: Music</b>	<b>Unit of Study: Grade 2 Play</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Students will learn songs with a common theme and perform in a concert</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Examining the elements of music helps one to understand the music we hear and perform</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• How do we read and perform music?</li> <li>• What is the central theme of the songs in our concert?</li> <li>• Identify rhythm symbols in the music</li> <li>• How do we behave when performing?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Words and music for the concert</li> <li>• Basic rhythm and music symbol reading</li> <li>• Put movement to the music</li> <li>• Prepare to perform</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</li> <li>• 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</li> <li>• 1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</li> <li>• 1.1.2.B.4 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</li> <li>• 1.1.2.C.1 Identify basic elements of theatre and describe their use in a variety of theatrical performances.</li> <li>• 1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).</li> <li>• 1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.</li> <li>• 1.1.2.C.4 Describe the use of the technical theatrical elements by examining examples of theatrical design in productions</li> </ul>
<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>• Books for the play</li> <li>• iTunes</li> <li>• Computer and projector</li> <li>• Wiki-page</li> </ul>



	<ul style="list-style-type: none"><li>• Packets of the words for each student</li></ul>
<b>Notes</b>	

<b>Grade: 2</b> <b>Subject: Music</b>	<b>Unit of Study: Diatonic Bells and Boomwhackers</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Play various songs on the diatonic bells and Boomwhackers</li> <li>• Identify the staff, bar lines, measure, whole, half, quarter note</li> <li>• Proper behavior at concert</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts</li> <li>• All students will utilize those skills, media, methods and technologies appropriate for each art form in the creation, performance and presentation of dance, music theater and visual art.</li> <li>• All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• How do you play the Diatonic Bells and Boomwhackers?</li> <li>• What are the staff, bar lines, measure, and whole, half, quarter notes?</li> <li>• Review what is proper behavior at a musical concert?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Note reading</li> <li>• Rhythm reading</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.4.2.A.03 Use imagination to create a story based on an arts experience that communicated an emotion or feeling and tell the story through each of the four arts disciplines (dance music theatre and visual art).</li> <li>• 1.3.2.B.01 Clap sing or play on pitch from basic notation in the treble clef with consideration of pitch rhythm dynamics and tempo.</li> <li>• 1.3.2.B.02 Demonstrate developmentally appropriate vocal production vocal placement and breathing technique.</li> <li>• 1.3.2.B.04 Vocalize the home tone of familiar and unfamiliar songs and demonstrate appropriate posture and breathing technique while performing songs rounds or canons in unison and with a partner.</li> <li>• 1.3.2.B.06 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</li> <li>• 1.3.2.B.07 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductors cues.</li> <li>• Interdisciplinary: NJCCCS Technological Literacy 8.1A, 8.1B; Career Education and Life Skills/Critical Thinking 9.2A, 9.2C, 9.2D</li> </ul>
<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>• Bells</li> <li>• Boomwhackers</li> <li>• Music Express Magazine</li> <li>• Computer</li> </ul>

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<b>Grade: 2</b> <b>Subject: Music</b>	<b>Unit of Study: Harmony</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Identify interval of a third</li> <li>• Create a chord using the third</li> <li>• Sing in thirds</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Examining the elements of music helps one to understand the music we hear and perform</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• Can students identify harmony heard in music examples?</li> <li>• Can students perform harmony?</li> <li>• Can students identify the interval of a third in listening examples?</li> <li>• Can students sing in thirds?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Relationships to notes to each other</li> <li>• Sound produced by adding every other note (thirds)</li> <li>• Examples of a harmony in vocal and instrumental music</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.4.2.A.03 Use imagination to create a story based on an arts experience that communicated an emotion or feeling and tell the story through each of the four arts disciplines (dance music theatre and visual art).</li> <li>• 1.3.2.B.01 Clap sing or play on pitch from basic notation in the treble clef with consideration of pitch rhythm dynamics and tempo.</li> <li>• 1.3.2.B.02 Demonstrate developmentally appropriate vocal production vocal placement and breathing technique.</li> <li>• 1.3.2.B.03 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments</li> <li>• 1.3.2.B.04 Vocalize the home tone of familiar and unfamiliar songs and demonstrate appropriate posture and breathing technique while performing songs rounds or canons in unison and with a partner.</li> <li>• 1.3.2.B.06 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</li> <li>• 1.3.2.B.07 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductors cues.</li> </ul>
<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>• CD's</li> <li>• Boom whackers</li> <li>• Resonator bells</li> <li>• Xylophones</li> </ul>

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<b>Grade: 2</b> <b>Subject: Music</b>	<b>Unit of Study: Folk Songs</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Identify the American experience in story and song</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• A nation or people's culture can be understood through its folk songs</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• What experiences can be put into music?</li> <li>• Who wrote American folk songs?</li> <li>• What influences can we find?</li> <li>• Are there different songs for each region of the country?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Folk song in American History</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.4.2.A.01 Identify aesthetic qualities of exemplary works of art in dance music theatre and visual art and identify characteristics of the artists who created them (e.g. gender age absence or presence of training style etc.).</li> <li>• 1.2.2.A.01 Identify characteristic theme-based works of dance music theatre and visual art such as artworks based on the themes of family and community from various historical periods and world cultures.</li> <li>• 1.2.2.A.02 Identify how artists and specific works of dance music theatre and visual art reflect and are affected by past and present cultures.</li> <li>• 1.3.2.B.01 Clap sing or play on pitch from basic notation in the treble clef with consideration of pitch rhythm dynamics and tempo.</li> <li>• 1.3.2.B.02 Demonstrate developmentally appropriate vocal production vocal placement and breathing technique.</li> <li>• 1.3.2.B.04 Vocalize the home tone of familiar and unfamiliar songs and demonstrate appropriate posture and breathing technique while performing songs rounds or canons in unison and with a partner.</li> <li>• 1.3.2.B.05 Improvise short tonal and rhythmic patterns over ostinatos and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.</li> <li>• 1.3.2.B.06 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</li> <li>• 1.3.2.B.07 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductors cues.</li> </ul>
<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>• CD's</li> <li>• Various American folk song book</li> </ul>

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