

	<u><b>CURRICULUM</b></u> <i>End Product of Learning, "What" You Teach</i>			<u><b>INSTRUCTION</b></u> <i>Means to the End Product, "How" You Teach</i>	<u><b>ASSESSMENT</b></u> <i>Validation to Revise Curriculum &amp; Instruction</i>
TIME FRAME [By Date/Week/Month]	STANDARD OR BENCHMARK	CONTENT: What we want students to "KNOW".	SKILL: What we want students to "DO".	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
Q1-4  Q3	<b>25.A.1c Music:</b> Identify differences in elements and expressive qualities (e.g., between fast and slow tempo; loud and soft dynamics; high and low pitch/direction; long and short duration; same and different form, tone color or timbre, and beat).	Melody Identify melodic contour -same/different phrases	Follow a musical score Sing with correct pitch, rhythm, voice projection	Second grade music textbooks -Sing! (repeat, D.S. -Ev'rybody's Welcome (2/4, folk) -The Noble Duke of York (English, melodic direction) -Scat Song (repeat, nonsense words, Coda -Puff the Magic Dragon (verse/refrain) -I Have a Car (additive song) -Inch By Inch -Going on a Picnic -Corner Grocery Store  Flashcards (melodic, rhythmic)  Conducting batons	Students point with finger showing where they are in a musical score  Observation  Student responses
Q2		Harmony -pitched ostinati  Rhythm - whole, half, quarter, eighth notes/rests, dotted half, syncopation -duple, triple meter	Discriminate among Steps, leaps and repeated notes  Conduct in varied tempi  Maintain and internalize steady beat	Repetition  Memorization Sleigh Ride (Intro ABACCInterlude ABA Coda)	Active Participation
Q4		Form (Simple +) -Rondo -Intro, coda, verse, refrain	Read melodic and rhythmic patterns  Same, similar, different phrases	Lucy Locket Apple Tree It's Gonna Be a Great Day Button game (beat) Old King Glory	
		Expressive Qualities -pp -ff Beat			

Course/Subject: General Music		CURRICULUM MAP			Grade: 2
				Clap To It (DVD) Miss Mary Mack; A Sailor Went to Sea, Shame	
Q1	<b>25.B.1</b> Identify similarities in and among the arts (e.g., pattern, sequence and mood).	Pattern, Sequence, Mood	Describe feeling, mood, idea or story	Teacher Directed Listening Performing	Analysis
Q2, 3	<b>26.A.1c Music:</b> Identify a variety of sounds and sound sources (e.g., instruments, voices and environmental sounds).	Traditional Band, Orchestra Instruments  Vocal Sounds  Electronic keyboard	Label traditional band and orchestra instruments by family  Distinguish between the sounds of two different voices (man vs. Child)	Textbook: Are You Sleeping Postman Instrument Sounds video Instrument Ball Game  Soprano, Tenor, Bass voices-examples	Listening  Assessment
Q1          Q2	<b>26.A.1d Music:</b> Relate symbol systems (e.g., icons, syllables, numbers and letters) to musical sounds.	Treble clef notes and line and space above and below  Whole, half, quarter, eighth notes + simple dotted note Rhythms, simple syncopated rhythms and the triplet	Identify a music staff Associate letter name with notes in the treble clef and notes D and C below the staff, and notes G and A above the staff  Echo, read, perform rhythms	Floor staff Bean bag note toss  Flashcards  Rhythm Machine (movement improvisation)	Observation

Course/Subject: General Music		CURRICULUM MAP			Grade: 2
Q1-4  Q4		<p>Introduce dynamic, tempo markings and other musical terminology (fermata, treble clef, sharp, flat, natural, repeat sign, staccato)</p> <p>Music in 2/4,3/4,4/4 time signatures</p>	<p>Recognize pp, p, mp, mf, f, ff, staccato, legato, andante, cresc., decresc. Repeat sign, D.C., D.S</p> <p>Conducting in various meters</p>	<p>Exercises for Orff Instruments</p> <p>Grade 2 music textbooks Conducting batons</p> <p>2/4 Everybody's Welcome 3/4 Take Me Out to the Ballgame 4/4 Frere Jaques Meet the Conductor Interview CD6:17</p>	Teacher Model
Q1-4  Q3	<p><b>26.B.1c Music:</b> Sing or play on classroom instruments a variety of music representing diverse cultures and styles.</p>	<p>Develop the singing voice</p> <p>Develop instrument playing skills</p> <p>Experience and learn about various musical styles: Folk, Ballet, Opera, Symphonic, Jazz, Rock</p>	<p>Sing on pitch</p> <p>Play classroom instruments with appropriate timbre and maintain steady beat and tempo</p> <p>Listen to musical examples</p> <p>Define style</p> <p>Associate musical forms with country of origin</p>	<p>Good morning – in half step increments Cumulative, rounds, folk and seasonal Holiday/Seasonal Melodies -Example: Jingle Bells with slapstick/temple blocks Classroom manners/positive behavior songs -Follow the Instructions (solo opportunities) -Life Is Better with a Friend (partner song) -Time to Say Goodbye (round) -Go Back to Your Place (eight note clap) -Hocus Pocus -When You Use Good Manners</p> <p>Exercises for Orff instruments (dynamics, tremolo, glissando, staccato)</p> <p>Windsock – copy notes, create colorful background</p> <p>Visual aides: ballet (5 basic positions, Marie Camargo, Louis XIV), symphonic seating chart (Seat the Orchestra)</p> <p>Four families Common characteristics</p>	<p>Grading finished product</p> <p>Active Participation</p> <p>Student input</p>

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			Define Examples in Textbook History and Development	Worksheets  Folk Dance demonstration  Ballet position demonstration  Jazz Time video Jazz Wordsearch  Listening	
Q3	<b>27.A.1a</b> Identify the distinctive roles of artists and audiences.	History of Ballet  Symphonic Music Haydn “Surprise Symphony”  Opera: Hansel and Gretel	Demonstrate appropriate ensemble performing  Demonstrate appropriate audience etiquette  React to performances in a respectful, constructive, supportive manner  Point out ways arts are used for personal time and enrichment(concerts, plays, broadcasts, choirs, lessons...)	F. Chopin Nocturne, Op 9, No.2 (Moon, stars, night time..) The Farewell Symphony  Tchaikovsky Comes to America  Nutcracker Unit -Listening maps (March, Chinese Dance, Waltz of the Flowers, Dance of the Sugar Plum Fairy, Russian Dance)  Dramatization (Hansel and Gretel), powerpoint  Recordings  Opera Etiquette Puzzle Concert Etiquette YouTube Sfskids.com Current Events Mukti CSO YouTube	Verbal Questioning  Student modeling of map flow  Completed work  Performance  Written work



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CURRICULUM MAP					
Grade: 2					
		Rock	History Early Rock Recognize impact Of Beatles coming to America	“Rock Around the Clock” Listening to examples The Beatles –Part I The Beatles – Part II John/George Paul/Ringo  Beatlemania Challenge	