

Elementary Music – Grade 2 Scope & Sequence by Advisory

	Essential Questions	Standards-based Essential Skills/Concepts to be Targeted & Instructional Strategies	Formative/Summative Assessments (Performances, Projects)
1 st Advisory	<p>How do I do my best singing? When I listen to myself sing, for what do I listen? How can rhythm tell a musical story? How do composers and improvisers vary rhythm to make their music interesting to the listener? How can expression enhance my performance?</p>	<p>Standards: 2.1.L4, 2.1.E1, 2.2.S3, 2.2.P1, 2.3.1, 2.4.3, 2.5.S2</p> <p>Listen: Recognize sudden and gradual changes in music, especially the dynamics and tempo. Respond to music with movement: perform traditional folk dances (choreographed and non-choreographed), and interpretive movement.</p> <p>Speak (repeat): Match single pitches and groups of pitches played on the piano, individually, and in groups. Perform rhythmic ostinatos and single-chord accompaniments on classroom instruments.</p> <p>Speak (improvise): Improvise simple rhythmic and melodic accompaniments using voice, body percussion, or classroom instruments.</p>	<p>Label note names on a staff</p> <p>Sing, in tune, using Curwen hand signs for la, so, mi, and do</p> <p>Demonstrate, through large and small movements, changes in tempo and dynamics</p> <p>Improvise a “response” section to a call and response song, using percussion instruments</p> <p>Perform rhythmic ostinatos in meter of 2</p>
	Repertoire		Resources
	<p>Required: Heigh-Ho p. 7</p> <p>Suggested: Every Morning When I Wake Up (pg. 308) Che Che Koolay (pg. 258) Down, Down, Baby (pg. 32) Hello (pg. 254) Gonna Have A Good Time (pg. 4)</p>	<p>Read: Read and sing easy melodic patterns using letters (e.g., A, B, C, D, E, F, G) and also use solfege syllables (e.g., do, re, mi, fa, sol, la, ti).</p> <p>Write: See Speak (improvise)</p> <p>Talk About: Interpret song lyrics and describe the sounds of classroom instruments.</p>	<p>Content and Tools by Strand Grade 2 Standards Document Making Music Grade 2, Teacher Ed. Disney Wiki (Heigh-Ho) You Tube (French Heigh-Ho)</p>

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2 nd Advisory	<p>How do I do my best singing? When I listen to myself sing, for what do I listen? How can rhythm tell a musical story? How do composers and improvisers vary rhythm to make their music interesting to the listener? How can expression enhance my performance?</p>	<p>Standards: 2.1.L2, 2.1.L3, 2.1.E2, 2.2.S4, 2.2.S5, 2.2.P2, 2.3.2, 2.4.2, 2.5.S1, 2.5.H1</p> <p>Listen: Identify selected orchestral and folk instruments by sight and sound. Distinguish between accompanied and unaccompanied vocal music. Create movements to music that reflect the pitch, tempo, and dynamics in music.</p> <p>Speak (repeat): Read lyrics containing more than one verse and including words divided into syllables. Sing in a two-part ensemble. Perform and match notated rhythm patterns.</p>	<p>Create new words that fit rhythmically to a verse of a song</p> <p>Playing musical examples, students listen to, list, and identify various instruments heard</p> <p>Read and perform rhythmic patterns and notation with correct syllables</p> <p>Sing/perform a partner song in 2 parts</p>
	Repertoire	<p>Speak (improvise): Improvise accompaniments and ostinatos (melodic, rhythmic) to enhance songs, stories, and poems (e.g., match sounds with visuals/images to create improvisations inspired by an event, poem or story).</p> <p>Read: Read (using in rhythmic solfege) sets of simple rhythms that use the quarter rest with quarter, half, and eighth note patterns.</p> <p>Write: See speak (improvise)</p> <p>Talk About: Explore meaning and relationships of terms that express "rhythm" among the arts (e.g., fast, slow, accent, rhythm patterns, beat, etc.). Interpret holiday songs.</p>	Resources
	<p>Required: Jingle Bells (pg. 372)</p> <p>Suggested: A Kwanzaa Carol (pg. 376) A Kid Like Me (pg. 378) My Fathers House (pg. 25) Riddle Ree (pg. 34) Pizza, Pizza, Daddy-O (pg. 28)</p>	<p>Content and Tools by Strand Grade 2 Standards Document Making Music Grade 2, Teacher Ed. Wikipedia (Jingle Bells)</p>	

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3 rd Advisory	<p>How do I do my best singing? When I listen to myself sing, for what do I listen? How can rhythm tell a musical story? How do composers and improvisers vary rhythm to make their music interesting to the listener? How can expression enhance my performance?</p>	<p>Standards: 2.1.L5, 2.1.E3, 2.2.S2, 2.2.P3, 2.3.3, 2.4.1, 2.5.S3, 2.5.H3</p> <p>Listen: Use music terminology to identify and describe melody patterns that move upward, downward, and remain the same, and demonstrate different patterns vocally, instrumentally, and with movement. Develop an opinion, contribute, and take turns to discuss music in terms of likes and dislikes.</p> <p>Speak (repeat): Develop a repertoire of songs, including those with and without accompaniment, with and without harmony, and songs with ostinatos and meter in 2 and 3. Play instruments to demonstrate awareness of beat, tempo, dynamics, and melodic direction.</p>	<p>Play rhythmic ostinatos in meter of 3 to accompany a song</p> <p>Perform melodic ostinatos in meter of 3 to accompany a song</p> <p>Compose and notate a pentatonic melody consisting of 4 measures</p> <p>Using a Venn Diagram, compare and contrast various types of folk music</p>
	Repertoire		Resources
	<p>Required: When the Saints Go Marching In (pg. 174)</p> <p>Suggested: A Tisket, A Tasket (pg. 234) She'll Be Coming Round the Mountain (pg. 344) Miss Mary Mack (pg. 42) Good Morning Blues (pg. 52) Free At Last (pg. 380)</p>	<p>Speak (improvise): Compose and arrange simple rhythmic and melodic accompaniments using voice, body percussion, or classroom instruments.</p> <p>Read: Notate [melodic and]* rhythm patterns using traditional notation.</p> <p>Write: See Speak (improvise)</p> <p>Talk About: Interpret patterns and model properties of numbers. Listen to a variety of folk music (e.g., American, African, Latin, Asian), identify the artists, and describe their similarities and differences in terms of rhythm, mood, instruments and tone color.</p> <p>* "Melodic and" is included in [] to facilitate the inclusion of standard 2.4.3 and is not in the original standard.</p>	<p><u>Content and Tools by Strand</u> Grade 2 Standards Document Making Music Grade 2, Teacher Ed. Bing (Louis Armstrong singing "When the Saints Go Marching In") Wikipedia (History of "When the Saints Go Marching In")</p>

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4th Advisory	<p>How do I do my best singing? When I listen to myself sing, for what do I listen? How can rhythm tell a musical story? How do composers and improvisers vary rhythm to make their music interesting to the listener? How can expression enhance my performance?</p>	<p>Standards: 2.1.L1, 2.1.E2, 2.2.S1, 2.2.P3, 2.3.3, 2.4.1, 2.5.H2, 2.5.H4</p> <p>Listen: Recognize musical forms including like and unlike melodic phrases; music in two-part (AB) form; and the beginning and ending of phrases. Create movements to music that reflect the pitch, tempo, and dynamics in music.</p> <p>Speak (repeat): Sing a variety of songs in various keys, meters, and genres, alone and with a group, with accuracy in rhythm and pitch, and from memory. Play instruments to demonstrate awareness of beat, tempo, dynamics, and melodic direction.</p> <p>Speak (improvise): Compose and arrange simple rhythmic and melodic accompaniments using voice, body percussion, or classroom instruments.</p>	<p>Use movements to show the beginning and ends of phrases</p> <p>Sing songs using appropriate phrasing and breathing at the ends of phrases</p> <p>Sing a song while tracing the melodic direction in the air</p> <p>In pairs, create rhythmic patterns in meter of 3</p> <p>Sing a song and respond appropriately to tempo and dynamic changes</p>
	Repertoire		Resources
	<p>Required: Puff the Magic Dragon (pg. 336)</p> <p>Suggested: Step In Time (pg. 74) Zip-a-Dee-Doo-Dah (pg. 318) Zudio (pg. 261) I Got Shoes (pg. 238) The Tree in the Wood (pg. 346)</p>	<p>Read: Notate [melodic and]* rhythm patterns using traditional notation.</p> <p>Write: See Speak (improvise)</p> <p>Talk About: Identify the uses of music in various cultures and time periods. Recognize and talk about music and celebrations of the cultures represented in the school population.</p>	<p>Content and Tools by Strand Grade 2 Standards Document Making Music Grade 2, Teacher Ed. Oprah feat will.i.am (America)</p>