

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

General Music: Grade 2

Curriculum writing committee:

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Grade Level: Second Grade

Date of Board Approval: _____2024_____

Course Weighting

Participation	30%
Performances	20%
Written Work	10%
Rhythm Comprehension	20%
Melody Comprehension	20%
Total	100%

Curriculum Map

Overview:

In this course, students will continue an in-depth exploration of rhythm and melody concepts that began in first grade. Rhythmic figures will be renewed, including quarter notes, eighth notes, and quarter rests, as well as the pitches sol, mi, and la. Students will learn a new rhythmic figure: the half note. Students will also learn the pitches do and re. Students will also explore the instruments of the string family in preparation for their potential enrollment in orchestra in third grade. The elementary general music curriculum is one which spirals from kindergarten to fifth grade; therefore, all concepts taught are ongoing throughout the student's entire elementary music education.

Goals:

1. Marking Period One:
 - a. Review all previously learned music knowledge for the preparation of new pitch and rhythmic concepts.
 - b. Notation, reading, and performance of do pitch.
 - c. Goals: Perform, notate, and understand all previously learned pitches and rhythms. Perform, notate, and read the pitch "do."
2. Marking Period Two
 - a. Notation, reading, and performance of do pitch.
Notation, reading, and performance of half note rhythms.
 - b. Goals: Rhythmic and melodic understanding of notation and performance of half note rhythms, do pitch.
3. Marking Period Three
 - a. Notation, reading, and performance of half note rhythms.
 - b. Notation, reading, and performance of pitch "re."
 - c. Goals: Rhythmic and melodic understanding of half note rhythms, re pitch.
4. Marking Period Four
 - a. Notation, reading and performance of re pitch.
 - b. Introduction to the string family.
 - c. Goals: Rhythmic and melodic understanding of re pitch, Identify, discuss, compare and contrast the instruments of the string family.

Big Ideas:

- The skills, techniques, and principles of the arts can be learned, studied, refined and practiced.
- Artists use tools and resources, as well as their own experiences and skills, to create art.
- The arts provide a medium to understand and exchange ideas.
- Humans have expressed experiences and ideas through the arts throughout time and across cultures.
- People use both aesthetic and critical processes to assess quality, interpret meaning, and determine value.

Curriculum Plan

Unit 1: The Pitch “Do”

Time/Days: Marking Period 1 & 2: 36 days

- **Standards (by number):**

PA Department of Education standards for Arts and Humanities

9.1.3.A, 9.1.3.B, 9.1.3.C

National Association for Music Education Core Music Standards

MU:Cr1.1.2a, MU:Cr1.1.2b, MU:Cr3.1.2a, MU:Cr3.2.2a, MU:Cr2.1.2a, MU:Cr2.1.2b, MU:Cr2.1.2a, MU:Cr3.1.2.a, MU:Pr4.1.2a, MU:Pr4.2.2a, MU:Pr4.2.2b, MU:Pr4.3.2a, MU:Pr5.1.2a, MU:Pr5.1.2b, MU:Pr6.1.2.a, MU:Pr6.1.2b, MU:Cn10.0.2a, MU:Cn.11.02a,

- **Anchors:**

- **Eligible Content:** The pitch Do, improvisation, dictation, composition, recognition of the pitch do

Objectives:

1. Students will be able to identify the pitch “do” on the staff. (DOK Level 1)
2. Students will be able to distinguish between “do” and other pitches. (DOK Level 2)
3. Students will be able to show “do” in improvisation and dictation. (DOK Level 2)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on the use of “do” as it occurs in music.
 - a. Sing songs with the students.
 - b. Read notation of the song to identify the pitch “do” by sight.
 - c. Sing the words with the pitch “do” to determine its sound.
2. Students take turns singing the pitch “do” as it occurs in new and known songs.
3. Echo singing the pitch “do” from the staff.
4. Read melodies containing the pitch “do” from the staff.

Extensions:

1. Students will melodic dictation using know pitches and focusing on “do.”
2. Students will compose their own “do” based melodies and perform for the class.
3. Students improvise melodies containing the pitch “do” in a call and response activity.
4. Create ostinato containing the pitch “do” to be performed with classroom songs and recordings on melodic instruments or voice.
5. Students transpose melodies on the staff to new location using their knowledge of “do.”

Correctives:

1. Students act as “human notes” to represent “do in a classroom song.
2. Students use the Curwin hand signs or body parts to represent the pitch “do.”
3. Students will create and perform flash cards containing the pitch “do.”

4. Students will walk the beat and clap the quarter note and beamed eighth note rhythms of known songs and chants.

Materials and Resources:

1. Classroom instruments
2. Staff on board, Smartboard, or floor
3. Songs:
 - a. All Night, All Day
 - b. Apple Tree
 - c. Apples in the Attic
 - d. Oh, Won't You Sit Down
 - e. Old Arl's a Moverin'
 - f. Tee Hee Hee
 - g. When I First Came to This Land
 - h. Button
 - i. Hot Cross Buns
 - j. Long Legged Sailor
 - k. Solomon Grundy
 - l. One Potato Two
 - m. Rico's Pizza Restaurant

Assessments:

1. Diagnostic:
 - a. Classroom observation, classroom discussion, steady beat exercises
2. Formative:
 - a. Classroom observation, classroom discussion, echo patterns, popsicle stick compositions
3. Summative:
 - a. Classroom observation, classroom discussion, popsicle stick compositions, written assessment

Curriculum Plan

Unit 2: Half Note Rhythm

Time/Days: Marking Period 2 & 3: 36 Days

- **Standards (by number):**

PA Department of Education standards for Arts and Humanities

9.1.3.A, 9.1.3.B, 9.1.3.C

National Association for Music Education Core Music Standards

MU:Cr1.1.2a, MU:Cr1.1.2b, MU:Cr3.1.2a, MU:Cr3.2.2a, MU:Cr2.1.2a, MU:Cr2.1.2b, MU:Cr2.1.2a, MU:Cr3.1.2.a, MU:Pr4.1.2a, MU:Pr4.2.2a, MU:Pr4.2.2b, MU:Pr4.3.2a, MU:Pr5.1.2a, MU:Pr5.1.2b, MU:Pr6.1.2.a, MU:Pr6.1.2b, MU:Cn10.0.2a, MU:Cn.11.02a,

- **Anchors:**

- **Eligible Content:** The Half note, Improvisation, dictation, composition, recognition of the half note

Objectives:

1. Students will be able to identify the half note in new and known songs and chants. (DOK Level 1)
2. Students will be able to distinguish between the half note and other rhythms. (DOK Level 2)
3. Students will be able to compose and create improvisations using the half note. (DOK Level 4)
4. Students will be able to recognize, interpret, and create the half note within given constructs. (DOK Levels 1, 2, 4)
5. Students will be able to synthesize their knowledge of the half, as well as quarter and eighth notes, and the pitches so, mi, la, and do to formulate their own musical work within given constructs. (DOK Level 3, 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on the half note as it occurs in music.
 - a. Perform a new song, following the words on the board.
 - b. Read the notation of the song to identify the half note by sight.
 - c. Sing the words with the half note to determine its duration.
2. Students use the half note rhythm in instrumental accompaniments.
3. Echo rhythms on instruments and body percussion, focusing on the half note.
4. Read rhythms containing the half note.

Extensions:

1. Students will be able to write rhythmic dictation, focusing on the half note.
2. Students will compose their own half note based rhythms and perform for the class.
3. Students will improvise rhythms containing the half note in a “call and response” activity with the instructor.
4. Students will create ostinato using the half note to accompany known songs and recorded music.
5. Students create body percussion compositions using the half note.

Correctives:

1. Students act as “human notes” to represent the half note in new or known songs.

2. Students create flashcards to practice reading the half note.
3. Students will use hand different body parts to represent the half note while performing the half note in new and known songs.

Materials and Resources:

1. Flash cards
2. Orff instruments
3. Floor staff
4. Songs:
 - a. Apple Tree
 - b. All Night, All Day
 - c. Long Legged Sailor
 - d. Cumberland Gap
 - e. Deedle Deedle Dumpling
 - f. Rocky Mountain
 - g. Land of the Silver Birch
 - h. Polly Put the Kettle On
 - i. Turn the Glasses Over
 - j. Twinkle Twinkle Little Star

Assessments:

1. Diagnostic:
 - a. Classroom observation, classroom discussion, singing patterns
2. Formative:
 - a. Classroom observation, classroom discussion, singing patterns, reading patterns
3. Summative:
 - a. Classroom observation, classroom discussion, singing patterns, playing patterns, labeling patterns, compositions, written assignments

Curriculum Plan

Unit 3: The Pitch Re

Time/Days: Marking Period 3 &4: 36 days

- **Standards (by number):**

PA Department of Education standards for Arts and Humanities

9.1.3.A, 9.1.3.B, 9.1.3.C

National Association for Music Education Core Music Standards

MU:Cr1.1.2a, MU:Cr1.1.2b, MU:Cr3.1.2a, MU:Cr3.2.2a, MU:Cr2.1.2a, MU:Cr2.1.2b, MU:Cr2.1.2a, MU:Cr3.1.2.a, MU:Pr4.1.2a, MU:Pr4.2.2a, MU:Pr4.2.2b, MU:Pr4.3.2a, MU:Pr5.1.2a, MU:Pr5.1.2b, MU:Pr6.1.2.a, MU:Pr6.1.2b, MU:Cn10.0.2a, MU:Cn.11.02a,

- **Anchor:**

- **Eligible Content:** The pitch Re, improvisation, dictation, composition, recognition of the pitch re

Objectives:

1. Students will be able to identify the pitch “re” on the staff. (DOK Level 1)
2. Students will be able to distinguish between “re” and other pitches. (DOK Level 2)
3. Students will be able to compose and create improvisations using “re.”. DOK Level 2)
4. Students will be able to recognize, interpret, and create the pitch “re” within given constructs. (DOK Levels 1, 2, 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on the pitch “re” as it occurs in music.
 - a. Sing songs with students.
 - b. Read the notation of the song to identify the pitch “re” by sight.
 - c. Sing the words with the pitch “re” to determine its sound.
2. Students take turns singing the pitch “re” as it occurs in new and known songs.
3. Echo sing the pitch “re” from the staff.
4. Reading melodies containing the pitch “re” from the staff.

Extensions:

1. Students will write melodic dictation using know pitches and focusing on “re.”
2. Students will compose their own “re” based melodies and perform for the class.
3. Students will improvise melodies containing the pitch “re” in a call and response activity with the instructor.
4. Create ostinato containing the pitch “re” to be performed with classroom songs and recordings on melodic instruments or voice.
5. Students will transpose melodies on the staff to a new location using their knowledge of “re.”

Correctives:

1. Students act as “human notes” to represent “re” in a known or new song.
2. Students use Curwin hand signs or body parts to represent the pitch “re” in a classroom song.
3. Students will create and perform flash cards containing the pitch “re.”.

Materials and Resources:

1. Classroom instruments
2. Staff on board, smartboard or floor
3. Songs:
 - a. Go ‘Way Old Man
 - b. Hop Old Squirrel
 - c. Hot Cross Buns
 - d. Long Legged Sailor
 - e. Three Blind Mice
 - f. Rocky Mountain
 - g. The Helpers in Our School
 - h. Riding on the Railroad

Assessments:

1. Diagnostic:
 - a. Classroom observation, classroom discussion, steady beat exercises
2. Formative:
 - a. Classroom observation, classroom discussion, echo patterns, popsicle stick compositions
3. Summative:
 - a. Classroom observation, classroom discussion, popsicle stick compositions, written assessment

Curriculum Plan

Unit 4: The String Family

Time/Days: Marking Period 4: 18 Days

- **Standards (by number):**

PA Department of Education standards for Arts and Humanities

9.1.3.A, 9.1.3.B, 9.1.3.C

National Association for Music Education Core Music Standards

MU:Cr1.1.2a, MU:Cr1.1.2b, MU:Cr3.1.2a, MU:Cr3.2.2a, MU:Cr2.1.2a, MU:Cr2.1.2b, MU:Cr2.1.2a, MU:Cr3.1.2.a, MU:Pr4.1.2a, MU:Pr4.2.2a, MU:Pr4.2.2b, MU:Pr4.3.2a, MU:Pr5.1.2a, MU:Pr5.1.2b, MU:Pr6.1.2.a, MU:Pr6.1.2b, MU:Cn10.0.2a, MU:Cn.11.02a,

- **Anchors:**

- **Eligible Content:** The string instruments, be able to compare and contrast, identification, distinguish between the string instruments

Objectives:

1. Students will be able to identify the various string instruments. (DOK Level 1)
2. Students will be able to distinguish between the various string instruments. (DOK Level 2)
3. Students will be able to compare and contrast the various string instruments. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction the string family instruments
 - a. Show video clips of each instrument the students are exploring.
 - b. Show pictures of each instrument the students are exploring.
 - c. Name and identify the instruments by sound and by appearance.
2. Create instrument books to log differences and information learned.

Extensions:

1. Students learn and label parts of the string instruments in the orchestra.
2. Students will visit the orchestra room to see the string instruments up close.
3. Students will hold and play the various orchestra instruments.

Correctives:

1. Students will draw unique illustrations to depict the form of a piece of music.
2. Students will take turns performing different sections of known songs and chants.

Materials and Resources:

1. Orchestra instruments
2. Various recording of orchestra instruments

Assessments:

1. Diagnostic: Classroom observation, classroom discussion
2. Formative: Classroom observation, classroom discussion
3. Summative: Classroom observation, classroom discussion

Additional Resources

Note: All songs and recordings listed in this curriculum are part of a large array of options that may be utilized to teach the aforementioned musical concepts. Additional resources and songs include, but are not limited to, those found below.

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Music in Preschool

Textbook ISBN #:

Textbook Publisher &Year of Publication: Franklin Printing House, 1990

Curriculum Textbook is utilized in (title of course):

General Music Curriculum, Grades K-5

Name of Textbook: The Kodaly Context

Textbook ISBN #: 0135166748

Textbook Publisher &Year of Publication: Prentice-Hall, Inc. ; 1981

General Music Curriculum, Grades K-5

Name of Textbook: The Kodaly Method

Textbook ISBN #: 0-13-516674-8

Textbook Publisher &Year of Publication: Prentice-Hall, Inc; 1988

General Music Curriculum, Grades K-5

Name of Textbook: Folk Songs of North America

Textbook ISBN #: 0-9691837-0-4

Textbook Publisher &Year of Publication: Caveat Music Publishers Ltd. ; 1984

Curriculum Textbook is utilized in (title of course):

General Music Curriculum, Grades K-5

Name of Textbook: Folk Songs North America Sings

Textbook ISBN #: 978-09691837-0-9

Textbook Publisher &Year of Publication: Caveat Music Publishers Ltd. ; 1984

General Music Curriculum, Grades K-5

Name of Textbook: Just Five

Textbook Publisher &Year of Publication: Belwin-Mills Publishing Corp. ; 1972

General Music Curriculum, Grades K-5

Name of Textbook: Just Five, Plus Two

Textbook ISBN #: 0769218237

Textbook Publisher &Year of Publication: Alfred Publishing; 1985

General Music Curriculum, Grades K-5

Name of Textbook: Sail Away

Textbook ISBN #: 1423472969

Textbook Publisher &Year of Publication: Boosey and Hawkes; 2004

Curriculum Textbook is utilized in (title of course):

General Music Curriculum, Grades K-5

Name of Textbook: World of Music

Textbook ISBN #: 0382182928

Textbook Publisher &Year of Publication: Silver Burdett and Gin; 1990

Curriculum Textbook is utilized in (title of course):

General Music Curriculum, Grades K-5

Name of Textbook: Music Around the World

Textbook ISBN #: 0382182839

Textbook Publisher &Year of Publication: Silver Burdett and Gin; 1990

Curriculum Textbook is utilized in (title of course):

General Music Curriculum, Grades K-5

Name of Textbook: Sing it Yourself

Textbook ISBN #: 0882840622

Textbook Publisher &Year of Publication: Alfred Music, 1978