



VALWOOD

GO BEYOND

Second Grade Music Curriculum

2nd Grade Music Overview

Course Description		Topics at a Glance
<p>In second grade, musical skills continue to spiral from previous years with the addition of more difficult and elaboration. This year the focus turns to the students' role as part of a group with an emphasis on blending and working together. Musical analysis of the elements of form, rhythm, or expressive elements becomes more intricate and reliant on specific music vocabulary.</p>		<ul style="list-style-type: none"> Perform expressively Identify tone colors Perform melodic and harmonic patterns Comprehend melodic and rhythmic patterns Respect the music- making of others setting Respond to musical elements Create patterns in treble clef Connect music to daily life Improvise phrases Use descriptive music terms Comprehend notational elements
Assessments		Literacy Connections
<ul style="list-style-type: none"> Pre-assessments Checks for understanding Observations/anecdotal records Self and peer assessments Personal reflections 		<p>Oral Expression and Listening:</p> <ol style="list-style-type: none"> 1. Discussions contribute and expand on the ideas of self and others <ol style="list-style-type: none"> a. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. b. Contribute knowledge to a small group or class discussion to develop a topic c. Maintain focus on the topic d. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. e. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. f. Use content-specific vocabulary to ask questions and provide information 2. New information can be learned and better dialogue created by listening actively <ol style="list-style-type: none"> a. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. b. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. c. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <p>Research and Reasoning</p> <ol style="list-style-type: none"> 1. Reference materials help us to locate information and answer questions <ol style="list-style-type: none"> a. Use text features to locate, interpret, and use information (table of contents, illustrations, diagrams, headings, bold type)
Grade Level Expectations		
Standard	Big Ideas for Second Grade (Grade Level Expectation)	
1. Expression of Music	<ol style="list-style-type: none"> 1. Expressively perform simple songs in small groups or independently 2. Perform simple rhythmic, melodic, and harmonic patterns 	
2. Creation of Music	<ol style="list-style-type: none"> 1. Create musical phrases in the form of simple questions and answers alone and in small groups 2. Identify rhythmic and melodic notation patterns 	
3. Theory of Music	<ol style="list-style-type: none"> 1. Comprehension and use of appropriate vocabulary for dynamics, tempo, meter and articulation 2. Comprehension of beginning notational elements and form in music 3. Comprehension of vocal and instrumental tone colors 4. Comprehension of beginning melodic and rhythmic patterns 	
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Demonstrate respect for individual, group, and self-contributions in a musical setting 2. Articulate reactions to the elements and aesthetic qualities of musical performances using musical terminology and movement 3. Demonstrate increased awareness of music in daily life or special events 	

1. Expression of Music

The Expression of Music is the demonstration of human thought and emotion through the medium of performance, which is a product of knowledge and skills gained in the study of music.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Expression of Music Standard:

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

Content Area: Music - Second Grade	
Standard: 1. Expression of Music	
Prepared Graduates: Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles	
Grade Level Expectation	
Concepts and skills students master:	
1. Expressively perform simple songs in small groups or independently	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Perform two-part rounds using speech, body percussion, singing, movement, and instruments b. Follow conductor’s cues demonstrating dynamic changes, tempo changes, and fermata c. Blends in a vocal ensemble b. Performs and listens to music of diverse times, cultures and traditions	Inquiry Questions: 1. What is a good singing voice? 2. How does music make you feel different? 3. Why do performing groups have conductors?
	Relevance and Application: 1. Counting songs, spelling songs, celebration songs, holiday songs, and patriotic songs can be used to deliver content knowledge in musical ways. 2. Singing songs focused on phonemic awareness and using cross body movements aids in reading and writing skill. 3. Music software and audio devices can be used to demonstrate dynamic changes, tempo changes, and fermatas. 4. Learning to sing along productively with others demonstrates teamwork.
	Nature of Discipline: 1. Musicality is the ability to perform and respond to music in meaningful ways.

Content Area: Music - Second Grade	
Standard: 1. Expression of Music	
Prepared Graduates: Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles Demonstrate the expressive elements of music - including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form - through voice, musical instruments, and/or the use of electronic tools	
Grade Level Expectation Concepts and skills students master: 2. Perform simple rhythmic, melodic, and harmonic patterns	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Perform four- and eight-beat patterns that include do, re, mi, sol, la pitches (pentatonic scale) and half notes, whole notes, half rests, and whole rests (DOK 1-2) b. Play tonic chord accompaniments in simple keys (DOK 1-2)	Inquiry Questions: 1. Are rests as important as notes in music? 2. How do accompaniments change a song?
	Relevance and Application: 1. Mathematic patterns can be identified in music. 2. There are cultural and historical styles and genres of music that can be identified by their similarities and differences in the simple patterns used in the music. 3. Music software and audio devices can be used to demonstrate pentatonic scales and tonic chord accompaniments in simple keys. 4. When performers respond to patterns and symbols of music, they are communicating a composer's message just as a reader is communicating an author's message.
	Nature of Discipline: 1. Music communicates a message

2. Creation of Music

The Creation of Music involves the demonstration of learned skills in the composition, improvisation, and arranging of music. Creating music involves writing music, fashioning new music from an existing piece of music, or forming an entirely new piece of music.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Creation of Music Standard:

- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding
- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind

Content Area: Music - Second Grade	
Standard: 2. Creation of Music	
Prepared Graduates: Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding	
Grade Level Expectation Concepts and skills students master: 1. Create musical phrases in the form of simple question-and-answer alone and in small groups	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Improvise short instrumental phrases using the l-s-m-r-d tone-set (DOK 2-3) b. Improvise question-and-answer phrases (DOK 2-3) c. Create movements to express pitch, tempo, form and dynamics in music (DOK 2-4) d. Improvise instrumentally and/or vocally over the I chord in simple keys (DOK 2-3)	Inquiry Questions: 1. How does movement demonstrate what we hear? 2. Do people only improvise in music?
	Relevance and Application: 1. Using developmentally appropriate movement to respond to music identifies a listeners reaction to the elements used in music. 2. Using discernment between an existing piece of music and one that has been improvised provides the ability to focus on detail aurally, which strengthens auditory abilities to follow directions, hear phonemic differences, and identify aural patterns in numeracy. 3. Recognizing the mathematical pattern in simple chords develops strong mathematical sequencing helpful in understanding number lines, simple fractions, and skip counting.
	Nature of Discipline: 1. Creating and responding to music through movement are forms of self-expression.

Content Area: Music - Second Grade	
Standard: 2. Creation of Music	
Prepared Graduates: Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding	
Grade Level Expectation Concepts and skills students master: 2. Identify rhythmic and melodic notation patterns	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Create patterns using learned rhythms on a treble clef staff (DOK 1-3) b. Create patterns using learned pitches in a treble clef staff (DOK 1-3) 	Inquiry Questions: <ol style="list-style-type: none"> 1. Does music have pattern? 2. Where else can you find patterns? 3. Why are patterns important in music?
	Relevance and Application: <ol style="list-style-type: none"> 1. Software and other technology tools aid in finding patterns in music. 2. The ability to find patterns in other disciplines (such as mathematics, visual art, dance, spelling) provides a connection to a deeper understanding of patterns in society. 3. Describing how patterns change in various songs from different cultures, historical eras, styles, and genres provides insight to how various styles and genres of music are similar and different. 4. Discussing how simple songs are used in commercials or other mass media creates a connection to how music is used in society.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Music has many patterns.

3. Theory of Music

The Theory of Music focuses on the understanding of the distinctive language, conventions, mechanics, and structure of music. Investigation of music theory allows for a more complete understanding of all aspects of the musical process, including musical performance and composition.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Theory of Music Standard:

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form
- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples

Content Area: Music - Second Grade	
Standard: 3. Theory of Music	
Prepared Graduates: Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form	
Grade Level Expectation Concepts and skills students master: 1. Comprehension and use of appropriate music vocabulary for dynamics, tempo, meter and articulation	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Use vocabulary for piano/forte, crescendo/decrescendo, and smooth/connected when describing music (DOK 1-2) b. Demonstrate piano/forte, crescendo/decrescendo, and smooth/connected using movement, voice, and instruments (DOK 1-2) c. Demonstrate accent, duple/triple meter, and fermata using movement, voice, and instruments (DOK 1-2) 	Inquiry Questions: <ol style="list-style-type: none"> 1. What makes music interesting to listen to? 2. Why are there changes in tempo and dynamics in music?
	Relevance and Application: <ol style="list-style-type: none"> 1. Music from various cultures use changes in piano/forte, crescendo/decrescendo, and smooth/connected to convey a message. 2. Music from various historical periods, genres, and styles use examples of piano/forte, crescendo/decrescendo, and smooth/connected. 3. Music from various mass media use changes in piano/forte, crescendo/decrescendo, and smooth/connected to convey a desired message. (Relaxation is identified with a soft, smooth musical line; excitement is identified with a loud, accented musical line.)
	Nature of Discipline: <ol style="list-style-type: none"> 1. The application of expressive elements enhances musical performance.

Content Area: Music - Second Grade	
Standard: 3. Theory of Music	
Prepared Graduates: Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples	
Grade Level Expectation Concepts and skills students master: 2. Comprehend beginning notational elements and form in music	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Aurally identify ABA form and verse/refrain (DOK 1-2) b. Identify notated examples of bar lines, double bar lines, and measures (DOK 1) c. Aurally identify coda (DOK 1-2) 	Inquiry Questions: <ol style="list-style-type: none"> 1. What makes a composition interesting? 2. How will being able to identify notational elements help in music? 3. How do patterns in math help with patterns in music? 4. How do bar lines in music compare to punctuation in writing?
	Relevance and Application: <ol style="list-style-type: none"> 1. Various musical styles (American folk music, marches, lullabies, holidays) use verse and refrain. 2. Examples of the ABA and verse and refrain patterns can be found in other disciplines (visual art and design, dance, theatre, poetry). 3. Identification of the differences and similarities between the alphabet and the musical alphabet provides insight to the understanding that music notation is a distinct language.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Most musical compositions have a specific structure.

Content Area: Music - Second Grade	
Standard: 3. Theory of Music	
Prepared Graduates: Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples	
Grade Level Expectation Concepts and skills students master: 3. Comprehension of vocal and instrumental tone colors	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Identify vocal sound groupings (high voices, low voices) (DOK 1) b. Identify instrumental sound groupings (woodwinds, percussion, strings) (DOK 1) 	Inquiry Questions: <ol style="list-style-type: none"> 1. Why do voices and instruments sound different? 2. Why do others have different music preferences? 3. How is music used in community events and celebrations?
	Relevance and Application: <ol style="list-style-type: none"> 1. Recognizing how the vibration of strings, drum heads, or air columns generates sounds provides insight to how sounds in the world are made. 2. Video clip examples of how tone color is associated with characters in movies, cartoons, etc., help to illustrate what is meant by tone color. 3. Electronic keyboards contain features that isolate differences in timbres and timbral groupings to provide examples of each for the listener.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Unique tone qualities are found in varying styles and genres of music.

Content Area: Music - Second Grade	
Standard: 3. Theory of Music	
Prepared Graduates: Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form	
Grade Level Expectation	
Concepts and skills students master:	
4. Comprehension of beginning melodic and rhythmic patterns	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Identify and use step/skip/repeat, do, re, mi, sol, la pitches (pentatonic scale) (DOK 1-2) b. Identify and notate, using half notes, whole notes, half rests and whole rests (DOK 1-2) c. Visually identify a chord (space-space-space or line-line-line) (DOK 1) 	Inquiry Questions: <ol style="list-style-type: none"> 1. How will knowing notes and rests help me in performing music? 2. How will echoing melodic patterns help me understand a song? 3. How is the step/skip/repeat skill a math problem? 4. How is a pentatonic scale like counting by 5s?
	Relevance and Application: <ol style="list-style-type: none"> 1. The ability to recognize the patterns that occur in music relates to the patterns that can be found in many disciplines and vocations (mathematics, history, visual art and design, architecture, science). 2. Musical themes/patterns/textures can be compared to the use of these elements in stories, songs, and other art forms. 3. Mathematical counting equivalents can be applied to half notes, half rests, whole notes, and whole rests.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Music notation is a visual representation of organized sound and silence. 2. Patterns occur in music and in the world.

4. Aesthetic Valuation of Music

The value of music focuses on the knowledge needed to make an informed evaluation and to provide a well-thought-out critique about a musical piece. It also addresses the beauty, heart, and soul: the aesthetics of music. Valuing music will permit individuals to distinguish between a scholarly and an individual judgment of music.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Aesthetic Valuation of Music Standard:

- Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations
- Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices
- Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music
- Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

Content Area: Music - Second Grade	
Standard: 4. Aesthetic Valuation of Music	
Prepared Graduates: Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations	
Grade Level Expectation	
Concepts and skills students master: 1. Demonstrate respect for individual, group, and self-contributions in a musical setting	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Recognize and demonstrate appropriate audience behavior in a live performance (DOK 1-2) b. Contribute to a group effort by of listening to and discussing music (DOK 1-3) c. Contribute to a group effort by of making music and reflecting on the performance (DOK 1-3) d. Articulate ideas about holding and respecting	Inquiry Questions: 1. When is it appropriate or not appropriate to talk while music is being heard? 2. Why is it important to listen respectfully to live performances? 3. How does an individual contribute to effective music-making?
	Relevance and Application: 1. Understanding situations where music is the focus of attention and contrasting it with situations where music is a secondary element is one example of how music is adjusted to its role in the texture of an overall project. 2. Reactions of listeners during a presentation of live music as opposed to recorded music vary because of the societal expectations of each situation. 3. Individuals make choices about musical preferences based on many reasons, such as family preferences, popular media, and a wide or limited exposure to diverse forms of music.
	Nature of Discipline: 1. Music is an art that deals specifically with sound, so it is important to assist in providing an environment that is conducive to focused listening. 2. Musical choices may be made on the basis of both musical and nonmusical criteria.

Content Area: Music - Second Grade	
Standard: 4. Aesthetic Valuation of Music	
Prepared Graduates: Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices	
Grade Level Expectation Concepts and skills students master: 2. Articulate reactions to the elements and aesthetic qualities of musical performance using musical terminology and movement	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Use specific music terminology in discussing individual preferences for music (DOK 1-2) b. Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music (DOK 2-4) c. Identify how musical elements communicate ideas or moods (DOK 1-2) 	Inquiry Questions: <ol style="list-style-type: none"> 1. How can movement reflect the expressive qualities of music? 2. How does music affect emotions and feelings in general? 3. How is passive and active listening different?
	Relevance and Application: <ol style="list-style-type: none"> 1. Appropriate audience behavior relies on an individual's self-direction ability, the ability to discern the role of an audience (e.g. some performances encourage audience participation, some performances require active listening), and the willingness to submit individual desires to the need for consideration of the experience of others. Audiences have varying purposes throughout society. (Athletic events encourage audience noise. Political audiences express their agreement or disagreement in various ways. Formal presentations expect restraint and applause.) 2. A common and specific musical vocabulary is important when discussing the evaluation of music works and performances or in defending individual musical preferences.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Music may be experienced passively or actively as a listener.

Content Area: Music - Second Grade	
Standard: 4. Aesthetic Valuation of Music	
Prepared Graduates: Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life	
Grade Level Expectation Concepts and skills students master: 3. Demonstrate increased awareness of music in daily life or special events	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Recognize and demonstrate interest in creating, performing, and moving to music (DOK 1-2) b. Recognize and demonstrate interest in listening to several types of music (DOK 1-2) c. Describe music from various cultures in general terms (DOK 1-2) d. Explain their own cultural and social interests in music (DOK 1-3) 	Inquiry Questions: <ol style="list-style-type: none"> 1. How often do people listen to and move to music for enjoyment? 2. How does a favorite song make a person feel? 3. Why is it important to experience a variety of music from different cultures? 4. How do individuals experience music in different ways?
	Relevance and Application: <ol style="list-style-type: none"> 1. Articulating uses of music in a local community, family, or culture can be done through researching societal trends and influences. 2. The importance of music goes beyond entertainment and is used to express such things as strong emotions and celebrations, and to document important events in history.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Music provides societal and cultural connections that are unique to individuals.