

Shrewsbury Borough School Visual and Performing Arts Curriculum 2012
Music
Grade 2

Marking Period 1:	Marking Period 2:	Marking Period 3:	Marking Period 4:
<p><u>Melody</u> Objectives:</p> <p>Sing familiar melodies.</p> <p>Play simple melodies by rote.</p> <p>Identify melody repeats and notation.</p> <p>Recognize melodic direction.</p> <p>Lessons, Activities, & Student Products:</p> <p>“Jingle Bells:” Play a simple melody by memory on the xylophone or keyboard.</p> <p>Sing using solfege.</p> <p>“Row, Row, Your Boat:” Use repeated melody patterns.</p>	<p><u>Melody</u> Objectives:</p> <p>Recognize melodic direction.</p> <p>Lessons, Activities, & Student Products:</p> <p>Sing ‘Joy to the World.’ Experiment with melodic directions.</p> <p><u>Tone Color</u> Objectives:</p> <p>Explore various uses of the voice.</p> <p>Play various percussion instruments.</p> <p>Recognize various instruments by their tone.</p>	<p><u>Expression</u> Objectives:</p> <p>Develop control of instruments.</p> <p>Use music creatively to illustrate dynamics and tempo.</p> <p>Compare the style of two pieces.</p> <p><u>Harmony</u> Objectives:</p> <p>Sing with and without accompaniment.</p> <p>Play chords on the xylophone.</p> <p>Lessons, Activities, & Student Products:</p> <p>Read and play various simple percussion parts using standard music notation.</p>	<p><u>Tone Color</u> Objectives:</p> <p>Students will create their own instruments.</p> <p><u>Form</u> Objectives:</p> <p>Experience performances of various forms.</p> <p>Demonstrate form through contrasting movements.</p> <p>Create a dance that shows A B form.</p> <p><u>Harmony</u> Objectives:</p> <p>Experiment with singing a harmony part.</p>

<p><u>Rhythm</u> Objectives:</p> <p>Correctly identify and play quarter, half, and whole notes and rests on a chosen instrument.</p> <p>Write a four measure piece of music in 4/4 time signature using quarter, half, and whole notes.</p> <p>‘The Cowboys and Indians Game.’ Students face off by adding up note values in their head as quickly as possible.</p>	<p><u>Expression</u> Objectives:</p> <p>Show increased control of tempo and dynamics.</p> <p>Lessons, Activities, & Student Products:</p> <p>Rhythm groups: Read made-up symbols representing different percussion instruments in small groups.</p> <p>The Four Corners Game- Recognize instruments by their tone.</p> <p>The Cookie Jar song – Students will increase and decrease tempo along with dynamic volume.</p>	<p>Classical music versus Jazz: Listen and compare instrumentation, tempo, dynamics, and style.</p> <p>Add harmony to a simple children’s song.</p> <p>Play simple harmony chords on the glockenspiel while a simple children’s song melody is performed by the teacher.</p>	<p>Lessons, Activities, & Student Products:</p> <p>Create Your Own Instrument Project. Use household items to create an instrument and prepare a performance to demonstrate its use.</p> <p>Invent dance movements to illustrate contrasting A and B sections of a song.</p> <p>Students will sing a harmony a fifth above the melody to a familiar children’s song.</p>
---	---	--	---

<p>Essential Questions:</p> <p>What is melody?</p> <p>What is melodic direction?</p> <p>Why are melodies important?</p> <p>What are some strategies to help memorize melodies?</p> <p>What is the importance of being able to read and write musical notation?</p>	<p>Essential Questions:</p> <p>How do we categorize instruments by tone color?</p> <p>Why do we change tempo and dynamics in music?</p> <p>How do we read auxiliary percussion music?</p>	<p>Essential Questions:</p> <p>What are chords?</p> <p>Why do we use chords in music?</p> <p>How do we play harmony on a glockenspiel?</p> <p>How do we sing harmony?</p>	<p>Essential Questions:</p> <p>What is A B form?</p> <p>What is a fifth?</p> <p>What is a verse and a chorus?</p>
<p>Materials:</p> <p>Glockenspiel/keyboard Manuscript paper</p>	<p>Materials:</p> <p>Percussion instruments Manuscript paper Auxiliary percussion music keyboard</p>	<p>Materials:</p> <p>Glockenspiel/keyboard Manuscript paper Classical and Jazz CDs</p>	<p>Materials:</p> <p>Music CDs Art materials</p>
<p>Assessment:</p> <p>Teacher Observation Performance Rubric Project Based Assessment Manuscript paper/Music Notation</p>	<p>Assessment:</p> <p>Teacher Observation Performance Rubric Project Based Assessment Manuscript paper/Music Notation</p>	<p>Assessment:</p> <p>Teacher Observation Performance Rubric Project Based Assessment Manuscript paper/Music Notation</p>	<p>Assessment:</p> <p>Teacher Observation Performance Rubric Project Based Assessment Manuscript paper/Music Notation</p>

<p>NJCCCS:</p> <p><u>1.1 The Creative Process - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</u></p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>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.</p> <p><u>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</u></p> <p>1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with</p>	<p>NJCCCS:</p> <p><u>1.1 The Creative Process - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</u></p> <p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.4 Categorize families of instruments and identify their associated musical properties.</p> <p><u>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</u></p> <p>1.2.2.A.1 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</p>	<p>NJCCCS:</p> <p><u>1.1 The Creative Process - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</u></p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p><u>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</u></p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and</p>	<p>NJCCCS:</p> <p><u>1.1 The Creative Process - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</u></p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p><u>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</u></p> <p>1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p> <p>1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p>
---	--	--	--

<p>consideration of pitch, rhythm, dynamics, and tempo.</p> <p>1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p> <p>1.3.2.B.6 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.</p>	<p>cultures.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</p> <p><u>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</u></p> <p>1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</p> <p><u>2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</u></p> <p>2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.</p>	<p>community, from various historical periods and world cultures.</p> <p><u>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</u></p> <p>1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p> <p>1.3.2.B.6 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.</p>	<p>1.3.2.B.6 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.</p> <p><u>1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</u></p> <p>1.4.2.A.3 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).</p> <p>1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p>
--	--	--	---