

TES MUSIC CURRICULUM MAP – SECOND GRADE

January 1, 2010

	First Trimester	Second Trimester	Third Trimester
Time frame/ Month	September-November	November-February	February-June
Skills Taught	<p>Beat of music Tempo/Speed Of Music Rhythms (Quarter note, Quarter rest, Eighth notes, Half notes, Half rests, Whole notes, Whole rests) Ear training (do/re/mi/sol/la/ti/do') Voice Placement (head/chest) Singing Games Movement to Music Concert Songs Music symbol (treble clef, staff, repeat sign, double bar, measure, time signature) Compose short rhythms in pairs Add/subtract rhythm values Begin multiplying rhythm values Compose short melody Follow the map of music (verse reading, repeats, etc.) Begin Bell Kits Concert Prep</p>	<p>Continue reinforcing & building previous skills & knowledge from trimester 1 Reading rhythms in song format Ear training (Full scale plus third) Balance & Blend voices Music of the Orchestra (emotions/feelings/pictures) Music Listening – Explain what you hear Stage Behavior Audience Behavior Form (A, AB, ABA) Music Symbols (breath mark, coda, ties, slurs) Tempo (andante, allegro, moderato, presto, largo) Phrasing Treble Clef Lines & Spaces Bell Kits (hand eye coordination) Rhythm Writing & Performing in pairs Dynamics (Forte, Piano, Mezzo Piano, Mezzo Forte, Fortissimo, Pianissimo)</p>	<p>Continue reinforcing & building previous skills & knowledge from trimester 1 & 2 Sound, A form of energy Rhythms vs. Beat Rounds Partner Songs Right/Left hand coordination Music Listening – cultures & history Animal songs Earth Day Pioneer Songs Dynamics (crescendo, decrescendo) Tempo Changes (ritardando, accelerando) Styles Of Music (Jazz, Classical, Country, etc.)</p>

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Resources	Wordleing, Music Methods, By Books, Slapping & Clapping cards, Games, Song Playing on Mimic, Singing W/LCD projector, Music	Wordleing, Music Methods, Visual Sides, By Books, Clapping & Counting, Songs, Rhythmic Instruments W/LCD, Singing	Wordleing, Music Methods, Subjects, By Books, Clapping & Counting, Games, Playing Songs, Rhythmic board W/LCD projector, Music Web
	Web sites, Posters, Percussion Instruments Musical CD's	Posters, School owned Orchestra Instruments Musical CD's Instrument DVD's	sites, Posters, Percussion Instruments Musical CD's Instrument DVD's
Assessments	Real time Assessments Full Class Participation One On One Singing & Rhythm Reading. Worksheets Self-Assessment	Real time Assessments Full Class Participation One On One Singing & Rhythm Reading. Worksheets Self-Assessments Winter Concert	Real time Assessments Full Class Participation One On One Singing & Rhythm Reading. Worksheets Self-Assessments Spring Concert
Music Standards			
1. Expression of Music	1. Expressively Perform Simple Songs in Small Groups or Independently B. Follow conductor's cues demonstrating dynamic changes, tempo changes, & fermata	1. Expressively Perform Simple Songs in Small Groups or Independently B. Follow conductor's cues demonstrating dynamic changes, tempo changes, & fermata	1. Expressively Perform Simple Songs in Small Groups or Independently A. Perform two part rounds using speech, body percussion, singing, movement, & instruments B. Follow conductor's cues demonstrating dynamic

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<p>2. Creation of Music</p>	<p>1. Create Musical Phrases in the Form of Simple Question-&-Answer in Small Terns</p> <p>2. Perform four & eight beat patterns using d/r/m/s/l pitches (pentatonic scale) & half note, quarter, & whole rest</p> <p>2B. Identify Rhythmic & Melodic Notation Patterns in simple keys</p> <p>A. Create patterns using known rhythms on a treble clef staff</p> <p>B. Create patterns using learned pitches in a treble clef staff</p>	<p>1. Create Musical Phrases in the Form of Simple Question-&-Answer in Small Terns</p> <p>2. Perform four & eight beat patterns using d/r/m/s/l pitches (pentatonic scale) & half note, quarter, & whole rest</p> <p>2B. Identify Rhythmic & Melodic Notation Patterns in simple keys</p> <p>A. Create patterns using known rhythms on a treble clef staff</p> <p>B. Create patterns using learned pitches in a treble clef staff</p>	<p>1. Create Musical Phrases in the Form of Simple Question-&-Answer in Small Terns</p> <p>2. Perform four & eight beat patterns using d/r/m/s/l pitches (pentatonic scale) & half note, quarter, & whole rest</p> <p>2B. Identify Rhythmic & Melodic Notation Patterns in simple keys</p> <p>A. Create patterns using known rhythms on a treble clef staff</p> <p>B. Create patterns using learned pitches in a treble clef staff</p>
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<p>3. Theory of Music</p>	<p>1. Comprehension & use of Appropriate Music Vocabulary for Dynamics, Tempo, Meter & Articulation</p> <p>A. Use vocabulary for piano/forte, crescendo/decrescendo, & smooth/connected when describing music</p> <p>B. Demonstrate piano/forte, crescendo/decrescendo, & smooth/connected using movement, voice & instruments</p> <p>2. Comprehend Beginning Notational Elements & Form in Music</p> <p>A. Aurally identify ABA form & verse/refrain</p> <p>B. Identify notated examples of bar lines, double bar lines, & measures</p> <p>3. Comprehension of Vocal & Instrumental tone colors</p> <p>A. Identify vocal sound groupings (high voices, low voices)</p> <p>B. Identify instrumental sound groupings (woodwinds, percussion, strings)</p>	<p>1. Comprehension & use of Appropriate Music Vocabulary for Dynamics, Tempo, Meter & Articulation</p> <p>A. Use vocabulary for piano/forte, crescendo/decrescendo, & smooth/connected when describing music</p> <p>B. Demonstrate piano/forte, crescendo/decrescendo, & smooth/connected using movement, voice & instruments</p> <p>2. Comprehend Beginning Notational Elements & Form in Music</p> <p>A. Aurally identify ABA form & verse/refrain</p> <p>B. Identify notated examples of bar lines, double bar lines, & measures</p> <p>3. Comprehension of Vocal & Instrumental tone colors</p> <p>A. Identify vocal sound groupings (high voices, low voices)</p> <p>B. identify instrumental sound groupings (woodwinds, percussion, strings)</p>	<p>1. Comprehension & use of Appropriate Music Vocabulary for Dynamics, Tempo, Meter & Articulation</p> <p>A. Use vocabulary for piano/forte, crescendo/decrescendo, & smooth/connected when describing music</p> <p>B. Demonstrate piano/forte, crescendo/decrescendo, & smooth/connected using movement, voice & instruments</p> <p>C. Demonstrate accent, duple/triple meter, & fermata using movement, voice & instruments</p> <p>2. Comprehend Beginning Notational Elements & Form in Music</p> <p>A. Aurally identify ABA form & verse/refrain</p> <p>B. Identify notated examples of bar lines, double bar lines, & measures</p> <p>C. Aurally identify coda</p> <p>3. Comprehension of Vocal & Instrumental tone colors</p> <p>A. Identify vocal sound groupings (high voices, low voices)</p> <p>B. Identify instrumental sound</p>
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	<p>4. Comprehension of beginning Melodic & Rhythmic Patterns</p> <p>A. Identify & use step/skip/repeat, d/r/m/s/l pitches (pentatonic scale)</p> <p>B. Indentify & notate, using half note, half rest, whole note, whole rest</p>	<p>4. Comprehension of beginning Melodic & Rhythmic Patterns</p> <p>A. Identify & use step/skip/repeat, d/r/m/s/l pitches (pentatonic scale)</p> <p>B. Indentify & notate, using half note, half rest, whole note, whole rest</p>	<p>groupings (woodwinds, percussion, strings)</p> <p>4. Comprehension of beginning Melodic & Rhythmic Patterns</p> <p>A. Identify & use step/skip/repeat, d/r/m/s/l pitches (pentatonic scale)</p> <p>B. Indentify & notate, using half note, half rest, whole note, whole rest</p>
<p>4. Aesthetic Valuation of Music</p>	<p>1. Demonstrate Respect for Individual, Group, & Self-contributions in a Musical Setting</p> <p>A. Recognize & demonstrate appropriate audience behavior in a live performance</p> <p>B. Contribute to a group effort by of listening to & discussing music</p> <p>D. Articulate ideas about holding & respecting musical preferences</p> <p>2. Articulate Reactions to the Elements & Aesthetic Qualities of Musical performance Using Musical Terminology & Movement</p> <p>A. Use specific music terminology in discussing individual</p>	<p>1. Demonstrate Respect for Individual, Group, & Self-contributions in a Musical Setting</p> <p>A. Recognize & demonstrate appropriate audience behavior in a live performance</p> <p>B. Contribute to a group effort by of listening to & discussing music</p> <p>C. Contribute to a group effort by making music & reflecting on the performance</p> <p>D. Articulate ideas about Holding & respecting musical preferences</p>	<p>1. Demonstrate Respect for Individual, Group, & Self-contributions in a Musical Setting</p> <p>A. Recognize & demonstrate appropriate audience behavior in a live performance</p> <p>B. Contribute to a group effort by of listening to & discussing music</p> <p>C. Contribute to a group effort by making music & reflecting on the performance</p> <p>D. Articulate ideas about holding & respecting musical preferences</p>

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	<p>preferences for music</p> <p>B. Create developmentally appropriate movements to express pitch, tempo, form, & dynamics in music</p> <p>3. Demonstrate Increased Awareness of Music in Daily Life or Special Events</p> <p>A. Recognize & demonstrate interest in creating, performing, & moving to music</p>	<p>2. Articulate Reactions to the Elements & Aesthetic Qualities of Musical performance Using Musical Terminology & Movement</p> <p>A. Use specific music terminology in discussing individual preferences for music</p> <p>B. Create developmentally appropriate movements to express pitch, tempo, form, & dynamics in music</p> <p>C. Identify how musical elements communicate ideas or moods</p> <p>3. Demonstrate Increased Awareness of Music in Daily Life or Special Events</p> <p>A. Recognize & demonstrate interest in creating, performing, & moving to Music</p> <p>B. Recognize & demonstrate interest in listening to several types of music</p>	<p>2. Articulate Reactions to the Elements & Aesthetic Qualities of Musical performance Using Musical Terminology & Movement</p> <p>A. Use specific music terminology in discussing individual preferences for music</p> <p>B. Create developmentally appropriate movements to express pitch, tempo, form, & dynamics in music</p> <p>C. Identify how musical elements communicate ideas or moods</p> <p>3. Demonstrate Increased Awareness of Music in Daily Life or Special Events</p> <p>A. Recognize & demonstrate interest in creating, performing, & moving to music</p> <p>B. Recognize & demonstrate interest in listening to several types of music</p> <p>C. Describe music from various cultures in general terms</p> <p>D. Explain their own cultural & social interests in music</p>

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Process Skills						
1. Critical Thinking & Reasoning	X		X		X	
2. Information on Literacy			X		X	
3. Collaboration	X		X		X	
4. Self-direction	X		X		X	
5. Invention			X		X	
Vocabulary	Beat	Compose	Fermata	Solo/Duet	Styles	Energy
	Tempo	Repeat sign	Rhythms	Audience Behavior	Jazz	Rounds
	Pitch	Melody	Ear Training	Stage Behavior	Country	Partner songs
	Rhythms	Verse	Dynamics	Breath mark	Classical	
	Treble Clef	Refrain	Forte	Piano	Blue Grass	
	Music Staff	Time Signature	Mezzo Piano	Mezzo Forte	Pop	
	Measure	Head voice	Fortissimo	Pianissimo	Rock	
	Ear Training	Chest Voice	Form	Coda	Mood(s)	
	Forte	Piano	Blend	Allegro	Emotions	
	Double bar		Balance	Andante	Cultures/Cultural	
			Moderato	Phrase	Pioneer	
			Ties	Slurs	Ritardando	
			Presto	Largo	Accelerando	
			Emotions		Sound	

TES Music Map	Teacher(s): Robin Closson	Creation Date:
	Grade Level: Second Grade	Revision Date: