Second Grade Music Curriculum Map 2022

Pacing Guide	Standard Code &	Sample Learning	Sample Assessments	Additional
	Indicator	Activities	_	Standards

August/September		-Review strong and	Formative	Interdisciplinary
	1.3A.2.Cr1a: Explore,	weak beats.	Assessments:	Standard:
Unit Name:	create and improvise		Classwork	9.4.2.CI.2:
Elements of	musical ideas using	-Review meter.	Student Participation	Demonstrate
Creating Music	rhythmic and melodic	5 6 111 16		originality and
	patterns in various meters and tonalities.	-Define and identify ostinato and motifs.	Summative	inventiveness in
	and tonarries.	ostinato and motils.	Assessments: Perform ostinato	work. Discuss the use
	1.3A.2.Cr3a: Interpret and	-Understand the	from a canon on a	of Canon and the bass
	apply personal, peer and	structure of a canon.	classroom instrument	line chords used in
	teacher feedback to revise			"Canon in D" are also
	personal music.	-Perform ideas from a	Benchmark	the most popular
	1.3A.2.Cr3b: Convey	canon.	Assessment:	chords used in
	expressive intent for a	-Students participate in	BOY Benchmark	today's music.
	specific purpose by	movement activity to	Accommodations and	
	presenting a final version	demonstrate beat,	Modifications	Technology
	of musical ideas to peers or	tempo, and form.		Standard:
	informal audience.	-		8.1.2.NI.2: Describe
	1.3A.2Pr5b: Rehearse,	Instructional		how the Internet enables individuals to
	identify and apply	Resources:		
	strategies to address	Music Express		connect with others worldwide.
	interpretive, performance	Magazine		worldwide.
	and technical challenges of	Teacher Technology:		
	music.	Digital Lesson		
		Youtube		
		Promethean Board		
		Actiview		
		Student Technology:		
		IPad		

Unit Name: Elements of Creating Music

- 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- 1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.

1.3A.2.Cn11a:

Demonstrate understanding of relationships between music and the other arts, other disciplines woried

- -Learn about the characteristics of Broadway.
- -Correctly follow and use tempo markings to add excitement and drama to the music when singing.
- -Perform a song from a popular Disney Broadway musical
- -Participate in movement activity to demonstrate beat, tempo, and form.

Instructional Resources:

Music Express Magazine

Teacher Technology:

Digital Lesson Youtube Promethean Board Actiview

Student Technology: IPad

Formative **Assessments:**

Classwork **Student Participation**

Summative **Assessments:**

Perform a song with choreography from a Broadway Show.

Accommodations and Modifications

Interdisciplinary Standard:

SL 2.1.B Students will build upon other's contributions to a discussion analyzing a Disney music and Broadway music.

Technology Standard:

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

November			Formative	Interdisciplinary
	1.3A.2.Pr6a: Perform	-Play pitched	Assessments:	Standard:
Unit Name: Vocal	music for a specific	instruments to	Classwork	Math 2.MD Students
Techniques and	1	accompany a song.	Student Participation	learn the length of an
	purpose with expression and technical accuracy. 1.3A.2.Pr6b: Perform appropriately for the audience and purpose. 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music. 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge	instruments to accompany a song. -Participate in movement activity to demonstrate beat, tempo, and form. -Practice a variety of songs to perform. Instructional Resources: Music Express Magazine	Classwork	
	about, and purpose of varied musical selections.	Teacher Technology: Digital Lesson Youtube Promethean Board Actiview Student Technology: IPad		Technology Standard: 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

December			Formative	Interdisciplinary
	1.3A.2.Pr6a: Perform	-Play pitched	Assessments:	Standard:
Unit Name: Vocal	music for a specific	instruments to	Classwork	2.2.2.MSC.1:
Techniques and	purpose with expression	accompany a song.	Student Participation	Perform a
Performance	and technical accuracy.			combination of
	10107 7 7	-Participate in	Summative	sequences of
	1.3A.2.Re7b: Describe	movement activity to	Assessments:	locomotor
	how specific music	demonstrate beat,	Perform a musical	
	concepts are used to	tempo, and form.	piece.	movements and
	support a specific purpose			rhythmic activities
	in music.	-Practice a variety of	Accommodations and	
	1.3A.2.Pr4a: Demonstrate	songs to perform.	Modifications	Technology
		-Evaluate composer's		Standard:
	and explain personal	music using the		8.1.2.NI.2: Describe
	interest in, knowledge about, and purpose of	"Elements of Music."		how the Internet
	varied musical selections.	Liements of Masie.		enables individuals to
	varied musical selections.			connect with others
		-Learn new holiday		worldwide.
		songs and dance		
		movements.		
		Instructional		
		Resources:		
		Music Express		
		Magazine		
		Teacher Technology:		
		Digital Lesson Youtube		
		Promethean Board		
		Actiview		
		Actiview		
		Student Technology:		
		IPad		

January		-Explore the Baroque	Formative	Interdisciplinary
	1.3A.2.Cr2a: Demonstrate	period.	Assessments:	Standard: P.E.:
Unit Name:	and explain personal		Classwork	2.2.2.MSC.1:
Elements of	reasons for selecting	-Discover Baroque	Student Participation	Perform a
Creating Music	patterns and ideas for	composers.		combination of
	music that represent		Summative	sequences of
	expressive intent.	-Listen to a variety of	Assessments:	locomotor
		classical music.	-Students identify	movements and
	1.3A.2.Cr2b: Use iconic or		characters of classical	rhythmic activities.
	standard notation and/or	-Students evaluate	music.	Explain what being
	recording technology to	composer's music		"well" means and
	organize and document	using the "Elements of	Accommodations and	identify self-care
	personal musical ideas.	Music."	Modifications	practices that support
	124262 14 4 1			wellness.
	1.3A.2.Cr3a: Interpret and	-Students participate in		Discuss how moving
	apply personal, peer and teacher feedback to revise	movement activity to		and dancing helps the
		demonstrate beat,		body refocus and re-
	personal music.	tempo, and form.		energize, leaving the
	1.3A.2.Cr3b: Convey			individuals feeling
	expressive intent for a	Instructional		better emotionally.
	specific purpose by	Resources:		
	presenting a final version	Music Express		Technology
	of musical ideas to peers or	Magazine		Standard:
	informal audience.			8.1.2.NI.2: Describe
	miormai audience.	Teacher Technology:		how the Internet
		Digital Lesson		enables individuals to
		Youtube		connect with others
		Promethean Board		worldwide.
		Actiview		
		Student Technology:		
		IPad		

February		-Explore instrument	Formative	Interdisciplinary
	1.3A.2.Cr1a: Explore,	families.	Assessments:	Standard:
Unit Name:	create and improvise		Classwork	P.E.: 2.2.2.MSC.1:
Instrument Families	musical ideas using	-Students will identify	Student Participation	Perform a
and Elements of	rhythmic and melodic patterns in various meters	which instruments		combination of
Creating Music	and tonalities.	belong to what family.	Summative Assessments:	sequences of
	and tonarries.	-Play pitched	Students will identify	locomotor
	1.3A.2.Cr2a: Demonstrate	instruments to	instruments to an	movements and
	and explain personal	accompany a song.	instrument family.	rhythmic activities.
	reasons for selecting			Beginning of each
	patterns and ideas for	Instructional	Accommodations and	class we perform a
	music that represent expressive intent.	Resources:	Modifications	Just dance. Paying
	expressive ment.	Music Express Magazine		attention to
	1.3A.2.Cr2b: Use iconic or	Magazine		movement,
	standard notation and/or	Teacher Technology:		coordination, and
	recording technology to	Digital Lesson		space. Movements are
	organize and document personal musical ideas.	Youtube		adapted when needed.
	personal musical lucas.	Promethean Board		
		Actiview		Technology
		Student Technology:		Standard:
		IPad		8.1.2.NI.2: Describe
				how the Internet
				enables individuals to
				connect with others
				worldwide.

March	1.3A.2.Pr4a: Demonstrate	-Notate a Staff	Formative Assessments:	Interdisciplinary Standard:
Unit Name: Elements of Creating Music	and explain personal interest in, knowledge about, and purpose of varied musical selections.	-Label and identify the letter names of the staff lines and spaces	Classwork Student Participation Summative	P.E.: 2.2.2.MSC.1: Perform a combination of sequences of
	1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance. 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	-Notate and label whole notes on the lines and spaces of the staff -Students evaluate composer's music using the "Elements of Music." -Students participate in movement activity to demonstrate beat, tempo, and form. Instructional Resources: Music Express Magazine	Assessments: Students notate a staff and label using letters, numbers, and/or solfege. Accommodations and Modifications	locomotor movements and rhythmic activities. Discuss how moving and dancing helps the body refocus and re- energize, leaving the individuals feeling better emotionally. Technology Standard: 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
	1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.	Teacher Technology: Digital Lesson Youtube Promethean Board Actiview Student Technology:		

Student Technology:

IPad

April		-Define pitch.	Formative	Interdisciplinary
	1.3A.2.Pr4a: Demonstrate		Assessments:	Standard:
	and explain personal	-Label step and skip	Classwork	2.2.2.MSC.1:
Unit Name:	interest in, knowledge	movement.	Student Participation	Perform a
Elements of	about, and purpose of			combination of
Creating Music	varied musical selections.	-Identify step or skip	Summative	sequences of
	101000	as up or down.	Assessments:	locomotor
	1.3A.2Pr5a: Apply	D 1D 0	-Students label pitch	movements and
	established criteria to judge	-Practice and Perform	movement as a step	rhythmic activities.
	the accuracy,	music for an audience.	or skip, up or down	
	expressiveness and	Instructional		Technology
	effectiveness of	Resources:	Accommodations and	Standard:
	performance.	Music Express	Modifications	8.1.2.NI.2: Describe
	1.3A.2.Pr5c: Demonstrate	Magazine		how the Internet
	knowledge of basic music	iviagazine		enables individuals to
	concepts (e.g. tonality and	Teacher Technology:		connect with others
	meter) in music from a	Digital Lesson		worldwide.
	variety of cultures selected	Youtube		
	The state of the s	Promethean Board		
	for performance.	Actiview		
	1.3A.2.Pr5d: When	7 ICHVICW		
	analyzing selected music,	Student Technology:		
	read and perform rhythmic	IPad		
	and melodic patterns using			
	iconic or standard notation.			
	leome of standard notation.			
	1.3A.2.Pr5e: Demonstrate			
	understanding of basic			
	expressive qualities (e.g.,			
	dynamics, tempo) and how			
	creators use them to			
	convey expressive intent.			
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May/June		-Review strong and	Formative	Interdisciplinary
	1.3A.2.Pr4a: Demonstrate	weak beats.	Assessments:	Standard:
Unit Name:	and explain personal		Student Performance	P.E.: 2.2.2.MSC.1:
Elements of	interest in, knowledge	-Define accents.		Perform a
Creating Music	about, and purpose of		Summative	combination of
	varied musical selections.	-Define crescendo and	Assessments:	sequences of
	1 2 4 2D 5 4 1	decrescendo	Students will identify	locomotor
	1.3A.2Pr5a: Apply		beats.	
	established criteria to judge	-Understanding use of		movements and
	the accuracy,	dynamics to create	Benchmark	rhythmic activities
	expressiveness and effectiveness of	interest	Assessment:	Paying attention to
	performance.		EOY Benchmark	movement,
	performance.	-Participate in	A 1 2 1	coordination, and
	1.3A.2.Pr5c: Demonstrate	movement activity to	Accommodations and Modifications	space. Movements are
	knowledge of basic music	demonstrate beat,	Wiodifications	adapted when needed.
	concepts (e.g. tonality and	tempo, and form.		1
	meter) in music from a	Instructional		Technology
	variety of cultures selected	Resources:		Standard:
	for performance.	Music Express		8.1.2.NI.2: Describe
		Magazine		how the Internet
	1.3A.2.Pr5d: When	1111161121111		enables individuals to
	analyzing selected music,	Teacher Technology:		connect with others
	read and perform rhythmic	Digital Lesson		worldwide.
	and melodic patterns using	Youtube		
	iconic or standard notation.	Promethean Board		
	1.3A.2.Pr5e: Demonstrate	Actiview		
	understanding of basic			
	expressive qualities (e.g.,	Student Technology:		
	dynamics, tempo) and how	IPad		
	creators use them to			
	convey expressive intent.			

Alternate Assessments: Collaborative, Performance

21st Century Standards: 9.2.4.A.1, 9.2.4.A.4

21st Century Skills: Creativity, Communication

Career Ready Practices: CRP1, CRP2