

## Wilson Area School District Planned Course Guide

**Title of planned course:** 2<sup>nd</sup> Grade General Music

**Subject Area:** Music

**Grade Level:** 2

**Course Description:** This course is a continuation of the general overview of music through various singing, listening, moving, and instrumental play activities in order to experience and gain knowledge of the 6 elements of music.

**Time/Credit for this Course:** 40 minutes per week

**Curriculum Writing Committee :** Donna Dillon, Nancy Moninghoff

## Curriculum Map

- August:** Music element focus – Rhythm.  
Review Patriotic Songs.
- September:** Continue with element of Rhythm
- October:** Music Element focus – Melody  
Fall Holiday Songs
- November:** Continue with element of Melody  
Fall Holiday Songs
- December:** Music Element focus – Harmony  
Winter Holiday Songs
- January:** Continue with element of Harmony
- February:** Music element focus – Form
- March:** Music element focus - Expression  
Spring themed songs
- April:** Continue with element of Expression
- May:** Music element focus – Tone Color
- June:** Finish element of Tone Color

## Wilson Area School District Planned Course Materials

**Course Title:** 2nd Grade General Music

**Textbook:** *Making Music Grade 2 Silver* - Burdette

**Supplemental Books:** *Music Connection Grade 2* – Silver Burdette

**Teacher Resources:**

- Various songbooks
- Selected CD's, DVD's and video tapes

## Curriculum Scope & Sequence

**Title of planned course:** 2<sup>nd</sup> Grade General Music

**Subject Area:** Music

**Grade Level:** 2

**Unit:** Rhythm

**Time frame:** 6 - 8 weeks and review/reinforcement throughout the year.

**State Standards:** 9.1. Production, Performance, & Exhibition of Music  
9.2 Historical & Cultural Contexts  
9.3. Critical Response  
9.4 Aesthetic Response

**Essential content/objectives:** At end of the unit, students will be able to identify and perform:

- Beat/No Beat
- Steady Beat/ No Beat
- Silent Beat
- Meter in 2 & 3
- Repeated Patterns
- Notation – Quarter note, Eighth notes, Sixteenth Notes, Half notes.

**Core Activities:** Students will complete/participate in the following:

- Listening
- Singing
- Movement
- Instrumental Play
- Notation
- Suggested Songs :
  - Gonna Have a Good Time
  - Time to Sing
  - Go Around the Corn Sally
  - Frog in the Millpond
  - Tideo
  - Amarillo Armidillo
  - Jelly in the Dish
  - Dinah
  - Mississippi River Chant

**Extensions:**

- Periodic review of learned concept
- Practice of skills.

**Remediation:**

- Reinforcement
- Practice of skills

**Instructional Methods:**

- Large and small group
- Individual and partners

**Materials & Resources :**

- Textbook & accompanying CD's,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

**Assessments:**

- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment

## Curriculum Scope & Sequence

**Title of planned course:** 2<sup>nd</sup> Grade General Music

**Subject Area:** Music

**Grade Level:** 2

**Unit:** Melody

**Time frame:** 4 – 5 weeks and review/reinforcement throughout the year.

**State Standards:** 9.1. Production, Performance, & Exhibition of Music  
9.2 Historical & Cultural Contexts  
9.3. Critical Response  
9.4 Aesthetic Response

**Essential content/objectives:** At end of the unit, students will be able to identify and perform:

- High Low pitches
- Melodic movement – upward & downward
- Melodic movement – steps, leaps, repeats
- Melodic patterns
- Phrase endings

**Core Activities:** Students will complete/participate in the following:

- Listening
- Singing
- Movement
- Instrumental Play
- Notation
- Suggested Songs :
  - Lone Star Trail
  - Pizza, Pizza Daddy-O
  - I See the Moon
  - Down the Ohio Fed My Horse
  - Plant Four Seeds
  - All Around the Buttercup
  - Pinon, Pirulin
  - Chickahanka

**Extensions:**

- Periodic review of learned concept
- Practice of skills.

**Remediation:**

- Reinforcement
- Practice of skills

**Instructional Methods:**

- Large and small group
- Individual and partners

**Materials & Resources :**

- Textbook & accompanying CD's,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

**Assessments:**

- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment

## Curriculum Scope & Sequence

**Title of planned course:** 2<sup>nd</sup> Grade General Music

**Subject Area:** Music

**Grade Level:** 2

**Unit:** Harmony

**Time frame:** 4 - 6 weeks and review/reinforcement throughout the year.

**State Standards:** 9.1. Production, Performance, & Exhibition of Music  
9.2 Historical & Cultural Contexts  
9.3. Critical Response  
9.4 Aesthetic Response

**Essential content/objectives:** At end of the unit, students will be able to identify and perform:

- Accompaniment/No Accompaniment
- Harmony/No harmony
- Ostinatos
- Rounds
- Echo Parts
- Chords
- Texture

**Core Activities:** Students will complete/participate in the following:

- Listening
- Singing
- Movement
- Instrumental Play
- Suggested Songs :
  - Ayelivi
  - Waiting for the Traffic Light
  - Abiyoyo
  - Oh Watch the Stars
  - Rosie, Darling Rosie
  - I Bought me a Cat
  - Riddle Ree

**Extensions:**

- Periodic review of learned concept
- Practice of skills.

**Remediation:**

- Reinforcement
- Practice of skills



**Instructional Methods:**

- Large and small group
- Individual and partners

**Materials & Resources :**

- Textbook & accompanying CD's,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

**Assessments:**

- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment

## Curriculum Scope & Sequence

**Title of planned course:** 2<sup>nd</sup> Grade General Music

**Subject Area:** Music

**Grade Level:** 2

**Unit:** Form

**Time frame:** 3 - 4 weeks and review/reinforcement throughout the year.

**State Standards:** 9.1 Production, Performance, & Exhibition of Music  
9.2 Historical & Cultural Contexts  
9.3 Critical Response  
9.4 Aesthetic Response

**Essential content/objectives:** At end of the unit, students will be able to identify and perform:

- Call/ Response
- D.C. al fine
- Same/Different (Repetition/Contrast)
- Introduction/Coda
- AB, ABA Form

**Core Activities:** Students will complete/participate in the following:

- Listening
- Singing
- Movement
- Instrumental Play
- Suggested Songs:
  - Michael Row the Boat Ashore
  - Good Morning Blues
  - A Son That's Just for You
  - Sing a Rainbow
  - Shoo, Fly

**Extensions:**

- Periodic review of learned concept
- Practice of skills.

**Remediation:**

- Reinforcement
- Practice of skills

**Instructional Methods:**

- Large and small group
- Individual and partners

**Materials & Resources :**

- Textbook & accompanying CD's,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

**Assessments:**

- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment

## Curriculum Scope & Sequence

**Title of planned course:** 2<sup>nd</sup> Grade General Music

**Subject Area:** Music

**Grade Level:** 2

**Unit:** Expression

**Time frame:** 2-3 weeks and review/reinforcement throughout the year.

**State Standards:** 9.1. Production, Performance, & Exhibition of Music  
9.2 Historical & Cultural Contexts  
9.3. Critical Response  
9.4 Aesthetic Response

**Essential content/objectives:** At end of the unit, students will be able to identify and perform:

- Dynamics – piano, forte, mezzo piano, mezzo forte
- Tempo – presto, allegro, andante, largo

**Core Activities:** Students will complete/participate in the following:

- Listening
- Singing
- Movement
- Instrumental Play
- Suggested Songs :
  - Heigh Ho
  - Miss Mary Mack
  - Two Little Sausages
  - Party Tonight!

**Extensions:**

- Periodic review of learned concept
- Practice of skills.

**Remediation:**

- Reinforcement
- Practice of skills

**Instructional Methods:**

- Large and small group
- Individual and partners

**Materials & Resources :**

- Textbook & accompanying CD's,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

**Assessments:**

- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment

## Curriculum Scope & Sequence

**Title of planned course:** 2<sup>nd</sup> Grade General Music

**Subject Area:** Music

**Grade Level:** 2

**Unit:** Tone Color

**Time frame:** 3 - 4 weeks and review/reinforcement throughout the year.

**State Standards:** 9.1. Production, Performance, & Exhibition of Music  
9.2 Historical & Cultural Contexts  
9.3. Critical Response  
9.4 Aesthetic Response

**Essential content/objectives:** At end of the unit, students will be able to identify and perform:

- Solo/Chorus
- Adult/Child
- Environmental Sounds
- Instrumental Families: String, Woodwind, Brass, Percussion
- Style

**Core Activities:** Students will complete/participate in the following:

- Listening
- Singing
- Instrumental Play
- Suggested Songs :
  - Down Down Baby
  - Achshav
  - IseOluwa
  - Cold & Frosty morning
  - When the Saints Go Marching In
  - A Tisket a Tasket

**Extensions:**

- Periodic review of learned concept
- Practice of skills.

**Remediation:**

- Reinforcement
- Practice of skills

**Instructional Methods:**

- Large and small group
- Individual and partners

**Materials & Resources :**

- Textbook & accompanying CD's,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

**Assessments:**

- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment