

## Curriculum Map for Second Grade Music

*September-November*

Targeted Standard(s): NJCCCS 1.1,1.2,1.3,

**Enduring Understandings**

Aesthetic knowledge stimulates judgment and Imagination empowering students to interpret ,appreciate and extract meaning from the arts

All students will utilize those skills ,media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music theater and visual art

All students will demonstrate an understanding of the elements and principles of dance .music, theater and visual art

**Essential Questions:**

What is the difference between Talking and singing?

How can we tell a sound is High or Low?

How would you move to a March Beat?

Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<ul style="list-style-type: none"> <li>-Staff (Bass/Treble Cleff)</li> <li>-So,Me,La</li> <li>-Review Ta/Ti-ti</li> <li>-Rest (quarter)</li> <li>-Strong/Weak</li> <li>-Bartok: Young person guide to orchestra</li> <li>-Brass (By Instrument)</li> </ul>	Perform song chants Play various Rhythm Instruments Show a difference between 2/4 ,3/4 4/4 Rhythms in movement activities.	Dancing Echo singing and clapping Listening Playing Boomwackers Playing Bells	Teacher Observation

**Resources/Technology:**

E-Boards

Electronic pianos

Stereos

Karaoke machine

Music Express Magazine

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<b><i>December -February</i></b>			
Targeted Standard(s): NJCCCS 1.1,1.2,1.3,			
<p>Enduring Understandings</p> <p>Aesthetic knowledge stimulates judgment and Imagination empowering students to interpret ,appreciate and extract meaning from the arts</p> <p>All students will utilize those skills ,media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music theater and visual art</p> <p>All students will demonstrate an understanding of the elements and principles of dance .music, theater and visual art</p>			
<p>Essential Questions:</p> <p>What are the four instrument families?</p> <p>What are some basic rhythm patterns and rests?</p> <p>The Nutcracker is what dance form?</p>			
Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<ul style="list-style-type: none"> <li>-Rhythms Ta.TiTi Rests</li> <li>-Introduce “Do”</li> <li>-Ostinati</li> <li>-Woodwinds (By Instrument)</li> </ul>	<ul style="list-style-type: none"> <li>Identify various Orchestra instruments</li> <li>Read and write rhythm patterns</li> <li>Learn to dance some ballet moves</li> </ul>	<ul style="list-style-type: none"> <li>Listening to all families of instruments</li> <li>Reading various rhythm patterns</li> <li>Dancing</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>
<p>Resources/Technology:</p> <ul style="list-style-type: none"> <li>Computer</li> <li>E-Boards</li> <li>Electronic pianos</li> <li>Stereos</li> <li>Dvd Player</li> <li>Music Express Magazine</li> </ul>			

HADDONFIELD PUBLIC SCHOOLS  
Curriculum Map for Second Grade Music

<i>March-June</i>			
Targeted Standard(s): NJCCCS 1.1,1.2,1.3,			
<p>Enduring Understandings</p> <p>Aesthetic knowledge stimulates judgment and Imagination empowering students to interpret ,appreciate and extract meaning from the arts</p> <p>All students will utilize those skills ,media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music theater and visual art</p> <p>All students will demonstrate an understanding of the elements and principles of dance .music, theater and visual art</p>			
<p>Essential Questions:</p> <p>How do you play the Diatonic Bells?</p> <p>What are the staff ,bar lines ,measure and whole ,half , quarter notes?</p> <p>Review what is proper behavior at a musical concert?</p>			
Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<ul style="list-style-type: none"> <li>-Identify the staff ,bar lines, measure ,whole ,half ,quarter note</li> <li>-Ta-a/Half Rest</li> <li>-Introduce “Re”</li> <li>-Skip from “Me” to “So” (Pitch Ladder)</li> <li>-Whole Note</li> <li>-Strings/Percussion (By instrument)</li> </ul>	<ul style="list-style-type: none"> <li>Play familiar songs on the diatonic bells</li> <li>Recognize the staff, bar lines, measure and whole ,half and quarter notes</li> <li>Know proper behavior at a concert</li> </ul>	<ul style="list-style-type: none"> <li>Perform various songs for an upper grade</li> <li>Read and write the staff, bar lines, measure and whole ,half ,and quarter notes.</li> <li>Attend an in house concert</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Student feedback</li> </ul>
<p>Resources/Technology:</p> <ul style="list-style-type: none"> <li>Computer</li> <li>E-Boards</li> <li>Electronic pianos</li> <li>Stereos</li> <li>Music Express magazine</li> </ul>			