

Pine Hill Public Schools Curriculum

Content Area:	Related Arts		
Course Title/ Grade Level:	Music / Grade 2		
Unit 1:		Month:	September
Unit 2:		Month:	October
Unit 3:		Month:	November / December
Unit 4:		Month:	January
Unit 5:		Month:	February / March
Unit 6:		Month:	March / April / May
Date Created or Revised:	June 2012		
BOE Approval Date:	8/28/12		

**Pine Hill Public Schools
Music Curriculum**

Unit Title: Fundamentals and Texture		Unit #: 1
Course or Grade Level: Music Grade 2		Length of Time: 1 month
Pacing	September	
Essential Questions	How can we label tonal and rhythm patterns? How do forms affect the texture of a given song?	
Content	Tonal and Rhythmic development Pattern labeling Various songs/chants in duple meter (macro/micro beats) while reinforcing major tonality Round singing Dynamics Tempi	
Skills	Identify and label patterns as major and minor tonic/dominant and duple and triple macro/micro Chant tonal and rhythm patterns with syllables Sing in solo and in groups Sing and chant while maintaining a steady beat (macro/micro) Chanting, singing, moving and playing instrument to different meters, tonalities and time periods Sing in a round and chant ostinati patterns Respond appropriately to dynamic and tempi Using bodies and special awareness to represent phrase(s) of a song	
Assessments	Teacher observation of performance and labeling of tonal and rhythmic patterns Observation of performance in listening, movement, chanting/singing and instrument play activities Solo singing Respond to questions Performance of music with at least two independent parts	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individual attention after class time • Student modeling & mentors • 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts (poem) 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Conversational Solfege, Various songs and poems, rhythm instruments, pattern evaluation sheet 	

2009 NJCCCS

Standard: 1.1 The Creative Process
1.2 History of Arts and Culture
1.3 Performance
1.4 Aesthetic Response & Critique Methodologies

Strand(s): B. Music
A. History of Arts and Culture
A. Aesthetic Response

B. Critique Methodologies

Content Statement(s):	CPI # / CPI(s):
Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	1.1.2.B.1
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	1.1.2.B.2
Proper vocal production/ vocal placement requires an understanding of basic anatomy and the physical properties of sound.	1.3.2.B.2
Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	1.3.2.B.4
Improvise short tonal and rhythmic patterns over ostinatos , and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.	1.3.2.B.5
Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.	1.3.2.B.
Apply the principles of positive critique in giving and receiving responses to performances.	1.4.2.B.2

**Pine Hill Public Schools
Music Curriculum**

Unit Title: Decoding & Dukas		Unit #: 2
Course or Grade Level: Music Grade 2		Length of Time: 1 month
Pacing	October	
Essential Questions	<p>How do you convert a pattern from a neutral sound to a rhythm syllable in a familiar song?</p> <p>How do you sing/chant independent parts simultaneously within a group?</p> <p>How does a Symphonic poem illustrate a story through music?</p>	
Content	<p>Tonal and Rhythmic development</p> <p>Pattern labeling</p> <p>Duple meter pattern decoding – familiar song (oral)</p> <p>Various songs/chants in duple meter (macro/micro beats) while reinforcing tonalities</p> <p>Round singing</p> <p>Dynamics</p> <p>Tempi</p> <p>Symphonic poem</p>	
Skills	<p>Identify and label patterns as major and minor tonic/dominant and duple and triple macro/micro</p> <p>Identifying song/chant as being in duple or triple meter</p> <p>Decoding duple meter – familiar song (orally)</p> <p>Chanting, singing, moving and playing instrument to different meters, tonalities and time periods</p> <p>Sing chord progressions of a song with help of conducted cues creating a polyphonic texture</p> <p>Identify/perform music with varying tempi and dynamic levels</p> <p>Identify symphonic poem of the romantic period</p>	
Assessments	<p>Teacher observation of performance, labeling and decoding of tonal and rhythmic patterns</p> <p>Observation of performance in listening, movement, chanting/singing and instrument play activities</p> <p>Solo singing</p> <p>Respond to questions</p> <p>Performance of music with at least two independent parts</p> <p>Respond visually to aural prompt from the tone poem</p>	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individual attention after class time • Student modeling & mentors • 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts (poems & stories) • Geography 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Conversational Solfege, Various songs and poems, rhythm instruments, pattern evaluation sheet, Discovering music 2, chordal & melodic instruments, Making Music Your Own., Sorcerers Apprentice by Dukas, drawing resources, 	
2009 NJCCCS		
<p>Standard: 1.1 The Creative Process</p> <p>1.2 History of Arts and Culture</p> <p>1.3 Performance</p> <p>1.4 Aesthetic Response & Critique Methodologies</p>		

Strand(s): B. Music A. History of Arts and Culture A. Aesthetic Response B. Critique Methodologies	
Content Statement(s):	CPI # / CPI(s):
Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	1.1.2.B.1
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	1.1.2.B.2
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 cultures.	1.1.2.A.1
Proper vocal production/ vocal placement requires an understanding of basic anatomy and the physical properties of sound.	1.3.2.B.2
Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	1.3.2.B.4
Improvise short tonal and rhythmic patterns over ostinatos , and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.	1.3.2.B.5
Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.	1.3.2.B.7
Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	1.4.2.A.1

**Pine Hill Public Schools
Music Curriculum**

Unit Title: Decoding unfamiliar & Nutcracker		Unit #: 3
Course or Grade Level: Music Grade 2		Length of Time: 2 months
Pacing	November / December	
Essential Questions	How do you convert a pattern from a neutral sound to a rhythm syllable in an unfamiliar song? How does music literature relate to Holidays during these months? What is Ballet?	
Content	Suite Ballet Tonal and Rhythmic development Pattern labeling Duple meter pattern decoding – unfamiliar song (oral) Various songs/chants in duple meter (macro/micro beats) while reinforcing tonalities	
Skills	Identify a Suite as separate pieces of music that form a larger work and tells a story Identify characteristics of a ballet Move to various styles within a Suite Use movement to illustrate the story of the Suite Respond to video of Suite performance Chanting, singing, moving and playing instrument to different meters, tonalities and time periods Sing chord progressions and melody of a song with help of conducted cues creating a polyphonic texture Perform chord progressions on instruments while singing the melody Share known information relating to the story of Thanksgiving and sing related songs	
Assessments	Teacher observation of performance, labeling and decoding of tonal and rhythmic patterns Observation of performance in listening, movement, chanting/singing and instrument play activities Solo singing Respond to questions Performance of music with at least two independent parts Respond through movement to varying selection from a suite	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individual attention after class time • Student modeling & mentors • 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts (poems & stories) • Geography • Culture 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Conversational Solfege, Various songs and poems, rhythm instruments, pattern evaluation sheet, patriotic songs and stories, Thanksgiving Books, The Nutcracker Suite audio, 	
2009 NJCCCS		
Standard:		

Strand(s):	
Content Statement(s):	CPI # / CPI(s):
Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	1.1.2.B.1
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	1.1.2.B.2
Categorize families of instruments and identify their associated musical properties.	1.1.2.B.4
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 cultures.	1.1.2.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 cultures.	1.2.2.A.1
Proper vocal production/ vocal placement requires an understanding of basic anatomy and the physical properties of sound.	1.3.2.B.2
Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	1.3.2.B.4
Improvise short tonal and rhythmic patterns over ostinatos , and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.	1.3.2.B.5
Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.	1.3.2.B.7
Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	1.4.2.A.1

**Pine Hill Public Schools
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Unit Title:		Unit #: 4
Course or Grade Level: Grade 2		Length of Time:
Pacing	January	
Essential Questions	<p>Can students articulate which composers are from the 18th century?</p> <p>Can students move to and sing different dynamics and tempi?</p> <p>Can students sing in tune alone?</p> <p>Are students able to answer questions about Dr. Martin Luther King?</p>	
Content	<p>Students will begin listening to selections from the Classical Period</p> <p>Students will respond to different tempi and dynamics</p> <p>A song will be sung by a different soloist each week</p> <p>Students will hear about the life of Dr. Martin Luther King</p>	
Skills	<p>Students will listen to “The Surprise” and “Farewell” symphonies by Joseph Haydn</p> <p>Students will demonstrate forte, piano, largo, presto, and andante</p> <p>One student will receive a solo certificate each week</p> <p>Students will sing relevant MLK songs</p>	
Assessments	Teacher observation	
Interventions / differentiated instruction	•	
Inter-disciplinary Connections	•	
Lesson resources / Activities	•	
2009 NJCCCS		
Standard:		
Strand(s):		
Content Statement(s):		CPI # / CPI(s):

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Unit Title:		Unit #: 5
Course or Grade Level: Grade 2		Length of Time:
Pacing	February / March	
Essential Questions	Can students read triple rhythm patterns? Can students label tonal patterns as major or minor? Can students play the kazoo correctly? Do students know what St. Patrick's Day is?	
Content	Students will read in triple meter Students will differentiate between major and minor patterns Students will continue with selections from the Classical Period Students will sing patriotic songs Students will use kazoos for a St. Patrick's Day song	
Skills	Students will increase their rhythm reading ability and their ability to discriminate between different sounding tonal patterns Students will listen to the "Toy and Clock" Symphonies by J. Haydn Students will sing songs that relate to President's Day	
Assessments	Teacher observation	
Interventions / differentiated instruction	•	
Inter-disciplinary Connections	•	
Lesson resources / Activities	•	
2009 NJCCCS		
Standard:		
Strand(s):		
Content Statement(s):		CPI # / CPI(s):

**Pine Hill Public Schools
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Unit Title:		Unit #: 6
Course or Grade Level: Grade 2		Length of Time:
Pacing	March / April / May	
Essential Questions	Can students spell rhythms correctly after hearing them? Can students create movements and instrumental ostinati to given music? Can students label dynamics, tempi, and unusual meter correctly?	
Content	Students will take rhythmic dictation Each student will lead the class in creative movement to specific meters determined by the music Students will play and create ostinati on tonal bars Students will review dynamics and tempi and feel unusual meter	
Skills	Students will write duple and triple rhythms dictated by the teacher Students will create movement to Bach's "Musette in D" Students will play ostinati given by the teacher and then will compose their own The entire class will play 2 or 3 of these	
Assessments	Teacher observation	
Interventions / differentiated instruction	•	
Inter-disciplinary Connections	•	
Lesson resources / Activities	•	
2009 NJCCCS		
Standard:		
Strand(s):		
Content Statement(s):		CPI # / CPI(s):