

**Music – Grade 2  
District 2853**

<b>Month</b>	<b>Content</b>	<b>Performance Standards Addressed</b>	<b>Skills for Student Achievement</b>	<b>Assessment</b>
September	<ul style="list-style-type: none"> <li>· Review Kindergarten and Grade 1 Contents</li> <li>· Loud - Soft</li> <li>· Classical Music tells a story</li> </ul>	Artistic Expression - Ability - Benchmarks #1, #4 Understanding - Benchmarks #1, #2	<ul style="list-style-type: none"> <li>· Sing a variety of songs</li> <li>· Discriminate loud-soft</li> <li>· Use terms: forte, piano, crescendo, decrescendo</li> <li>· Listen to classical music and describe what you hear</li> </ul>	<ul style="list-style-type: none"> <li>· Classroom observations</li> <li>· Small group observations</li> <li>· Worksheets</li> </ul>
October	<ul style="list-style-type: none"> <li>· ABA Form</li> <li>· Families of classroom instruments</li> <li>· Seasonal songs</li> </ul>	Artistic Expression - Ability - Benchmarks #1, #3 Understanding - Benchmarks #1, #2	<ul style="list-style-type: none"> <li>· Sing a variety of songs</li> <li>· Earn, distinguish, show with movement ABA form</li> <li>· Identify and play families of classroom instruments</li> </ul>	<ul style="list-style-type: none"> <li>· Classroom observations</li> <li>· Small group observations</li> <li>· Worksheets</li> </ul>
November and December	<ul style="list-style-type: none"> <li>· Program preparation and performance</li> <li>· Seasonal songs</li> </ul>	Artistic Expression - Ability - Benchmarks #1, #2, #3 Understanding - Benchmarks #1, #2	<ul style="list-style-type: none"> <li>· Sing a variety of songs</li> <li>· Use all elements of musical performance</li> <li>· Demonstrate appropriate concert etiquette for performers and audience</li> </ul>	<ul style="list-style-type: none"> <li>· Watch video of concert</li> <li>· Discuss performance: individually, entire group and written personal evaluation</li> </ul>
January	<ul style="list-style-type: none"> <li>· Folk instruments/orchestra instruments</li> <li>· Tone color</li> <li>· Barred Orff instruments</li> <li>· Multi-Cultural songs</li> </ul>	Artistic Expression - Ability - Benchmarks #1, #2, #3 Understanding - Benchmarks #1, #2	<ul style="list-style-type: none"> <li>· Sing a variety of songs</li> <li>· Compare folk instruments and orchestra instruments by sound-tone color and identification</li> <li>· Play simple melodies on barred Orff instruments</li> </ul>	<ul style="list-style-type: none"> <li>· Classroom observations</li> <li>· Small group observations</li> <li>· Individual observations</li> <li>· Worksheets</li> </ul>
February	<ul style="list-style-type: none"> <li>· Patriotic songs</li> <li>· Seasonal songs</li> <li>· Introduce half note strong beat</li> </ul>	Artistic Expression - Ability - Benchmarks #1, #2, #3, #4 Understanding - Benchmarks #1, #2	<ul style="list-style-type: none"> <li>· Sing a variety of songs</li> <li>· Identify and play on classroom instruments: quarter note, eighth note, half note</li> <li>· Demonstrate strong beat on classroom instruments</li> </ul>	<ul style="list-style-type: none"> <li>· Classroom observations</li> <li>· Small group observations</li> <li>· Worksheets</li> </ul>
March	<ul style="list-style-type: none"> <li>· Introduce dotted half note</li> <li>· Accent</li> <li>· Identify upward-downward movement of melody</li> </ul>	Artistic Expression - Ability - Benchmarks #1, #3, #4 Understanding - Benchmarks #1, #2	<ul style="list-style-type: none"> <li>· Sing a variety of songs</li> <li>· Introduce time using dotted half notes</li> <li>· Teach waltz step</li> </ul>	<ul style="list-style-type: none"> <li>· Classroom observations</li> <li>· Small group observations</li> <li>· Worksheets</li> </ul>
April	<ul style="list-style-type: none"> <li>· Introduce Rondo form</li> <li>· Introduce contrasts: faster-slower, higher-lower, louder-softer, longer-shorter</li> </ul>	Artistic Expression - Ability - Benchmarks #1, #4 Understanding - Benchmarks #1, #2	<ul style="list-style-type: none"> <li>· Sing a variety of songs</li> <li>· Introduce Rondo form songs</li> <li>· Traditional dances: i.e. Bunny Hop</li> </ul>	<ul style="list-style-type: none"> <li>· Classroom observations</li> <li>· Small group observations</li> <li>· Worksheets</li> </ul>

May	<ul style="list-style-type: none"> <li>· Introduction of staff and names of notes</li> <li>· Fermata</li> <li>· Introduce rounds</li> </ul>	Artistic Expression - Ability - Benchmarks #1, #4 Understanding - Benchmarks #1, #2	<ul style="list-style-type: none"> <li>· Sing a variety of songs</li> <li>· Hand staff</li> <li>· Demonstrate lines-spaces</li> <li>· Recognize fermata</li> <li>· Sing simple rounds</li> </ul>	<ul style="list-style-type: none"> <li>· Classroom observations</li> <li>· Small group observations</li> <li>· Worksheets</li> </ul>
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## ARTISTIC EXPRESSION

A student shall demonstrate the "ability" to:

- #1 Sing a varied repertoire of songs in a group;
- #2 Improvise and compose on classroom instruments to communicate an idea;
- #3 Play simply rhythms and melodies on classroom instruments; and
- #4 Read and write music using a system of notation.

A student shall demonstrate an "understanding" of:

- #1 The elements of music, including melody, rhythm, harmony, dynamics, tone color, texture, and form; and
- #2 Characteristics of music from a variety of cultures and historical times.