

# Second Grade Music Curriculum Map

## Preface

In second grade students develop an awareness of the elements of music through song experiences, creative movement, and listening activities. The conceptual sequence with second graders focuses on patterns in rhythms, melodies, form and movement. They can begin to explore and experience melodic rhythms and steady beat through using body percussion, instruments of various tone colors, and performing movement to depict patterns in music. They also learn to recognize musical groups such as ensembles or instrument families.<sup>1</sup>

Through their participation in music activities the students can develop<sup>2</sup> these important learning skills:

- The ability to focus and gain intrinsic motivation
- Social comfort in participating
- Ease of movement-i.e., the physical ability to move and the desire to try to move
- The habit of singing
- Spatial and sequential reasoning
- Musical capacity and the ability to recognize and use previously-acquired language skills<sup>3</sup>

## State Music Curriculum Standards

**SINGING** The student will develop the voice and body as instruments of musical expression. *In this standard the student sings to discover and enjoy the literature of children's songs and to explore and learn about the elements of music.*

**PLAYING** The student will play instruments as a means of musical expression. *In this standard the student plays classroom instruments to enhance the learning and enjoyment of songs.*

**LISTENING** The student will listen to, analyze, and describe music. *In this standard the student listens to feel the emotional qualities of the sounds of music and to notice and become acquainted with its elements.*

**CREATING** The students will create music through improvising, arranging, and composing. *In this standard the student creates music that expresses his thoughts and feelings and shows some understanding of music elements and skills.*



## Key Concept for Differentiation

In an effort to assist teachers in the process of differentiation in Tier One teaching, key concepts have been identified in the curriculum maps as those specific objectives a teacher would focus on during small group instruction with struggling students. Key concepts cover minimum, basic skills and knowledge every student must master. Key concepts are not an alternative to teaching the entire Utah State Core Standards, rather they emphasize which concepts to prioritize for differentiation.

<sup>1</sup> *Music Expressions Teacher Resource Guide*, Warner Bros Publications 2003, pp. 13-16. ISBN 0-7579-1298-2    <sup>2</sup> e.g., increased literacy, complex symbolization and meaning skills, integration of

sensory data -Richards Institute of ETM, 1985    <sup>3</sup> e.g. rhythm, accent, timing, flow, pitch, voice inflections, phrasing in reciting a nursery rhyme, telling a story

<b>ELEMENTS of MUSIC*</b> <small>* melody, rhythm, harmony, sound &amp; form</small>	<b>Quarter 1: MELODY</b>		<b>SECOND GRADE MUSIC</b> <small>May 2013</small>
<b>Music Objectives - Melody</b>	<b>Vocabulary students should use</b>	<b>Lesson Activities</b>	
<p>Through structured musical experiences and creative movement:</p> <ol style="list-style-type: none"> <li>1. I can sing with a light, unforced, beautiful childlike quality, using good posture and breath support.</li> <li>2. I can show through up or down movement when the distance (interval) between two tones is large or small or stays the same.</li> <li>3. I can notate the mi re do pattern on the lines and spaces of the staff.</li> <li>4. I can express myself through singing and moving to music.</li> </ol>	<ul style="list-style-type: none"> <li>vocal quality</li> <li>accuracy</li> <li>rising/falling interval</li> <li>repeated tones</li> <li>skip/step</li> <li>pitch/tone/note</li> <li>shape of melody</li> <li>symbol</li> <li>sound</li> <li>staff</li> <li>lines</li> <li>spaces</li> <li>measure</li> <li>reading music</li> </ul>	<p><u>First "I Can"</u>- Play the singing game <a href="#">Lucy Locket</a>. Observe the child who sings alone and evaluate his/her vocal quality and watch for opportunities to encourage further development. RESOURCES: <b>*Our Amazing Voice, Developing Singing Skills in the Classroom, 101 Ways to Repeat A Song</b></p> <p><u>Second "I Can"</u>- Sing <a href="#">Row, Row, Row Your Boat</a> – noticing the small steps as the melody rises and the large skip to the high note beginning and continuing with “merrily, merrily, merrily,” and notice the small descending steps in “life is but a dream.” <u>Note</u>: These could be played on a pitched instrument to reinforce the sound.</p> <p>-Through singing and movement, help children detect and show the large and small intervals in songs such as: <a href="#">Are You Sleeping</a>; <a href="#">Bow Belinda</a>; <a href="#">Bluebird, Bluebird</a>; <a href="#">Tinga Layo</a>; <a href="#">Tony Chestnut</a>.</p> <p>-Help children identify through gesture, body percussion, or rhythm instruments the repeated note patterns in the following songs: <a href="#">If You're Happy</a>, <a href="#">Bingo</a>, <a href="#">She'll Be Comin' Round the Mountain</a>, <a href="#">Sandy Land</a>, <a href="#">Skip to My Lou</a>, and <a href="#">Row, Row Row</a></p> <p><u>Third "I Can"</u> -<b>Bow Wow Wow*</b> – Use hand signals to show and feel the rise of the melody as it skips up in the first part of the song and skips down in the last part of the song. After many happy experiences with Bow Wow Wow, have the children reflect on the sound of <i>mi re do</i>, and have them show what the last measure of the song looks like in hand signals and <b>on the lines and spaces of the staff</b>. Perhaps the children can recall the <i>mi re do</i> pattern in previous songs, such as <a href="#">Hot Cross Buns</a> , <a href="#">Three Blind Mice</a>, and <a href="#">Li'l Liza Jane</a>, <a href="#">Old MacDonald</a>, <a href="#">Shake Those Simmons Down</a></p> <p><u>Fourth "I can"</u>- Enjoy performing a variety of previously learned songs and singing games.</p>	
<b>Music Language Objectives</b>		<b>Resources</b>	
<p>Through singing, moving, speaking, hand signs, notation, listening, and/or creating:</p> <ul style="list-style-type: none"> <li>I can demonstrate how notes are placed on the lines and spaces of the staff.</li> </ul>		<p>Embedded links provide access to selected corresponding music teaching ideas, written scores, and mp3 files for singing, listening and dancing activities from publications such as <a href="#">FAVORITE SONGS AND MUSIC ACTIVITIES</a>, <a href="#">THE MUSICAL CLASSROOM</a>, and other valuable resources.</p> <p><b>2<sup>nd</sup> Grade STATE MUSIC GUIDEBOOK:</b> <i>Links to additional songs, teaching ideas, music notation, vocabulary, prof. music teaching associations</i></p>	
<p>Assessment: Video children at start and end of year; use <a href="#">registry</a> to document growth and to improve teaching &amp; learning.</p>			

<b>ELEMENTS of MUSIC*</b> <small>* melody, rhythm, harmony, sound &amp; form</small>	<b>Quarter 2: Rhythm</b>		<b>SECOND GRADE MUSIC</b>
<b>Music Objectives- Rhythm</b>	<b>Vocabulary students should use</b>	<b>Lesson Activities</b>	
<p>Through structured musical activities and creative movement:</p> <ul style="list-style-type: none"> <li>➤ 1. I can feel the steady beat as I perform hand jives or jump rope games.</li> <li>➤ 2. I can sway or use body percussion to show that I feel the strong beat as I sing songs that swing in two's, three's and four's.</li> <li>➤ 3. I can find and clap rhythm patterns drawn from the words of songs.</li> <li>4. I can recognize and notate ta and ti-ti (quarter and eighth notes) patterns in particular songs.</li> </ul>	<p>body percussion hand jive</p> <p>strong &amp; weak beats</p> <p>rhythm of words rhythm patterns</p> <p>notate rhythm patterns</p>	<p>First "I Can"- Lead students in hand jives and/or jump rope games such as <a href="#">Waddy Atcha</a>, <a href="#">Long Legged Sailor*</a>, and <a href="#">Miss Mary Mack</a></p> <p>Second "I Can" -Sing songs such as: <a href="#">Yankee Doodle</a> (2's), <a href="#">The More We Get Together</a> (3's), <a href="#">I Love the Mountains</a> (4's). <u>Note:</u> Songs that swing in twos have one strong beat followed by one weak beat; songs that swing in threes have one strong beat followed by two weak beats; and songs that swing in fours, have one strong beat followed by three weak beats. When using body percussion to experience the strong-weak patterns, place the strong beat on a lower part of the body and the weak beat up higher, e.g.; stamp-clap, or pat-clap</p> <p>Third and Fourth "I Cans"- <a href="#">Miss Mary Mack</a>-The rhythm of the repeated notes invites an irresistible physical response to the rhyming words (Mack, Mack, Mack; black, black, black; back back, back) and calls attention to the identifiable rhythm pattern "ta, ta, ta" they create. <a href="#">Rain, Rain</a>- clap or tap the rhythm while chanting the "ta ta ti-ti ta" rhythm patterns and then notate (write) the rhythm pattern from memory. <a href="#">Jingle Bells</a>- Shake the jingle bells on the "jin-gle bells" (ti-ti-ta) as a repeated rhythm pattern in the refrain.</p> <p>Holiday Ideas: <a href="#">Over the River and Through the Woods</a> –(notice the long-short, long-short rhythm pattern on the words "white and drifted" copy the sounds of a galloping horse and consider adding wood block accompaniment on that pattern; <a href="#">Hanukkah Latkes</a>, <a href="#">Deck the Hall</a>, <a href="#">Friendly Beasts</a>, <a href="#">I Saw Three Ships</a>.</p>	
<b>Music Language Objectives</b>		<b>Resources</b>	
<p>Through singing, playing, moving, speaking, hand signs, body percussion, notation, listening, and/or creating:</p> <ul style="list-style-type: none"> <li>• I can accurately communicate what strong and weak beats are.</li> <li>• I can clearly communicate what word rhythms are.</li> </ul>			
<p>Assessment: Video children at start and end of year; use <a href="#">registry</a> to document growth and to improve teaching &amp; learning.</p>			

<b>ELEMENTS of MUSIC*</b> <small>* melody, rhythm, harmony, sound &amp; form</small>	<b>Quarter 3: Harmony and Sound</b>		<b>SECOND GRADE MUSIC</b>
<b>Music Objectives- Harmony and Sound</b>	<b>Vocabulary students should use</b>	<b>Lesson Activities</b>	
<p>Through structured musical activities and creative movement:</p> <ol style="list-style-type: none"> <li>1. I can accompany melodies by playing chords on the autoharp as I sing.</li> <li>2. I can play pitched instruments to add harmony as I sing I know well.</li> <li>3. I can identify the sound of voices singing and of instruments being played.</li> </ol>	<p>chords harmony melody</p> <p>pitched instruments</p> <p>choir band orchestra accompaniment</p>	<p><u>First "I Can"</u> - Strumming two chords (I, V-7), have children play the autoharp to accompany <a href="#">Polly Wolly Doodle</a>. Notice that the chord changes on the rhyming words.</p> <p><u>Second "I Can"</u> - Lead children in singing and playing songs such as <b>Bow Wow Wow</b> and <a href="#">Cotton-Eyed Joe</a>. When the children know the songs well, introduce resonator bells, xylophone, or piano for accompaniment by playing the G and D bells or piano keys together, on the beat.</p> <p><u>Third "I Can"</u> - Listening activity: Play recordings of choirs and orchestras, helping children recognize the sounds they hear. Consider the choir version of Stephen Foster's, <a href="#">Oh Susanna</a>, and an orchestra playing Beethoven's <a href="#">5<sup>th</sup> Symphony-1<sup>st</sup> movement</a></p> <p>Consider sharing <b>audience etiquette</b> traditions with students to prepare them to enjoy listening</p>	
<b>Music Language Objectives</b>	<b>Resources</b>		
<p>Through singing, playing, moving, speaking, hand signs, body percussion, listening, notation, and/or creating:</p> <ul style="list-style-type: none"> <li>I can clearly communicate what harmony is.</li> </ul>	<p><b>LISTENING LINKS</b></p> <p><a href="#">YouTube</a>: musical recordings search engine</p> <p><a href="#">Putumayo Kids World Music Adventures</a>: CDs, folk songs, multicultural, and world music listening resource, examples</p> <p><a href="#">Classics for Kids</a>: recordings, listening maps, lesson ideas, composers, music dictionary, etc.</p> <p><a href="#">San Francisco Symphony for Kids</a>: all about orchestra; has listening selections</p>		
<p>Assessment: Video children at start and end of year; use <a href="#">registry</a> to document growth and to improve teaching &amp; learning.</p>			

<b>ELEMENTS of MUSIC*</b> <small>* melody, rhythm, harmony, sound &amp; form</small>	<b>Quarter 4: Form</b>		<b>SECOND GRADE MUSIC</b>
<b>Music Objectives- Form</b>	<b>Vocabulary students should use</b>	<b>Lesson Activities</b>	
<p>Through structured music experiences and creative movement:</p> <ul style="list-style-type: none"> <li>0→ 1. I can identify songs that have a verse and a repeating chorus (refrain).</li> <li>2. I can demonstrate how a combination of same and different (contrasting) musical phrases creates a musical form.</li> </ul>	<p>composed music</p> <p>form (structure) musical phrases</p> <p>contrasting sections</p> <p>section verse/refrain</p> <p>song fest</p>	<p>First “I Can”-Lead children in singing and illustrating the contrast between the verse and refrain through body percussion, movement, or playing different instruments in such songs as <b><u>Li’l Liza Jane, Polly Wolly Doodle, Rocky Mountain, Yankee Doodle, All Night All Day, This Old Man,</u></b> and <b><u>Goin’ to the Zoo.</u></b> Consider a year’s end Song Fest by performing favorites from previously learned songs and song games.</p> <p><i>Second “I Can” –Singing Activity:</i> Lead children in singing and noticing the ABA form in <b><u>Shoo Fly.</u></b> <i>Listening Activity.</i> Have the children listen to a recording of Rodgers’s <b><u>March of the Siamese Children.</u></b> Play a game of “follow the leader,” and have the children march and copy your simple movements, each designed for the letter it represents, i.e., all A movements are the same, etc. (ABACABA). You may also wish to tell the students the story of this scene in <i>The King and I</i>. A recording can be googled by typing in: <i>March of the Siamese Children.</i> <b><u>Mozart Horn Concerto Rondo</u></b> (ABACA); <b><u>Minute Waltz-Chopin</u></b> (ABA)</p>	
<b>Music Language Objectives</b>		<b>Resources</b>	
<p>Through singing, moving, speaking, hand signs, listening, notation, body percussion, dramatizing, and/or creating:</p> <ul style="list-style-type: none"> <li>• I can communicate clearly how sections that are alike or different create form (structure) in music.</li> </ul>			
<p>Assessment: Video children at start and end of year; use <a href="#">registry</a> to document growth and to improve teaching &amp; learning.</p>			