

Grade 2

QUARTER 1

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>PERFORM:</p> <p>Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music.</p> <p>Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music.</p> <p>Standard 5.0 Reading and Notating: Students will read and notate music.</p>			<p>Share the Music=STM</p> <p>Silver Burdett Making Music=SBMM</p> <p>Spotlight On Music=SOM</p> <p>Tyme for a Rhyme=TFAR</p> <p>Second Rhyme Around=SRA</p> <p>Third Rhyme's the Charm=TRTC</p> <p>As American As Apple Pie=AAAAP</p> <p>Conversational Solfege Level One</p> <p>85 Engaging Movement Activities</p> <p>Mallet Madness Strikes Again</p> <p>The Second Rhyme Around</p> <p>Music for Creative Dance Contrast and Continuum, vol. 1</p> <p>Strike it Rich</p> <p>www.dsokids.com (Dallas Symphony Orchestra)</p> <p>www.sfskids.org (San Francisco Symphony)</p> <p>http://www.nyphilkids.org/main.phtml (New York Philharmonic)</p> <p>http://teachingwithorff.com/</p> <p>http://www.classicsforkids.com/</p> <p>https://kids.usa.gov/art-and-music/index.shtml</p>	

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<p>Beat/Rhythm</p>	<p>Perform locomotor and non-locomotor movements from 1st grade</p> <p>Perform beat accompaniment for song or poem with body percussion or instruments</p> <p>Perform rhythm of the words of a song or poem with body percussion or instruments</p> <p>Distinguish between beat and rhythm of the words of song or poem</p>	<p>Observe as students keep steady beat in a variety of locomotor and non-locomotor ways and assess their beat competence using a teacher-created or district-provided rubric.</p> <p>Observe students as they perform the beat with the poem or song and assess their beat competence using a teacher-created or district-provided rubric.</p> <p>Observe students as they perform the rhythm with a poem or song and assess using a teacher-created or district-provided rubric.</p> <p>Observe students as they perform steady beat and rhythm of the words as a part of a song or poem without teacher's model (e.g. A section: steady beat accompaniment, B section: rhythm of words) and assess using teacher-created or district-provided rubric.</p>	<p>"Dance, Dance, Dance" <i>SOM Gr. 2, p.5</i></p> <p><i>Kye, Kye Kule, STM Gr. 2, p.21</i></p> <p>"Les Saluts" Rhythmically Moving 1 Teaching Movement and Dance p.125</p> <p>"City Traffic" " p. 329 SOM (play beat only)</p> <p>"Say Your Name" SOM Gr. 2, p. 343</p> <p>"Play Your Name", STM [I 31</p> <p>"Sheep in the Meadow", SOM Gr. 2 p.8</p> <p>"I Bought Me a Cat" SOM Gr. 2, p.14 (play the animal sounds only)</p> <p>"I'm Gonna Sing" <i>SOM Gr. 2, p. 9</i></p> <p>"Coffee Grows on White Oak Trees" (See Appendix)</p> <p>"Sally on the Seesaw" (See Appendix)</p> <p>"Two Little Sausages" <i>STM Gr. 2, p.221</i></p> <p>"Way Down South" (See Appendix)</p>	<p>Comprehension: Fluency</p> <p>Perform steady beat to recorded songs following teacher's model. Teacher may choose to model some of the SB motions to follow left to right (from the students' perspective) to reinforce visual tracking used in both music and text reading.</p> <p>Phonics: Reinforce sight words using text visuals.</p> <p>Comprehension: Sequencing, fluency</p> <p>Teacher and students speak poems with a cadence appropriate to the meter, natural rhythm of the words.</p> <p>Phonics: Syllabication</p> <p>Model the relationship between rhythm and syllables in songs such as "Say Your Name, Play Your Name". Have students lead echoes of short rhythm-of-the-words patterns and phrases.</p> <p>Literacy.CCRA.SL.4</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>

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Rhythmic Echo	Perform 4-beat echo patterns made of quarter, two eighths, and quarter rest	Observe students for accuracy as they echo patterns containing quarter, two eighths and quarter rests. Assess using a teacher-created or district-provided rubric .	Pattern set 1A, <i>Conversational Solfege</i> , Level 1 TM p. 87 (quarter and eighth note patterns) Pattern set 1B, <i>Conversational Solfege</i> Level 1B (quarter and eighth note patterns)	Phonics: Syllabication Echo simple poems by phrase, modeling the relationship between rhythm and syllables. (<i>Conversational Solfege</i> , Unit 1, TM p. 91-130) Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
One Sound and No Sound	Read and create 4-beat patterns of one sound and no sound to the beat using iconic notation, performing with body percussion and unpitched instruments Read and perform 4-beat patterns from traditional notation, using body percussion and unpitched instruments	Observe students as they read their original patterns of one sound and no sound to the beat using iconic notation. Observe students as they perform 4-beats pattern of sound and no sound using body percussion and unpitched instruments. Assess the above skills using a teacher-created or district-provided rubric .	"Country Gardens" play-along map <i>SOM Gr/ 2, p.16</i> "In and Out" <i>SOM Gr. 2, p. 245/STM Gr. 1, p.330</i> <i>Conversational Solfege Level one p. 40 and 41</i> <i>TM</i>	Comprehension: Fluency <i>Conversational Solfege</i> - Extend activity 6, "Take a Reading Walk" to include some plates that have traditional rhythmic notation and some plates that have four-beat text phrases. Play the game as indicated in the Teacher's Manual, but when students arrive at a plate with a text phrase, they should speak the text while clapping rhythm of the words. Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Literacy.CCRA.R.10 Read and comprehend complex

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				literary and informational texts independently and proficiently
<p>Vocal Tone</p>	<p>Demonstrate good vocal tone while singing a simple, narrow-range songs</p> <p>Echo-sing alone and with a group</p>	<p>Listen for accuracy in pitch as students sing simple narrow-range songs</p> <p>Listen for accuracy in pitch as students echo the teacher or a student with accurate pitch.</p> <p>Assess the above skills using a teacher-created or district-provided rubric.</p>	<p>Tonal Rubric and Rhythm Rubric in <i>Conversational Solfege I</i></p> <p>“Dance, Dance, Dance” <i>SOM Gr. 2</i></p> <p>“Waiting for the Traffic Light” <i>SBMM Gr. 2</i>, p. 107</p> <p>“Columbus Sailed With Three Ships”, <i>SOM Gr. 2</i>, p. 344</p> <p>“Che Che Koolay”, <i>SBMM gr. 2</i>, p.266</p> <p>(call and response)</p> <p>“Lemonade” <i>SOM Gr. 2/STM Gr. 2.</i>, p.19</p> <p>“Pizza, Pizza, Daddy-O” <i>SOM 2/STM Gr. 2</i> p. 62</p>	<p>Vocabulary: Sight Words</p> <p>For call and response songs such as “Lemonade” and “Pizza, Pizza, Daddy-O”, present a visual of the text that uses two colors of text to distinguish between the parts. Allow students to circle unfamiliar words before listening to the song for the first time.</p> <p>When performing the song, encourage students to read along, internalizing the leader part and singing only the response or divide the students into two groups to perform the song.</p> <p>Literacy.CCRA.SL.6</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

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<p>So-Mi-La</p>	<p>Individually echo-sing Sol-Mi or Sol-Mi-La patterns</p> <p>Sing answers to teacher’s sung question using Sol-Mi or Sol-Mi-La</p> <p>Identify La as higher than Sol and Mi as lower than Sol</p> <p>Show Sol-Mi-La patterns with body scale</p> <p>Identify line and space notes</p> <p>Sing Sol-Mi or Sol-Mi-La patterns from iconic notation</p> <p>Sing Sol-Mi or Sol-Mi-La patterns from staff notation</p>	<p>Observe as students individually echo sing patterns or answer questions sung by the teacher (Sol-Mi, La-Sol-Mi) and assess singing/pitch matching using a teacher-created or district-provided rubric.</p> <p>The teacher plays a So-Mi or So-Mi-La pattern on a keyboard or a recorder. Students demonstrate the pattern using the body scale. Teacher assesses using teacher-created or district-provided rubric.</p> <p>Students identify line and space notes by drawing them as directed on a staff or by placing them on a staff in a computer program. Teacher assesses student notation using teacher-created or district-provided rubric.</p> <p>Students sing Sol-Mi or Sol –Mi-La patterns from teacher-made or pre-printed melody cards as the teacher listens for pitch accuracy and assesses using a teacher-created or district-provided rubric.</p>	<p>“Columbus Sailed with Three Ships” <i>SOM Gr. 2, p.344</i></p> <p>“Engine, Engine Number Nine” <i>SOM 2, p. 13/STM Gr. 1</i></p> <p>“Little Sally Walker” <i>SOM Gr. 2, p. 249</i></p> <p>“Acka Backa” <i>SOM gr. 1, p. 256/STM Gr. 1, p.188</i></p> <p>“Rain, Rain, Go Away” <i>SBMM Gr. 1, p.54</i></p> <p>“Clouds of Gray” <i>SBMM Gr. 2, p. 56</i></p> <p>“Lucy Locket” SBMMGr. 2, p.27, “Lucy Locket” assessment Orff Appendix gr.2 1st quarter</p> <p>“Bounce High, Bounce Low” <i>SBMM Gr. 1, p.152</i></p> <p>“I See” <i>SOM Gr. 2 p. 266</i></p> <p>“Doggie, Doggie” <i>SOM Gr. 2, p.59</i></p> <p>“Good Night, Sleep Tight” <i>SOM Gr. 2, p.76</i></p> <p>“The Mill Song” <i>SOM Gr. 2, p.52</i></p> <p>“Chook, Chook”pp. 14-17 <i>Second Rhyme Around</i></p> <p><i>“Little Miss Muffet, 3rd Rhymes the Charm p. 16-17</i></p> <p><i>Red Rover, SOM, Gr. 2, p. 249</i></p>	<p>Vocabulary Skills: Verb Tense In a given song, ask students to identify the words that tell when the action took place (sailed=past tense, walking=present tense, sleep=future tense, etc.) What part of speech are these words?</p> <p>Comprehension: Sequencing “Chook, Chook”-Photocopy and cut apart visual provided in <i>Second Rhyme Around</i> or draw the images on index cards. Mix them up and ask student to use sequencing skills to recall the order of the song.</p> <p>Comprehension: Cause and Effect Ask students to describe cause and effect in a song such as “Little Miss Muffet”</p> <p>Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently</p>

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<p>Chord Bordun</p>	<p>Perform a chord bordun beat accompaniment for a Sol-Mi-La song using correct mallet technique</p>	<p>Observe students for accuracy as they play bordun beat accompaniment for a Sol-Mi-La song using correct mallet technique. Assess using a teacher-created or district-provided rubric.</p>	<p>“Acka Backa” <i>SOM Gr. 2/SBMM Gr. 1</i> “Lucy Locket” SBMM Gr. 2, p. 27, “Lucy Locket” assessment Orff Appendix gr.2 Q1 “Chook, Chook” <i>Second Rhyme Around</i>, pp. 14-17</p>	<p>Comprehension: Literary devices Lucy Locket- Ask students to find alliteration and rhyming words. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p>Performance Etiquette</p>	<p>Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.</p>	<p>Observe student performance etiquette assess using teacher-created or district-provided rubric.</p>	<p>Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral) Ten Performance Etiquette Tips for Musicians Performance Practices by Grade Level</p>	<p>Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

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<p>CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.</p>				
<p>Movement</p>	<p>Explore and create high and low body shapes and statues Create movement using high and low levels</p>	<p>Observe students as they explore and create high and low body shapes and statues and assess using teacher-created or district-provided rubric.</p>	<p>“The Noble Duke of York” <i>Music For Little People</i> <i>Music for Creative Dance vol. 1, “Levelance”</i> <i>Low or high, 85 Engaging Movement Activities, p. 20 an 21</i></p>	<p>Vocabulary: When performing movement activities, review positional and directional words (over, above, under, through, around, left, right, clockwise, counterclockwise, etc.) Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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<p>So-Mi-La</p>	<p>Create Sol-La-Mi melody</p>	<p>Music Skills 3a: Improvise SOM Gr. 2. P. 53</p> <p>Lucy Locket Pitch-Matching Activity/Assessment (see Appendix)</p> <p>Assess students' S-M-L pitch matching ability using a teacher created of district-provided rubric.</p> <p>Assess students' melodic improvisations using a teacher-created or district-provided rubric.</p>	<p>"Doggie, Doggie" SOM Gr. 2, p.59 "Good Night, Sleep Tight" SOM Gr. 2, p.76 Game: Cuckoo, Where are You? SOM Gr. 2, p.244 "The Mill Song" SOM Gr. 2, p.52</p> <p>"Lucy Locket" SBMM Gr. 2,p., 27 (See Appendix for singing game)</p>	<p>Phonics: Once students are familiar with Sol-Mi-La echo responses, challenge students to sing responses that begin with a certain letter, such as the same letter as their first name-. Student: "My name is Billy and I like bubblegum." Class: "His name is Billy and he likes bubblegum." Maintain the tempo using a patsch-clap ostinato.</p> <p>Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.</p>				
<p>Pitch and Size</p>	<p>Describe relationship between size of instrument and its pitch/range</p> <p>Identify Orff instruments with the lowest/highest sounds</p>	<p>Students indicate high or low with their hands as they listen to and play the various Orff instruments.</p> <p>After playing the orchestration "Chook Chook", ask the students to identify the lowest instrument and the highest instruments.Students describe relationship of size to the sound source/instrument and its pitch (Science connection). Assess understanding using a teacher-created or district-provided rubric.</p>	<p>"Play Pitched Instruments" SOM Gr. 2, pp. 30-31</p>	<p>Vocabulary: Reinforce the concept of synonyms and antonyms. Differentiate between high/low and loud/soft as antonym pairs.</p> <p>Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>

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<p>Verse-Refrain</p>	<p>Perform, listen to, and move with songs in verse-refrain form</p>	<p>Listen to students to ensure they are making a smooth transition from the verse to the refrain. Assess students' understanding using a teacher-created or district-provided rubric.</p>	<p>"Going Over the Sea" <i>SOM 2, p. 216/STM Gr.2, 315</i> "Leatherwing Bat" <i>SOM 2 p.304/SBMM Gr.2, p.303</i> "Old Blue" <i>SOM 2 p.213/STM Gr. 2, p.324</i> "A Place in the Choir" <i>SOM 2, 308</i> Jenny Jenkins" <i>STM Gr. 2, p.339</i> "Yankee Doodle", <i>SOM p.340</i></p>	<p>Comprehension: Story Sequencing Ask students to arrange the story in proper sequence or to recall "first, then, next, and finally", especially using "Leatherwing Bat" or "Old Blue". For "Jenny Jenkins", use rhyming to aid students' recall as to why she would not wear each color. Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</p>

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<p>AA' Form and AB Form</p>	<p>Perform songs or poems in AA' and AB form</p>	<p>Using two different shapes to represent A and B, observe as students differentiate between sections that are the the same and sections that are different. Using two colors of the same shape to represent A and A', observe as students differentiate between sections of music or poetry that are similar but not exactly the same. Assess using a teacher-created or district-provided rubric.</p>	<p>“Arre Mi Burrito” (“Gidyup, Little Burro”), SOM, Gr.1, p.257 CD 12:5</p> <p>Old Woman and the Pig (A, A') SOM, Gr. 2 , p. 130</p> <p>“Uno, Dos y Tres, SBMM Gr. 5, p.429</p> <p>“Chirri Bim” (AB form) SOM Gr. 2, p. 70</p> <p>“Jim Along, Josie” (AB form) SOM Gr. 2, 194</p> <p>“Willowbee” (AB form) SOM Gr. 2, p. 69</p> <p>“Lucy Locket” (AB form) (See Appendix)</p> <p>“Let Us Chase the Squirrel” (A and B parts, See Appendix)</p> <p>“</p>	<p>Phonics</p> <p>Ask students to use “Magic Lips” (silent reading while mouthing words) while listening to songs in English and other languages for the first time to develop their ability to fluently decode familiar and unfamiliar words phonetically.</p> <p>Literacy.CCRA.L.6</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</p>

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ABA Form	<p>Perform songs and speech in ABA form</p> <p>Perform teacher and student-created movements to songs or poems</p>	<p>Observe students to determine if they transition smoothly between the sections. Assess using a teacher-created or district-provided rubric.</p> <p>Observe students to determine if they have successfully created movements that correlate with the A and B sections. Assess using a teacher created or district-provided rubric.</p>	<p>“Ballet Music” (Gluck) <i>SOM Gr. 2, p.25</i></p> <p>“Shoo, Fly” <i>SOM Gr. 2. P.222</i></p> <p>“Sing a Rainbow” (ABA form with interlude), <i>SBMM Gr. 2., p. 166</i></p> <p>One, Two, Three Four Five, <i>SOM Gr. 1, p. 265</i></p>	<p>Phonics: Homonyms and Homographs</p> <p>In “Shoo Fly”, use the word pairs “Shoo/Shoe” “Fly/Fly” to discuss homonyms (shoo/shoe) and homographs (fly/fly). Sing a silly version of the song with the alternate words, allowing students to gently toss one shoe in the air or play shoe “catch” with a partner each time the word “shoo” is sung.</p> <p>Literacy.CCRA.L.6</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</p>

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<p>Unpitched Timbres and Families</p>	<p>Categorize unpitched instruments into families (woods, metals, membranes)</p> <p>Demonstrate correct unpitched instrument technique</p>	<p>Allow students to select an instrument from various unpitched families. Designate specific areas of the room for the wood, metal and membrane families. Observe students as they assemble with their unpitched family. Assess students' categorization of unpitched instruments by family using a teacher-created or district-provided rubric.</p> <p>Assess students' unpitched percussion technique using a teacher-created or district-provided rubric.</p>	<p>"Country Gardens" <i>SOM Gr. 2, p. 16</i></p> <p>"Play Rhythm Instruments" <i>SOM Gr. 2, p. 24</i> (Use activity suggested)</p> <p>"Way Down South" (See Appendix)</p>	<p>Vocabulary</p> <p>Prepare several baskets with 5 or 6 small, unpitched percussion instruments each and index cards with corresponding instrument names written on them. Challenge groups of students to correctly identify each instrument by name and then to group their instruments into families. Allow each student to select one instrument and ask him/her to identify its name and family to the class or demonstrate and describe the proper technique for playing it.</p> <p>Literacy.CCRA.L.6</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</p>

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<p>Proper Audience Etiquette</p>	<p>Demonstrate proper audience etiquette and evaluate audience behavior during performances</p>	<p>Observe student behavior during performances and assess using a teacher-created or district-provided rubric.</p>	<p>Audience Etiquette Self-Evaluation</p> <p>Audience Etiquette Video</p> <p>List of live, local, free or low-cost events, field trip grants and how to apply for them.</p>	<p>Comprehension: Reinforce audience etiquette when students are listening to stories and song tales in the music room to develop real world contexts and connections.</p> <p>Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

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<p>CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p>Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</p>				
<p>Dances from Different Cultures</p>	<p>Perform songs and dances from various cultures and historical periods (Such as French Canada if using the resource given) forward, in and out</p>	<p>Observe student performances of Folk Dances and assess using a teacher-created or district-provided rubric. Students compare two of the dances using a Venn Diagram. What formation did we use? How did we move? Did you recognize any instruments? Was the music soft or loud? Was it fast or slow? Assess student comprehension using a teacher-created or district-provided rubric.</p>	<p>“Les Saluts” Rhythmically Moving 1; Teaching Movement and Dance p.125</p> <p><i>“Baby Nodja” SOM, 154-155, Movement p. 155, (156 CD;8:10 (Native American)</i></p>	<p>Fluency and Public Speaking</p> <p>Prepare short introductory paragraphs for songs and dances being learned in class, and divide them amongst two to three students like speaking roles in a program. Allow students to perform their introductions at the “final” in-class performance. Be sure to repeat the process during the year so that all students have a turn to be readers.</p> <p>Literacy.CCRA.SL.2</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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PERFORM: **Standard 1.0 Singing:** Students will sing alone and with others, a varied repertoire of music.

Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music.

Standard 5.0 Reading and Notating: Students will read and notate music.

Grade 2

<p>Beat/Rhythm</p>	<p>Echo four beat patterns consisting of quarter note, paired eighth notes, and quarter rest with body percussion and instruments</p> <p>Perform speech/songs that only use quarter note, paired eighth notes, and quarter rest</p> <p>Walk quarters and jog eighths (one step or two steps to the beat)</p> <p>Perform notated 4-beat patterns using quarter note, paired eighth notes, and quarter rest with body percussion and instruments from iconic notation and traditional notation</p> <p>Aurally identify 4-beat notated patterns of quarter note, paired eighth notes, and quarter rest</p> <p>Using “beat boxes” and manipulatives, create and clap a 4-beat pattern of quarter note, paired eighth notes, and quarter rest</p>	<p>Observe students echoing four-beat rhythms and assess using a teacher-created or district-provided rubric.</p> <p>Observe and assess students’ beat competency using a teacher-created or district-provided rubric.</p> <p>Observe students’ performance of rhythm reading from notated patterns using a teacher-created or district-provided rubric.</p> <p>Observe student compositions consisting of 4-beat patterns containing quarter notes, paired eighth notes and quarter rests and assess rhythmic notation and performance skills using a teacher-created or district-provided rubric.</p> <p>Assess rhythmic composition skills using a teacher-created or district-provided rubric.</p>	<p>“Bate, Bate, Chocolate” <i>SOM 2, p. 242/STM Gr. 3, p.93</i></p> <p>“I Bought Me a Cat” <i>SOM Gr.2, p. 14</i></p> <p>“Loose Tooth” <i>SOM 2 p. 28/STM1, 287</i></p> <p>“She’ll Be Comin’ Round the Mountain” <i>SOM gr. 2, p.33</i></p> <p>“Jim Along, Josie”, <i>SOM Gr. 2, p. 194-195</i></p> <p>“El Tren” <i>SOM gr. 2, p.326-327</i></p> <p>“Miss White Had a Fright” (See Appendix)</p> <p>“Xiao Yin Chaun” <i>SBMM Gr. 2, p.14</i></p> <p>“Double Double This This” (See Appendix)</p> <p>“Mix a Pancake” <i>STM Gr. 1 , p.255</i> (Walk steady beat to song/poem; then put rhythm of words in feet)</p> <p>“Early in the Morning” <i>Strike it Rich pp. 2-3”</i></p> <p>“Cats Sleep Anywhere” Eleanor Farjeon, Random House Book of Poetry for Children, (Adapted, See Appendix)</p> <p>“Miss White Had a Fright” (See Appendix, also B section)</p> <p>“1, 2, 3, 4, 5” <i>TRTC, p.25</i></p> <p>“Three Little Penguins” p. 112 <i>SOM</i></p> <p>Conversational Solfege Unit 1 pp. 85-13</p> <p>Conversational Solfege TM 40 and 41 –Steps 7-8: Reading-Decode</p> <p>Moving to a Rhyme. P.114 85 Engaging Movement Activities (chore walking and jogging – quarter notes and eighth notes</p> <p>Pick a rhyme that uses only quarter notes and eighth notes</p>	<p>Phonics/Word Work: Matching Game</p> <p>Create a set of cards that has notated rhythmic phrases from a song and a set of cards that has the corresponding lyrics. Challenge students or teams of students to match the most correct pairs.</p> <p>Phonics: Rhyming words</p> <p>Students identify and predict rhyme pairs.</p> <p>Phonics: Reinforce sight words using text visuals.</p> <p>Comprehension: Sequencing, fluency</p> <p>Teacher and students speak poems with a cadence appropriate to the meter, natural rhythm of the words.</p> <p>Phonics/Writing:</p> <p>Have students create rhyming phrases that only use quarter and eighth note rhythms. Have students write their rhymes in beat boxes and then notate them using traditional notation. Save this for later use in the Sol-Mi-La CLIP</p> <p>Correlation activity below.</p> <p>Literacy.CCRA.SL.4</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
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Grade 2

<p>Sol-Mi and Sol-Mi-La</p>	<p>Play short notated Sol-Mi, Sol-Mi-La patterns on barred instruments with correct mallet technique</p>	<p>Observe as students name pitches in short Sol-Mi-La notated patterns. Assess using a teacher-created or district-provided rubric.</p> <p>Observe students for accuracy in rhythm and pitch with correct mallet technique. Assess using teacher-created of district-provided rubric.</p>	<p>“Lemonade” <i>SOM Gr. 2</i>, p.19 “I See” <i>SOM Gr. 2</i>, pp. 346-352, <i>STM Songs to Sing and Read</i>, p. 50 “Little Miss Muffet”, <i>TRTC</i> p. 16-17 “Create” <i>STM Resource Masters gr. 1</i> p. 64</p>	<p>Phonics/Writing: Have students notate and perform using correct mallet technique a Sol-Mi or Sol-Mi-La melody for the poem they wrote in the above activity. Record student performances if you wish to use this as a portfolio pre-assessment for either the Perform or Create domain. Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>Ascending and Descending Melody</p>	<p>Sing pentatonic and diatonic ascending and descending patterns</p> <p>Play diatonic glissandos, pentatonic ascending and descending short melodic patterns on barred instruments</p> <p>Move to show pentatonic and diatonic ascending and descending melodic patterns</p>	<p>Observe as students perform ascending and descending diatonic glissandos in response to visual or verbal cues. Assess using a teacher created or district-provided rubric.</p> <p>Observe students for correct mallet technique as they play short ascending and descending melodic patterns on barred instruments. Assess using teacher-created of district-provided rubric.</p> <p>Observe students as they move their hands or their entire body to show ascending and descending melodic patterns while you play them on an instrument such as piano, recorder or guitar. Assess using a teacher created or district-provided rubric</p>	<p>“Lone Star Trail” <i>SBMM Gr. 2</i>, p.21 “Amen” <i>STM Gr. 3</i>, p.283 “If I Had a Little Dreydl” (See Appendix) “Wibbleton to Wobbleton” <i>TFAR</i>, p. 14 “The King of France” <i>Strike it Rich</i>. pp. 24-25 “The Sun is Rising”, <i>Mallet Madness Strikes Again</i>” pp. 70-71</p>	<p>Vocabulary: Sight Words When students are examining notated melodies to find ascending and descending patterns, have them circle unfamiliar words and underline sight words. Use decoding skills and phonics to pronounce unfamiliar words and context clues to define them. Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>

Grade 2

<p>Broken Chord Bordun</p>	<p>Perform broken chord bordun beat accompaniment for a pentatonic song</p>	<p>Observe students performing broken chord bordun accompaniments for pentatonic songs and assess using a teacher-created or district-provided rubric.</p>	<p>“Donkey, Donkey” <i>SOM Gr. 2, p.256</i> “Wibbleton to Wobbleton” <i>TFAR, p.14</i></p>	<p>Fluency and Public Speaking: During the B section of Wibbleton to Wobbleton, encourage enunciation, expressive speech, and a balance, dynamic level and tempo conducive to an audience understanding the words being spoken while the bordun is being played. Divide the class in half and have the “audience half” listen with their eyes closed to help them analyze the performance based on these elements. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p>Performance Etiquette</p>	<p>Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.</p>	<p>Observe student performance etiquette assess using teacher-created or district-provided rubric.</p>	<p>Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral) Ten Performance Etiquette Tips for Musicians Performance Practices by Grade Level</p>	<p>Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

Grade 2

<p>CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.</p>				
<p>Four-Beat patterns</p>	<p>Using “beat boxes” and manipulatives, create and clap a four beat pattern of quarter note, paired eighth notes, and quarter rest</p>	<p>Observe students’ original 4-beat patterns and assess using a teacher-created or district-provided rubric.</p>	<p>“Take a Reading Walk (Conversational- Create Extension) p. 4` Conversational Solfege – Level 1 p. 41</p>	<p>Comprehension: Fluency <i>Conversational Solfege-</i> Extend activity 6, “Take a Reading Walk” to include some plates that have traditional rhythmic notation and some plates that have four-beat text phrases. Play the game as indicated in the Teacher’s Manual, but when students arrive at a plate with a text phrase, they should speak the text while clapping rhythm of the words. Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Grade 2

<p>Sol-Mi and Sol-Mi-La</p>	<p>Vocally improvise short Sol-Mi, Sol-Mi-La patterns</p>	<p>Listen to students to determine if they are singing on pitch. Assess using a teacher-created rubric or choose the district-provided rubric below that most closely aligns with your objective:</p> <p>Melodic Improvisation Rubric</p> <p>Solfege Technique Rubric</p> <p>Singing Rubric</p>	<p>“Recorded Lesson – Category Game” <i>STM</i> Gr. 2, p. 32 “I See” SOM Gr. 2, p. 266</p>	<p>Spelling and Alphabetical Order Game: Teacher sings “What Would You See at the Circus?” (Sol-Mi-La). Students, seated in a circle, individually sing responses, each beginning with the next letter of the alphabet. (e.g., S1: “I’d see acrobats”, S2: “I’d see bears, S3: “I’d see clowns”, etc.) Advanced classes can be challenged to add an adjective that creates alliteration (“I’d see active acrobats”, “I’d see balancing bears”, etc.)</p> <p>Literacy.CCRA.SL.6</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
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Grade 2

RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music.

Standard 7.0 Evaluating: Students will evaluate music and music performances.

<p>Introduction and Coda</p>	<p>Listen to examples that illustrate songs with an introduction and/or coda</p> <p>Perform introduction and/or coda for poems and songs using speaking/singing and instruments</p> <p>Describe coda as a special ending or the “tail” of the music</p>	<p>Observe as students listen to and identify the introduction and/or coda to a song.</p> <p>Ask students to describe the connection between the introduction and the main section of the music. Choose from one of the following:</p> <ul style="list-style-type: none"> a) the introduction is part of the song b) the song is a sound related to the main idea of the song, i.e., traffic noises in “Waiting for the Traffic Light” c) the music is not part of the song, but blends with it (same harmonic structure, rhythmic structure , etc.) <p>Assess student understanding of introduction and/or coda using a teacher-created or district-provided rubric.</p>	<p>“Sleigh Ride” Leroy Anderson <i>SBMM Gr. 2</i></p> <p>“<i>Sing a Rainbow</i>”, <i>SBMM, Gr. 2, p.166</i></p> <p>“<i>Waiting for the Traffic Light</i>” <i>SBMM Gr. 2, p. 107</i></p>	<p>Writing</p> <p>Have students create a listening map for “Sleigh Ride” or refer to a teacher created/provided map. Then, have students create a story about what might be happening in each section and act it out as the music is played.</p> <p>Literacy.CCRA.L.6</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</p>
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Grade 2

<p>Tempo Changes</p>	<p>Respond to tempo changes with movement (including mirror movement) and label directions of travel: clockwise/counterclockwise, forward, in/out; perform scissor step</p> <p>Describe changes in tempo between two performances of a rhyme or song</p> <p>Describe changes within a listening example</p>	<p>Observe students as they respond to tempo changes to determine if they can maintain the steady beat of the music when the tempo changes.</p> <p>Ask students to describe tempo changes verbally or in writing.</p> <p>Assess student understanding using a teacher-created or district-provided rubric.</p>	<p>“Effie Goes Folk Dancing” <i>SOM Gr. 2, p. 168</i></p> <p>“Merry Go Round” <i>SOM Gr. 2, p.267</i></p> <p>“Fjaskern” <i>Rhythmically Moving 2</i></p> <p>“Olympic Fanfare” <i>STM Gr. 2, p.14</i></p> <p>“El Juego Chirimbolo” <i>SBMMGr. 1, p.103</i></p> <p>“Miss Mary Mack” <i>SBMM Gr. 2,, p.42</i></p> <p>“In the Hall of the Mountain King” from <i>Peer Gynt, STM Gr 2, p.14</i></p> <p>“Merry-Go-Round”<i>SOM,gr. 2, p. 267</i></p> <p>“Ton Moulin” <i>STM,Gr. 3 p.228</i></p> <p>“Hungarian Dance” <i>no. 18 First Steps to Clasical Music. CD</i></p>	<p>Vocabulary</p> <p>After teaching musical terms for varied tempi and tempo changes, create a tic-tac-toe board in which each square has a tempo related vocabulary word. Divide students into teams and compete to be the first team to correctly identify three terms in any row, column or diagonal.</p> <p>Vocabulary: Prefixes and Suffixes</p> <p>Identify the musical prefix “mezzo” and suffix “-issimo” and use them to help identify other terms.</p> <p>Literacy.CCRA.SL.6</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Literacy.CCRA.SL.2</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
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Grade 2

<p>Appropriate Audience Etiquette</p>	<p>Demonstrate proper audience etiquette and evaluate audience behavior during performances</p>	<p>Observe student behavior during performances and assess using a teacher-created or district-provided rubric.</p>	<p>Audience Etiquette Video</p> <p>Audience Etiquette Self-Evaluation</p> <p>List of live, local, free or low-cost events, field trip grants and how to apply for them.</p>	<p>Comprehension: Reinforce audience etiquette when students are listening to stories and song tales in the music room to develop real world contexts and connections.</p> <p>Literacy.CCRA.SL.3</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>
<p>CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p>Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</p>				
<p>Dances from Different Cultures</p>	<p>Perform songs and dances from various cultures and historical periods in scattered formation</p>	<p>Observe student performances of folk dances and assess using a teacher-created or district-provided rubric.</p> <p>Observe student vocal performances of world music and assess using a teacher-created or district-provided rubric.</p> <p>Ask students to describe the differences between the instruments and/or the movement used in “La Raspa” and “Yankee Doodle” (or two other dances) using a Venn Diagram. Assess using a teacher-created or district-provided rubric.</p>	<p>Teaching Movement and Dance, pp.. 136-137 Two-Part Dance “La Raspa” RM3 Yankee Doodle Teaching Movement and Dance, pp.138-139</p>	<p>Fluency and Public Speaking</p> <p>Prepare short introductory paragraphs for songs and dances being learned in class, and divide them amongst two to three students like speaking roles in a program. Allow students to perform their introductions at the “final” in-class performance. Be sure to repeat the process during the year so that all students have a turn to be readers.</p> <p>Literacy.CCRA.SL.2</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Grade 2

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music.</p> <p>Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music.</p> <p>Standard 5.0 Reading and Notating: Students will read and notate music.</p>				
<p>Beat/Rhythm</p>	<p>Maintain reading and performing skills</p> <p>Experience half note, quarter note, and two eighths, through locomotor movement (Dalcroze circles)</p> <p>Identify half note in a notated song</p>	<p>Ask students to read and perform notated patterns containing quarter notes, eighth notes, and quarter rests. Assess student mastery using a teacher-created or district-provided rubric.</p> <p>Dividing students into three groups and assigning each a rhythm, ask each group of students to move separately their rhythm, then move the groups at the same time. Assess students using a rhythm performance rubric such as the one above, or a rubric designed to assess how well a student uses movement to convey a musical concept. (Teacher-created or district-provided.)</p>	<p>“Land of the Silver Birch” <i>SOM</i> Gr.2, p.88</p> <p>“Oma Rapeti” (Run, Rabbit) <i>SOM</i> Gr. 2, p. 198/<i>STM</i>Gr. 3, p.350</p> <p>“Tinga Layo” <i>SOM</i> Gr. 2, p.50/<i>STM</i> Gr. 2, p.331</p> <p>“Romper, Stomper and Boo” (See Appendix)</p> <p>“Frere Jacques” <i>SBMM</i> Gr. 2, p.125</p> <p>“The Clock Song” <i>STM</i> Gr. 1, p.223 (Experience movement through Dalcroze circles)</p> <p>“Donkey, Donkey <i>SOM</i> Gr. 2, p.256</p> <p>“Who’s That Tapping at the Window?” <i>SOM</i> Gr. 2, p. 261</p>	<p>Comprehension: Sequencing</p> <p>For the story “Romper, Stomper and Boo”, help students identify plot elements such as conflict and resolution, character, and setting. Use “Re-telling Sticks” to help students plan their own performance and dramatization of these stories. This resource is a free download at the following link: https://www.teacherspayteachers.com/Product/Retelling-Sticks-739822</p> <p>Literacy.CCRA.SL.4</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>

Grade 2

Eight-Beat Patterns	Echo eight beat patterns with two levels of body percussion Perform eight beat notated patterns containing half notes (tied quarter notes) using body percussion, movement, and metal instruments	Observe student performance of body percussion echo or reading 8-beat notated patterns and assess using a teacher-created or district-provided rubric .		Writing: Complete sentences With students, visually compare written conversations with one and two word sentences (such as texts) with written conversations with longer sentences (such as play scripts). How are they similar/different? Which give you more information? When transitioning from 4 beat echo to 8 beat echo, compare the process to providing more information through complete sentences. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style , and to comprehend more fully when reading or listening.
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Grade 2

<p>So-Mi and So-La-Mi</p>	<p>Read and Perform Sol-Mi and Sol-Mi-La patterns from 2-, 3-, or 5-line staff notation.</p> <p>Sing songs that contain Sol-Mi and Sol-Mi-La patterns</p>	<p>Observe students as they identify Sol-Mi and Sol-Mi-La patterns on a 2, 3 or 5 line staff and assess their mastery using a teacher-created or district-provided rubric.</p>	<p>“Red Rover” Movement game <i>SOM</i> Gr. 2, p. 249</p> <p>“Magic Words” <i>2nd time Around</i>, p. 13-14</p> <p>“Eating Lizards” <i>SOM</i> Gr.2, p.250</p> <p>“Oliver Twist”, <i>SOM</i> Gr. 2 p.268</p>	<p>Comprehension: Text comparison Provide visuals of several examples of print-based communication such as</p> <p>Treasure map- http://theagilepirate.net/wp-content/uploads/arr_treasure.jpg</p> <p>Heiroglyph- http://6thsocialstudiesmcginty.blogspot.com/2014/11/ancient-egyptian-writing.html</p> <p>Plain Chant- http://prieure2bethleem.org/o-rex-gentium</p> <p>Orchestra Score- http://imslp.org/wiki/File:PMLP23942-Bart%C3%B3k_-_Rumanian_Folk_Dances_(orch._score).pdf</p> <p>What does each try to communicate? What can you tell from each, even if you don't fully know how to read them? What information does a 2, 3 or 5 line staff provide to a performer? Literacy.CCRA.SL.6</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
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Grade 2

<p>Mi-Re-Do</p>	<p>Sing Mi-Re-Do patterns with solfege and body scale/hand signs</p> <p>Sing songs that contain Mi-Re-Do patterns and melodies</p> <p>Practice placing note heads on staff for Mi-Re-Do</p> <p>Identify and locate Mi-Re-Do patterns on staff and play on barred instruments</p>	<p>Observe students as they sing Mi-Re-Do patterns with solfege and hand signs and assess using a teacher-created or district-provided rubric.</p> <p>As you sing a song containing a Mi-Re-Do pattern, ask them to show you if it is moving up or down with their hand or body movement. Assess understanding using a teacher-created or district-provided rubric.</p> <p>Ask students to place note heads for Mi-Re-Do on a large 5 line staff with a line-space-line or a space line space pattern beginning on the first space or second line. Assess student's notational skills using a teacher-created or district-provided rubric.</p>	<p>"All Around the Buttercup" <i>SOM Gr. 2/SBMM Gr. 2</i> (Lesson, See Appendix)</p> <p>"Hop Old Squirrel" <i>SOM Gr. 2/STM Gr. 2</i>, 136 and 143</p> <p>"Way Down Yonder in the Brickyard" <i>STM Gr. 4</i>, p.7 (Use this recording only)</p> <p>"Simple Simon" <i>TRTC</i>, p.18</p> <p>"Three Blind Mice, <i>TRTC</i>, pp. 29-31</p> <p>"Kuma San" <i>STM gr. 3/SOM K</i> p. 40</p> <p>"Valentine" <i>Highlighting the Holidays</i>, p. 26-27</p>	<p>Phonics: Syllabication</p> <p>When asking students to identify and notate Mi-Re-Do patterns in songs like "Hop Old Squirrel", demonstrate how to write the lyrics under the note heads, breaking them down by syllables. Have students perform this task for other simple songs.</p> <p>Literacy.CCRA.SL.6</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>Chord and Broken Chord Bordun</p>	<p>Maintain and perform chord and broken chord borduns with appropriate songs</p>	<p>Observe students as they perform bordun accompaniments and assess mastery using a teacher-created or district-provided rubric.</p>	<p>"Around the Buttercup" <i>SBMM Gr. 2</i>, p.70 (Lesson, See Appendix)</p> <p>"Simple Simon" <i>TRTC</i>, p.18</p> <p>"Three Blind Mice" <i>TRTC</i> pp. 29-31</p>	<p>Phonics: Syllabication</p> <p>When performing the student-created B section of "Simple Simon", ask half of the class to play the rhythm of the words on unpitched percussion and the other half to assess whether the performed rhythm matched the syllables of the words in the word chain. Switch jobs and repeat.</p> <p>Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Grade 2

<p>Simple Ostinato</p>	<p>Perform simple rhythmic speech ostinato as accompaniment for song/poem</p> <p>Perform simple rhythmic ostinato accompaniment with body percussion, unpitched instruments; use term “ostinato” to describe a short repeated pattern</p>	<p>Observe as students perform and maintain rhythmic speech and body percussion ostinato as accompaniment for a song or poem and assess using a teacher-created or district-provided rubric.</p>	<p>“Cathy Clink” (See Appendix)</p> <p>“Johnny Caught a Flea” <i>SBMM</i> Gr. 1, p.227 (Ostinato and Activity, See Appendix)</p>	<p>Writing : Word Choice</p> <p>Choose a simple poem and have small groups of students create accompanying rhythmic ostinato patterns using related word phrases. As a challenge, encourage use of rhyming words, onomatopoeia or alliteration. (Select one of these terms and define it for students as the challenge guideline).</p> <p>Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
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Grade 2

<p>Performance Etiquette</p>	<p>Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.</p>	<p>Observe student performance etiquette assess using teacher-created or district-provided rubric.</p>	<p>Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral)</p> <p>Ten Performance Etiquette Tips for Musicians</p> <p>Performance Practices by Grade Level</p>	<p>Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
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Grade 2

CREATE: **Standard 3.0 Improvising:** Students will improvise melodies, variations, and accompaniments.
Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.

<p>Introduction and Coda</p>	<p>Create and perform introduction and coda</p> <p>Ask students to create an introduction or coda by using one of the following techniques</p> <ul style="list-style-type: none"> a) Create a 4-beat rhythm using quarter notes, eighth notes and quarter rests b) Use words or sounds related to the song. For example 1) breeds of dogs 2) Dog barking patterns- big dog (low sounds) and little dog (high sounds) barks in a pattern, 3) Different ways to call your dog c) Repeat a pattern of pitches used in the song For example, So-Mi-La patterns in “Doggie, Doggie” 	<p>Observe student performances of their created introduction and coda and assess using a teacher-created or district-provided rubric for: Melodic composition of Intro, (Interlude) and Coda or Sound color/unpitched percussion composition of Intro, (Interlude) and Coda.</p>	<p>“Old Blue” SOM gr. 2, p. 213</p> <p>Doggie, Doggie SOM gr.2. p. 59</p>	<p>Vocabulary:</p> <p>Review musical academic vocabulary words including “introduction” and “coda”. What are some other instances in which you might see or hear the word introduction? (The beginning of a book, when two people meet for the first time, etc.)</p> <p>Literacy.CCRA.L.6</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</p>
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Grade 2

RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music.
Standard 7.0 Evaluating: Students will evaluate music and music performances.

<p>ABA</p>	<p>Label and describe ABA</p>	<p>Observe as students use cards (A and B) to show the form of (1) a piece performed or (2) a new listening example in binary form (AB, ABA, AABA, etc.) and assess their understanding using a teacher-created or district-provided rubric.</p>	<p>“Chiapanecas” SOM Gr. 2 p.128/STM Gr. 2 “Hop Old Squirrel” STM Gr. 2; pl 136 and p. 143 B section See Appendix “Ton Moulin” STM gr.3 p. 228 The Elephant</p>	<p>Phonics: Word decoding Using phonics skills, have students read the words to “Chiapanecas” and/or “Ton Moulin” by decoding each syllable, either aloud or using “magic lips” while listening to a recording/ the teacher singing. Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</p>
<p>Wood and Metal Barred Instruments</p>	<p>Categorize pitched barred instruments into woods or metals</p>	<p>Using response cards, ask students to hold up the word that matches their instrument on the count of 3. Assess their understanding using a teacher-created or district-provided rubric.</p>	<p>“Orff Instruments” SOM Gr. 2, pp.30-31 “Snow is Falling” (See Appendix)</p>	<p>Vocabulary: Root words and Suffixes Introduce the root “xylo” (relating to wood” and the suffix “phone” (relating to sound or voice). Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

Grade 2

<p>Forte and Piano</p>	<p>Show contrasting dynamic levels using singing, body percussion, and instruments</p>	<p>Observe students as they perform dynamic contrasts in music or poetry and assess using a teacher-created or district-provided rubric.</p>	<p>“Loose Tooth” SOM Gr. 2 p.28</p>	<p>Writing/Vocabulary: Synonyms and Antonyms Briefly brainstorm a list of opposites before teaching “forte and piano”. Extend: Help students categorize the list into musical opposites (loud/soft, high/low, etc.) and non-musical opposites (hot/cold, left/right, etc.). Translate the musical opposites into grade-appropriate academic vocabulary as needed. Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>Proper Audience Etiquette</p>	<p>Demonstrate proper audience etiquette and evaluate audience behavior during performances</p>	<p>Observe student behavior during performances and assess using a teacher-created or district-provided rubric.</p>	<p>Audience Etiquette Self-Evaluation Audience Etiquette Video List of live, local, free or low-cost events, field trip grants and how to apply for them.</p>	<p>Comprehension: Reinforce audience etiquette when students are listening to stories and song tales in the music room to develop real world contexts and connections. .ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. .ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

Grade 2

<p>Orchestral Timbres</p>	<p>Review categorization of unpitched instruments into families (see 2nd quarter)</p> <p>Listen to and categorize instruments of the orchestra by family</p> <p>Identify which family members will probably have the highest sound and the lowest sound</p> <p>Demonstrate proper audience etiquette and evaluate audience behavior during performances</p>	<p>Unpitched Percussion: Ask students to categorize unpitched instruments into families: woods, metals and membranes/skins. Assess their understanding using a teacher-created or district-provided rubric.</p> <p>Orchestral Instruments: Ask students to use response cards with the orchestral family names to categorize instruments of the orchestra by family.</p> <p>Ask students to select the name or identify pictures of the instruments making the highest and lowest sounds.</p> <p>Assess mastery of the above tasks using a teacher-created or district-provided rubric.</p>	<p>“Do Not Let the Bedbugs Bite!” <i>Mallet Madness Strikes Again</i> p. 48-49. “Wood, Metal, Skin” <i>Mallet Madness Strikes Again</i> p. 74-75</p> <p>Chango Guango <i>SOM</i> Gr. 2, p.60 Concerto for Two Trumpets <i>SOM</i> Gr. 2, p.73 Flight of the Bumblebee (tuba) <i>SOM</i> Gr. 2,p.40 Lassus Trombone <i>SOM</i> Gr. 2, p.191 Prince of Denmark’s March <i>SOM</i> Gr. 2, p.81 String Quartet 2 <i>SOM</i> Gr. 2, p.121 Young Person’s Guide to the Orchestra <i>SOM</i> Gr. 2,p.229 Concierto Madrigal for Two Guitars and Orchestra <i>SBMM</i> Gr. 5, p.176 “Fanfare” <i>SBMM</i> Gr. 2, p.150 Children’s Symphony “3rd Movement” <i>STM</i> Gr. 2, 343I “The Little Red Hen” <i>SBMM</i> Gr. 1, p.255 dsokids.com "Listen by Instrument"</p>	<p>Writing: Vocabulary and Spelling Develop students’ musical academic vocabulary by emphasizing proper spelling of instrument and instrument family names. Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Literacy.CCRA.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>
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Grade 2

CONNECT: **Standard 8.0 Interdisciplinary Connections:** Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.
Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres

<p>Dances from Different Cultures</p>	<p>Perform songs and dances from various cultures (such as Israel if using the resource given) and historical periods. Perform dances with CW, CCW, forward, in/out, turn.</p>	<p>Ask students to describe how the instrumentation for the music or the steps for the dance differ from other dances previously learned. Assess using a teacher-created or district-provided rubric for: Identifying Genres Comparing and Contrasting Dances Comparing and Contrasting Genres</p>	<p>“Haya Ze Basadeh” <i>Rhythmically Moving 2</i> (circle dance only, sans partners)</p>	<p>Writing: Have students write a short paragraph introducing a song or dance and read it as if they were presenting it at a school program. The paragraph should include at least two relevant details about the song/dance and its culture or historical period. When speaking, emphasize expression, vocal projection and clear, slow speech. Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
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Grade 2

QUARTER 4

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music.</p> <p>Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music.</p> <p>Standard 5.0 Reading and Notating: Students will read and notate music.</p>				
Beat/Rhythm	Read 8-beat rhythmic patterns using traditional symbols of quarter note, two eighths and quarter rest, and half notes with body percussion and unpitched instruments	Observe as students read and perform 8-beat rhythms with voice, body percussion and unpitched instruments and assess using a teacher-created or district-provided rubric .	Rhythm Flash cards (Feirabend)	Phonics/Word Work: Matching Game Create a set of cards that has notated rhythmic fragments from a song and a set of cards that has the corresponding lyrics. Challenge students or teams of students to match the most correct pairs. Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Eight-Beat Patterns	Echo eight beat patterns (one or two levels with body percussion) Perform eight beat patterns using traditional notation that includes half notes starting on beats 1, 3, 5, or 7	Observe students as they perform rhythmic echoes using body percussion and/or perform 8-beat patterns that include half notes. Assess using a teacher-created or district-provided rubric .	Rhythm Flash Cards (combine 2 4-beat cards) Listening SOM gr. 2 ,p. 97, CD 5:19, Akinia from African Suite by Dla Sowande	Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style , and to comprehend more fully when reading or listening.

Grade 2

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
So-La-Mi-Re-Do	<p>Sing songs that contain La-Sol-Mi-Re-Do patterns</p> <p>Perform simple pentatonic patterns on pitched instruments.</p>	<p>Listen to students individually echo sing La-Sol-Mi-Re-Do patterns and assess using a teacher-created or district-provided rubric.</p> <p>Listen to students sing a phrase of a pentatonic song using solfege and hand signs. Assess using a teacher-created or district-provided rubric.</p> <p>Observe as students play pentatonic patterns on pitched percussion instruments and assess using a teacher-created or district-provided rubric.</p>	<p>“Cookie” <i>SBMM</i> Gr. 2, p.172 or “Dumplin’s” <i>STM</i> Gr. 3, p.30 “Great Big House” <i>SBMM</i> Gr. 2, 204 “Sing All Along My Way” <i>STM</i> Gr. 3, 327 (Game, See Appendix) “I See the Moon” <i>SBMM</i>Gr. 2 “Columbus Sailed with Three Ships”<i>SOM</i> gr. 2 p. 344 “We’ll be Playing in the Forest” <i>SOM</i> Gr. 2 pl 188-189 “Shake Those ‘Simmons Down”, <i>SBMM</i> GR. 2, 244 “El Zapatero” <i>SOM</i> Gr. 2, 138 “Mouse, Mousie” <i>SOM</i> Gr. 2, p.254 “Simple Simon” <i>TRTC</i> , p.18 (Transfer word chains to pitched instruments)</p>	<p>Comprehension: Main Idea, Literary Devices</p> <p>Ask students to create contrasting rhythm sections by creating chains of words related to the main idea of a song or poem. Transfer these word chains to pitched instruments set in pentatonic.</p> <p>Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
Chord and Broken Chord Bordun	Maintain and perform chord and broken chord with appropriate songs	Observe as students accompany songs with bordun accompaniments and assess using a teacher-created or district-provided rubric .	<p>“If” <i>TFAR</i>, p.22 “The Queen of Hearts” <i>SRA</i>, p. 18 “Higgety, Piggety” <i>SRA</i> pp. 28-29 “The Cuckoo” <i>SRA</i> pp. 32-33 “All Around the Buttercup”, <i>SBMM</i> 2</p>	<p>Comprehension: Story Sequencing</p> <p>For nursery rhyme songs such as “The Queen of Hearts” and “The Cuckoo”, ask students to identify which plot details come first, then, next, and last.</p> <p>Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Grade 2

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Melodic Ostinato</p>	<p>Sing or play melodic ostinati</p>	<p>Observe as students perform melodic ostinato accompaniments with appropriate songs and assess using a teacher-created or district-provided rubric.</p>	<p>“What Will We Do Today?” (Warm-ups, See Appendix) “Spring Ostinati” (See Appendix) “Higgety, Piggety” 2nd Rhyme Around pp. 28-29 “We’ll be Playing in the Forest” SOM Gr. 2, p. 188-189 “All Around the Buttercup”, SOM Gr. 2, p. 210-211</p>	<p>Writing Ask students to brainstorm a list of statements about a selected topic. Add pentatonic melody to each statement so that it can be used as a melodic ostinato or guide students to do this as a class (see also Create domain). Layer several student created ostinati and guide students to revise their ideas after they hear their initial piece. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Grade 2

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Simple Rondo	Perform rondo using speech/song with movement and/or instruments (perform with contrasting elements in B, C, and D sections)	Observe students as students perform rondo with contrasting sections and assess using a teacher-created or district-provided rubric .	"Orff Instruments" <i>SOM</i> Gr. 2, pp. 30-31 "Three Blind Mice" <i>TRTC</i> , p.29 "Viennese Musical Clock" <i>STM</i> Gr. 2, gr.2, p.238 "Simple Simon" <i>TRTC</i> , p.18	Writing: Organizing Information Create a chart to describe and compare characteristics of each section of a simple rondo. Include instrumentation, tempo, dynamics and mood. Use grade-appropriate vocabulary to describe each. Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
Performance Etiquette	Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.	Observe student performance etiquette assess using teacher-created or district-provided rubric .	Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral) Ten Performance Etiquette Tips for Musicians Performance Practices by Grade Level	Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Grade 2

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.</p>				
<p>Eight-Beat Patterns</p>	<p>Create eight beat patterns using traditional notation that includes half notes starting on beats 1, 3, 5, or 7</p>	<p>Listen to students perform their rhythmic compositions, observe their written work and evaluate their compositions using a teacher-created or district-provided rubric.</p>		<p>Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p>Mirror Movement</p>	<p>Use appropriate movement to express the tempo and dynamics of music (slow and smooth)</p> <p>Discuss being a good mirror movement leader (respect the mood of the music, move slowly and smoothly, change levels, use both sides of body, be considerate of partner) and mirror partner (concentrate, copy leader's movements carefully); perform mirror movement with partners while listening to recorded music</p> <p>Perform simultaneous imitation of teacher-led movement (mirror)</p>	<p>Observe as pairs of students perform mirror movement and assess using a teacher-created or district-provided rubric.</p>	<p>Berceuse (Keetman) <i>SOM</i> Gr. 2, p.184 "Zuni Sunrise Call" <i>SBMM</i> Gr. 5, p. 396 "I Believe I Can Fly" <i>SBMM</i> Gr. 5, p. 170 "Adaigio for Two Violins", Music for Creative Dance , Vol. 1, #8</p>	<p>Comprehension: Setting After listening to/moving to Berceuse or "Zuni Sunrise Call", ask students to list adjectives to describe the setting the composer may have been portraying. Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Grade 2

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>So-La-Mi-Re-Do</p>	<p>Create (and perform) simple pentatonic patterns on pitched instruments.</p> <p>Vocally improvise simple pentatonic answers to questions sung by the teacher.</p>	<p>Listen to students improvise pentatonic patterns on pentatonic instruments.</p> <p>Listen to students individually answer questions sung by the teacher.</p> <p>Assess the above improvisations using a teacher-created or district-provided rubric.</p> <p>If choosing to assess this skill using a formal composition, use a teacher-created or district-provided rubric for melodic composition.</p>	<p>“Cookie” <i>SBMM</i> Gr. 2 , p.172or “Dumplin’s” <i>STM</i> Gr. 3, p.30 “Great Big House” <i>SBMM</i> Gr. 2, p.204 “Sing All Along My Way” STM Gr. 3, 327 (Game, See Appendix) “I See the Moon” <i>SBMM</i> Gr. 2, 258 “El Zapatero” <i>SOM</i> Gr. 2, p.138 “Mouse, Mousie” <i>SOM</i> Gr. 2, p.254 “Simple Simon” <i>TRTC</i>, p.18 (Transfer word chains to pitched instruments)</p>	<p>Comprehension: Main Idea, Literary Devices</p> <p>Ask students to create contrasting rhythm sections by creating chains of words related to the main idea of a song or poem. Transfer these word chains to pitched instruments set in pentatonic.</p> <p>Writing</p> <p>Ask students to brainstorm a list of statements about a selected topic. Add pentatonic melody to each statement so that it can be used as a melodic ostinato or guide students to do this as a class. Layer several student created ostinati and guide students to revise their ideas after they hear their initial piece.</p> <p>Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.</p>				

Grade 2

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Simple Rondo</p>	<p>Use designated movements to indicate A, B, and C sections in a listening example of rondo</p>	<p>Ask students to label sections of a rondo with letter names (ABACA) and assess their understanding of form using a teacher-created or district-provided rubric.</p>	<p>“Orff Instruments” <i>SOM</i> Gr. 2, p.30 “Three Blind Mice” <i>TRTC</i>, p.29 “Viennese Musical Clock” <i>STM</i> Gr. 2, p.238 (Class creates movement for each section) “Simple Simon” <i>TRTC</i>, p.18</p>	<p>Writing: Organizing information Guide students to compare the elements of a paragraph or essay to the elements of musical form (introduction, themes, interludes, coda, etc. compared to introduction, main ideas, details, conclusion) Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Grade 2

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Proper Audience Etiquette</p>	<p>Demonstrate proper audience etiquette and evaluate audience behavior during performances</p>	<p>Observe student behavior during performances and assess using a teacher-created or district-provided rubric.</p>	<p>Audience Etiquette Self-Evaluation</p> <p>Audience Etiquette Video</p> <p>List of live, local, free or low-cost events, field trip grants and how to apply for them.</p>	<p>Comprehension: Reinforce audience etiquette when students are listening to stories and song tales in the music room to develop real world contexts and connections.</p> <p>.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

Grade 2

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p>Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</p>				
<p>Dances from Different Cultures</p>	<p>Perform songs and dances from various cultures and historical periods (such as Irish-St. Patrick’s Day if using the resource given)</p> <p>Review and perform dances performed during the year</p>	<p>Compare and contrast songs and dances performed throughout the year. Ask the students to make comparisons by answering these questions or other relevant questions created by the teacher or the students.</p> <ol style="list-style-type: none"> What formations were used? What movements did you perform? What instruments accompanied the songs? What was the tempo of the songs? What culture did the song represent? <p>Assess students’ ability to compare and contrast songs and dances using a teacher-created or district-provided rubric.</p> <p>Comparing Genres Rubric</p> <p>Comparing Dances Rubric</p>	<p>“Rakes of Mallow” Irish Stew <i>Rhythmically Moving 2 Teaching Movement and Dance</i> p. 123</p>	<p>Writing: Organizing key details</p> <p>Work as a class to create a Venn diagram comparing and contrasting two songs/dances from different cultures using the questions listed on the left.</p> <p>Writing: Have students write three sentences introducing a song or dance and read it as if they were presenting it at a school program. The paragraph should include at least one relevant detail about the song/dance and one opinion about the song/dance. When speaking, emphasize expression, vocal projection and clear, slow speech.</p> <p>Literacy.CCRA.SL.2</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>