

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 2 Music Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Visual & Performing Arts

Curriculum Scope and Sequence

Content Area	Music	Course Title/Grade Level:	Second Grade
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	Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Singing and Vocal Performance	Throughout the year
<u>Topic/Unit #2</u>	Listening and Responding to Music	Throughout the year
<u>Topic/Unit #3</u>	Instrumental Performance	December - June
<u>Topic/Unit #4</u>	Reading and Writing Music Notation	December - June

Topic/Unit 1 Title	Singing/Vocal Performance	Approximate Pacing	Throughout the year
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STANDARDS

NJSLs VPA - Music

1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.

Interdisciplinary Connections:

RI.2.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Health and Physical Education

2.5.2.A.3 - Respond in movement to changes in tempo, beat, rhythm or musical style.

Social studies integration

6.1.4.D.20 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

World Language integration

7.1.NM.A.3 - Recognize a few common gestures and cultural practices associated with the target culture(s).

Activity: Students sing a song in a different language. Students learn about the culture and history of the song.

21st Century Skills:

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Activity: Discuss the role and expectations of a performer throughout the year and practice being a performer during the grade level concert.

Technology Standards:

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.

<p>Activity: Students use Google Classroom to access and submit assignments including using Flipgrid to record themselves singing.</p>	<p>CRP4. Communicate clearly and effectively and with reason. CRP12. Work productively in teams while using cultural global competence.</p> <p>Activity: Practice concert etiquette by watching other classes perform.</p>
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Why do people sing?
 What is good singing?
 How can I make my singing sound good?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: how to appropriately use their singing voice and show range in regards to pitch and volume</p>	<p>Students will be able to: Duplicate the healthy vocal use of the teacher. Practice singing songs using proper singing posture. Practice singing musical examples containing melodic skips, steps and repeated tones. Apply knowledge of expressive qualities (dynamics, tempo, mood) in performance of songs from a variety of time periods and cultures.</p>

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Rubric Notes Performance at grade level concert</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Teacher observation Anecdotal records Checklist</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to</p>	<p>Projects Group work Aural/visual assessment and observation Class performances</p>

demonstrate their knowledge, understanding and proficiency)	
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.
RESOURCES	
Core instructional materials: Silver Burdett Music Connections Series Silver Burdett Making Music Series	
Supplemental materials: youtube social media	
Modifications for Learners	
See appendix	

Topic/Unit 2 Title	Listening, Responding, and Moving to Music	Approximate Pacing	Throughout the year
STANDARDS			

NJSLS VPA - Music

- A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.
- 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- 1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.

Interdisciplinary Connections:

ELA

SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Health and Phys. Ed.

2.5.2.A.3 - Respond in movement to changes in tempo, beat, rhythm or musical style.

Social Studies

6.1.P.D.4 - Learn about and respect other cultures within the classroom and community

6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.

Activity: Students will discuss how different movements may stem from different cultural behaviors.

21st Century Skills:

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Activity: Students discuss the link between Music, Dance and Physical Fitness and how moving their bodies to music can help calm or relieve stress and help them be more focused in their learning.

Technology Standards:

Career Ready Practices:

<p>8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>Activity: Students answer questions about what they hear in the music (tempo, dynamics, emotions) on a google slide.</p>	<p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p>Activity: Students will clearly state what they hear in the music and answer questions.</p>
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

What would the world be like if everything had the same sound?
Why do instruments sound different from each other?
How and why do different composers' music sound different or the same from one another?
How does music reflect history and culture?
How can I move to show what I hear?
Why do people of all different cultures move to music?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:How to listen, respond, and move to music using appropriate vocabulary.</p>	<p>Students will be able to: Compare sounds found in nature and music. Differentiate the sounds made by different instruments. Recognize examples of songs representing a variety of cultures from around the world. Analyze and contrast music from different time periods and cultures. compare different composer's styles using on-line music websites. Recognize examples of a variety of expressive qualities (dynamics, tempo, mood) in songs and pieces of music. Analyze pieces of music and songs with movement in ways that show an understanding of rhythm, tempo, dynamics, form, timbre and melody. Practice teacher directed movement such as games, play party dances and creative movement activities.</p>

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Rubric Notes Performance at grade level concert
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Teacher observation Anecdotal records Checklist
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Projects Group work Aural/visual assessment and observation Class performances
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.
RESOURCES	
Core instructional materials: Silver Burdett Music Connections Series Silver Burdett Making Music Series	
Supplemental materials: music from iTunes teacher-created worksheet	
Modifications for Learners	
See appendix	

Topic/Unit 3 Title	Instrumental Performance	Approximate Pacing	December-June
STANDARDS			
NJSLS VPA - Music			
1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.			

<p>1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.</p> <p>1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</p> <p>1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.</p> <p>1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.</p>	
Interdisciplinary Connections:	21st Century Skills:
<p>SL 2.1 - Participate in collaborative conversations with diverse Partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>Health and physical education 2.5.2.A.3 - Respond in movement to changes in Tempo, beat, Rhythm, or musical style.</p> <p>Social Studies 6.1.4.D.20 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>Activity: Students will use rhythm sticks as a tool to keep a steady beat.</p>	<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>Activity: Students play classroom glockenspiels to accompany a song. This will help them practice their hand/eye coordination to play band or orchestra instruments.</p>
Technology Standards:	Career Ready Practices:
<p>8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>Activity: Students play rhythm patterns on rhythms sticks or glockenspiels to songs while listening to songs on youtube.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>

Activity: Students model for their peers the correct way to play and take care of instruments.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

How can I produce the best sound with a musical instrument?
 What is good playing technique?
 How can the Timbre of an instrument help express a certain idea?
 Why is it important to treat instruments with care?

STUDENT LEARNING OBJECTIVES

Key Knowledge

Process/Skills/Procedures/Application of Key Knowledge

Students will know:
 How to play a variety of classroom instruments.
 How to properly use and care for the classroom instruments.

Students will be able to:
 Practice playing classroom instruments with proper technique.
 Accompany known songs improvising simpler rhythm patterns on classroom instruments.
 Accompany known songs on classroom instruments reading simple Rhythm patterns.
 Recognize and perform rhythmic patterns on classroom instruments containing quarter notes and rests, half notes and rests, and paired eighth notes reading charts, flashcards and taking dictation.
 Create and perform simple rhythmic ostinato patterns to accompany songs.

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Rubric Notes Performance at grade level concert
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Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Teacher observation Anecdotal records Checklist
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Alternative Assessments (Any learning activity or assessment)	Projects Group work
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that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Aural/visual assessment and observation Class performances
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.
RESOURCES	
Core instructional materials: Silver Burdett Music Connections Series Silver Burdett Making Music Series	
Supplemental materials: youtube teacher-created worksheets	
Modifications for Learners	
See appendix	

Topic/Unit 4 Title	Reading and Writing Music Notation	Approximate Pacing	December-June
STANDARDS			
NJSLS VPA - Music			
1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas. 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.			

Interdisciplinary Connections:	21st Century Skills:
<p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Science 5.1.4.D.1 Actively participate in discussions about student data, questions and understandings.</p> <p>Social Studies 6.1.4.D.13 - Describe how culture is expressed through and influenced by the behaviour of people. 6.1.4.D.14 - Describe how the world is divided into many nations that have their own governments, languages, customs and laws.</p> <p>Activity: Students determine if a set of fall words (hat, pilgrim, pumpkin, corn, dinner, leaf) has 1 or two syllables and would be represented in music by a quarter note (ta) or 2 eighth notes (ti-ti)</p>	<p>9.2.4.A.1-Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>Activity: Discuss what a composer is and how he writes his music down on paper.</p>
Technology Standards:	Career Ready Practices:
<p>8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>Activity: Use jamboard to record rhythm dictations and create new rhythm patterns for their peers to perform.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p>Activity: Students will work on a fall composition, continually editing it to make sure it is their best work.</p>

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Why does music notation exist?
 How does music notation show at the composer intended?
 Why is it important for musicians to be able to read and write music?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: how to read rhythms using visual icons/basic notation how to read melody using visual icons</p>	<p>Students will be able to: Practice performing Rhythm patterns and phrases in isolation in 2/4, 4/4 containing quarter notes and rests yes, half notes and rests, and paired eighth notes. Identify Rhythm patterns and phrases from Known songs. Produce rhythmic patterns and phrases through improvisation using known rhythms. Write short rhythmic patterns and phrases to the red and performed by others using known rhythms. Practice singing melodic patterns containing steps, skips, leaps and repeated pitches. Recognized and identified and phrases from known songs. Produce melodic patterns playing pitched percussion instruments. Write melodic patterns and phrases with available technology</p>

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Rubric Notes</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Teacher observation Anecdotal records Checklist</p>

<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Projects Group work Aural/visual assessment and observation Class performances</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.</p>
<p>RESOURCES</p>	
<p>Core instructional materials: Silver Burdett Music Connections Series Silver Burdett Making Music Series</p>	
<p>Supplemental materials: teacher-created worksheets youtube videos</p>	
<p>Modifications for Learners</p>	
<p>See appendix</p>	