

Course Name/Number: General Music

Grade Level: 2nd Grade

Curriculum Map

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Name: Rhythm and Pitch Basics</p> <p>Quarter: 1st</p> <p>Length (Days): (10 weeks)</p>	<ol style="list-style-type: none"> 1) What kinds of songs and music do we sing or play for holidays and celebrations during Fall? 2) How does music from other countries relate and/or compare to music games and songs in the United States? 3) What does the term “a cappella” mean? 4) Can I name, identify, and sing the solfege syllables sol, mi, la, and do? 5) Can I identify and perform the Kodaly hand signs for sol, mi, la and do? 6) What is attentiveness? 7) What is rap music? 8) What is folk music? 	<p>ILS: 25.A.2c, 26.A.2c, 26.A.2d, 26.B.2c, 27.A.1b</p> <p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 10.</p> <p>Reading Standards for Literature: 2, 4, 9.</p> <p>Reading Standards for Informational Text: 1, 3, 9.</p> <p>Reading Standards, Foundational Skills: 3f, 4a, 4b, 4c.</p> <p>Anchor Standards for Speaking and Listening: 1.</p> <p>Speaking and Listening Standards: 1a, 1c, 4.</p>	<p>Formative: 5 points, daily grade</p> <p>Rhythm Challenge flashcards(red, orange, blue, purple)</p> <p>Solfege w/Kodaly hand sign exercises(sol, mi, la, do)</p> <p>Classroom/student observation</p> <p>Mr. Everybody’s Musical Apartment Flashcard check-offs</p> <p>Summative: ** End of quarter assessment (10 points – includes material from Rhythm Challenges, Solfege/Kodaly Hand Sign sight-singing exercises, and Mr. Everybody’s Musical Apartment flashcards).</p>	<p>Classroom rules/expectations.</p> <p>Tornado safety procedures.</p> <p>Fire safety procedures.</p> <p>Discussions on musical artists and their compositions as it relates to appropriate skills and content.</p> <p>Music/video openers: 1) James Taylor 2) Westlife 3) Mike Thomkins 4) Johnny Cash 5) Character First Education 6) “If You Need To Know The Seasons,” Rap 7) Harry Chapin 8) Seymour ES Jump Rope Performance 9) “It’s Zydeco”</p>	<p>Board/dry erase accessories</p> <p>Pencils</p> <p>Student binders/folders</p> <p>Elmo/projector</p> <p>Computer</p> <p>Websites: 1) YouTube 2) Wikipedia 3) Biography.com 4) Harry Kindergarten Music</p> <p>PowerPoint software</p> <p>Portable CD/Stereo</p> <p>CDs 1) Character First Education 2) “Greatest Stories Live,” Harry Chapin</p> <p>iPod</p>	<p>I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.</p> <p>Second graders demonstrate a high level of understanding and performance of musical concepts through their participation in listening activities, song, dance, and instrumental music.</p> <p>Students are eager to participate in all musical activities.</p> <p>I continue to place great emphasis on the</p>

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<p>9) What is a humanitarian? 10) How is jump roping a musical activity? 11) What is Zydeco music? 12) What are the dynamic levels per musical example? 13) What is the difference between a steady beat and a rhythm? 14) How can you use your body to represent different musical sounds, styles, tempi, and dynamics? 15) What is the arrangement of tempo markings from slowest to fastest? 16) What is the tree of notes? 17) Using Kodaly notation, how does one clap a quarter note, eighth note, half note, quarter rest,</p>	<p>Language Standards: 1b, 5a, 5b.</p> <p>Standards for Mathematical Practice: 1, 6, 7, 8.</p>			<p>“Getting to know you” activity.</p> <p>Attentiveness character trait activity.</p> <p>Seasonal autumn activity.</p> <p>Songs 1) “Tick-Tock,” by Mike Byrner 2) “Teddy Bear,” by Mike Byrner 3) “Ring Around the Rosie,” by Mike Byrner</p> <p>“Teddy Bear” jump roping activity</p> <p>Harry Chapin/ humanitarian activity.</p> <p>Concert for the Hungry discussion.</p> <p>Students will explore the story of Mr. Everybody’s Musical Apartment.</p>	<p>Teacher-made supplements: 1) Work sheets 2) Listening maps 3) Tree of Notes</p> <p>Mr. Everybody’s Musical Apartment, by Myles Feltenberger: flashcards, books, and interactive bulletin board</p> <p>Kodaly in the Classroom: Volume I, by Linda Rann</p> <p>K-8 Music Series CDs</p> <p>Piano</p> <p>Guitar</p> <p>“Rhythm Challenge” cards</p> <p>“Rhythm Challenge” progress chart</p>	<p>learning process as it relates to short song excerpts and kinesthetic movement. I found the students responded very well to the Linda Rann series, “Kodaly in the Classroom.”</p> <p>My primary focus as the BES general music teacher is to provide a variety of ways for children to enjoy and learn about music, teach across the curriculum in support of the grade level teachers and their learning units, and most importantly – instill a lifetime love for music in each child that</p>
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	<p>half rest, and whole rest?</p> <p>18) How do you clap ta's, te's, rests, half notes, and Mississippi's?</p> <p>19) What is the tempo per musical example?</p> <p>20) What is a pitch?</p> <p>21) Where can the musical characters for "Crazy Cat," "Dumb Dog," "Mr. Everybody," and "Funny Face" be found on Mr. E's musical apartment?</p> <p>22) What is a staff?</p> <p>23) What is a treble clef?</p> <p>24) How do you draw a treble clef?</p> <p>25) What is the musical alphabet?</p> <p>26) What musical pitches correspond to the characters of Mr. Everybody's Musical Apartment?</p> <p>27) What is the difference</p>			<p>Students will partake in rhythmic and melodic studies through listening, song, and dance.</p> <p>Students will listen to music of various styles and from different cultures.</p> <p>Students will sing, play, read, practice, and perform diverse musical selections through Kodaly and Orff reading methods, traditional notation, and rote learning.</p>		<p>enters my classroom.</p> <p>I found many examples of the CCSS in the general music curriculum.</p>
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	<p>between high and low sounds?</p> <p>28) How do you play classroom percussion instruments?</p> <p>29) What is a measure?</p> <p>30) What is a double bar line?</p> <p>31) What is a repeat sign?</p> <p>32) Do I know the characteristic of all four seasons?</p>					
Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Quarter: 2nd</p> <p>Length (10 weeks)</p>	<p>1) Using solfege and Kodaly hand signs, what are the differences between high and low sounds?</p> <p>2) Are the musical sounds high pitched or low pitched (per example)?</p> <p>3) How do we represent or show high and low pitches with our body?</p> <p>4) Can I name, identify, and sing the solfege</p>	<p>ILS: 25.A.2c, 26.A.2c, 26.A.2d, 26.B.2c, 27.A.1b</p> <p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 10.</p> <p>Reading Standards for Literature: 2, 4, 9.</p> <p>Reading Standards for Informational Text:</p>	<p>Formative: 5 points, daily grade</p> <p>Rhythm Challenge flashcards(red, orange, blue, purple, brown)</p> <p>Solfege w/Kodaly hand sign exercises (sol, mi, la, re, do)</p> <p>Classroom/student observations and discussion</p> <p>Mr. Everybody’s Musical Apartment Review</p>	<p>Seat change activity.</p> <p>Code Red/Lockdown procedures.</p> <p>Discussions on musical artists and their compositions as it relates to appropriate skills and content.</p> <p>Music/video openers: 1) “Carol of the Bells,” Pentatonix</p> <p>Special “Halloween” song:</p>	<p>Board/dry erase accessories</p> <p>Pencils</p> <p>Student binders/folders</p> <p>Stamps/stickers (reward/incentive)</p> <p>Elmo/projector</p> <p>Computer</p> <p>Websites: 1) YouTube 2) Official Pentatonix website (biography)</p>	<p>I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.</p> <p>Second grade students are eager to participate in all musical activities. All students continue to enjoy discovering</p>

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	<p>syllables sol, mi, la, re, and do?</p> <p>5) Do I “point my voice” correctly when I sing?</p> <p>6) Can I identify and perform the Kodaly hand signs for sol, mi, la, re, and do?</p> <p>7) What does call and response mean?</p> <p>8) What is a pitch?</p> <p>9) What is the difference between high and low sounds?</p> <p>10) What is the difference between loud and soft sounds?</p> <p>11) Can you use a loud and soft voice?</p> <p>12) Is the musical example loud or soft?</p> <p>13) Can you use a high and low voice?</p> <p>14) What are the Italian/musical</p>	<p>1, 3, 9.</p> <p>Reading Standards, Foundational Skills: 3f, 4a, 4b, 4c.</p> <p>Anchor Standards for Speaking and Listening: 1.</p> <p>Speaking and Listening Standards: 1a, 1c, 4.</p> <p>Language Standards: 1b, 5a, 5b.</p> <p>Standards for Mathematical Practice: 1, 6, 7, 8.</p>	<p>** End of quarter assessment (10 points – includes material from Rhythm Challenges, Solfege/Kodaly Hand Sign sight-singing exercises, and Mr. Everybody’s Musical Apartment flashcards).</p>	<p>1) “B A Rascally Robot,” Paul Jennings</p> <p>Winter Sing-A-Long Songs:</p> <p>1) “The Penguin Polka” by David and Anne Ellsworth</p> <p>2) “Snow Pants” by Teresa Jennings</p> <p>3) “Red and Green,” arr. Teresa Jennings</p> <p>4) “We Wish You A Merry Christmas,” arr. Teresa Jennings</p> <p>Special MLK Song:</p> <p>1) “I Have a Dream,” Teresa Jennings</p> <p>Concert for the Hungry thank you/discussion.</p> <p>Students will review the story of Mr. Everybody’s Musical Apartment.</p> <p>Students will partake in rhythmic and</p>	<p>3) Mr. Hodac’s website (songs are posted to practice with)</p> <p>Portable CD/Stereo</p> <p>PA/Sound System for Winter Sing-A-Long (personal, not school owned)</p> <p>**Guest Artist: Robert Hodac, Accordion**</p> <p>CDs</p> <p>1) Kodaly in the Classroom, volume 1: Primary</p> <p>2) K-8 Music Series CDs</p> <p>iPod (rehearsal/ accompaniment playlists made from various K-8 Music Series CDs)</p> <p>Piano</p> <p>Guitar</p> <p>“Rhythm Challenge” cards</p> <p>“Rhythm Challenge” progress chart</p>	<p>musical concepts through listening, play, song, and dance.</p> <p>Students responded very well to melodic direction concepts with kinesthetic activities.</p> <p>Students continue to successfully match pitches and rhythms with their voices, while improving on their hand and body coordination for count/clap and dance activities.</p> <p>Students have responded well to the structure of the educational environment; though at times need reminders with general</p>
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	<p>words for “loud” and “soft?”</p> <p>15) Can you sing forte and piano?</p> <p>16) What is the difference between a steady beat and a rhythm?</p> <p>17) What is the tree of notes?</p> <p>18) Using Kodaly notation, how does one clap a quarter note, eighth note, half note, quarter rest, 16th note, whole rest, and half rest?</p> <p>19) How do you clap ta’s, te’s, rests, half notes, 16th notes/ Mississippi’s, whole rests, and half rests?</p> <p>20) How do you clap the following rhythms (per example)?</p> <p>21) What is the tempo per musical example?</p>			<p>melodic studies through listening, song, and dance.</p> <p>Students will listen to music of various styles and from different cultures.</p> <p>Students will sing, play, read, practice, and perform diverse musical selections through Kodaly and Orff reading methods, traditional notation, and rote learning.</p>	<p>Teacher-made supplements:</p> <ol style="list-style-type: none"> 1) Work sheets 2) Listening maps 3) Tree of Notes <p>Books:</p> <ol style="list-style-type: none"> 1) Mr. Everybody’s Musical Apartment, by Myles Feltenberger: flashcards, books, and interactive bulletin board 2) Kodaly in the Classroom: Volume I, by Linda Rann 	<p>concepts, terminology, and expectations.</p> <p>Great emphasis continues to be placed on the learning process as it relates to short song excerpts and kinesthetic movement. I found the students continue to respond very well to the Linda Rann series, “Kodaly in the Classroom.” The songs are short, fun, and allow for great flexibility of learning activities and games.</p> <p>I have been working hard to establish scope and sequence of content and grade-level appropriate/</p>
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	<p>22) Where can the musical characters of Mr. E’s musical apartment be found?</p> <p>23) Where can the musical characters “Crazy Cat,” “Dumb Dog,” “Mr. Everybody,” and “Funny Face” be found on Mr. E’s musical apartment?</p> <p>24) What is a staff?</p> <p>25) What musical pitches correspond to the characters of Mr. Everybody’s Musical Apartment?</p> <p>26) What kinds of songs and music do we sing or play for holidays and celebrations during the seasons of Fall/Winter?</p> <p>27) How does music from other countries relate and/or compare to music games and</p>					<p>specific activities for the ES General Music Program.</p> <p>I am able to teach fundamental musical concepts to the students through rehearsal and performance.</p> <p>I continue to provide a variety of ways for children to enjoy and learn about music, teach across the curriculum in support of the grade level teachers and their learning units, and most importantly – instill a lifetime love for music in each child that enters my classroom.</p> <p>I found many examples of the CCSS in the</p>
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	<p>songs in the United States?</p> <p>28) Do you remember what the term “a cappella” means?</p> <p>29) What is a band?</p> <p>30) What does the prefix “penta” mean?</p> <p>31) What types of instruments do you see or hear (per example)?</p> <p>32) What are the dynamic levels (per example)?</p> <p>33) How can you use your body to interpret the music?</p> <p>34) What four steps have we used to learn songs in music class?</p> <p>35) How does one dress “warm” for the winter?</p> <p>36) What are traditional Christmas colors?</p> <p>37) What is the behavior of the audience like</p>					<p>general music curriculum.</p>
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<p>during a performance?</p> <p>38) What types of things do you notice about the performance?</p> <p>39) What is a measure (BA Rascally Robot)?</p> <p>40) What is a double bar line (BA Rascally Robot)?</p> <p>41) What is a repeat sign (BA Rascally Robot)?</p> <p>42) What would be an appropriate expression to use to praise a group of performers?</p> <p>43) What is the appropriate behavior for an audience member at a music concert or show?</p> <p>44) How can we tell a story through song?</p> <p>45) Who was Dr. Martin Luther King?</p> <p>46) Why do we celebrate Dr.</p>					
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<p>Martin Luther King's birthday?</p> <p>47) How do you arrange the following dynamics in order from loudest to softest?</p> <p>48) What are the dynamic levels per musical example?</p> <p>49) How do dynamics impact how we hear/feel music?</p> <p>50) What is the tempo per musical example?</p> <p>51) What is a treble clef?</p> <p>52) How do you draw a treble clef?</p> <p>53) What is the musical alphabet?</p>					
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Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Name: Return to Mr. Everybody's Musical Apartment</p> <p>Quarter: 3rd</p> <p>Length (Days): (8 weeks)</p>	<p>Mr. Everybody Questions:</p> <ol style="list-style-type: none"> 1) Where can the musical characters of Mr. E's musical apartment be found? 2) Where can the musical characters "Crazy Cat," "Dumb Dog," "Mr. Everybody," and "Funny Face" be found on Mr. E's musical apartment? 3) What is a staff? 4) What musical pitches correspond to the characters of Mr. Everybody's Musical Apartment? 	<p>ILS: 25.A.2c, 26.A.2c, 26.A.2d, 26.B.2c, 27.A.1b</p> <p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 10.</p> <p>Reading Standards for Literature: 2, 4, 9.</p> <p>Reading Standards for Informational Text: 1, 3, 9.</p> <p>Reading Standards, Foundational Skills: 3f, 4a, 4b, 4c.</p>	<p>Formative: 5 points, daily grade</p> <p>Rhythm Challenge flashcards (red, orange, blue, purple, brown, black, pink, tee-ta-tee)</p> <p>Solfege w/Kodaly hand sign exercises (la, sol, fa, mi, re, do)</p> <p>"Copy Cat Solfege"</p> <p>Classroom/student observations and discussion</p> <p>Mr. Everybody's Musical Apartment Review and Extension</p> <p>Summative: ** End of quarter assessment (10 points – includes material from</p>	<p>Seat change activity.</p> <p>Discussions on musical artists and their compositions as it relates to appropriate skills and content.</p> <p>Music/video openers: 1) "Catchy Elevator Music," You Tube (seat change activity)</p> <p>Mr. Everybody's Musical Apartment Songs: 1) "Our Own Names" 2) Let's Move Along" 3) "Bells Are Ringing"</p>	<p>Board/dry erase accessories</p> <p>Pencils</p> <p>Student binders/folders</p> <p>Stamps/stickers (reward/incentive)</p> <p>Elmo/projector</p> <p>Computer</p> <p>Websites: 1) YouTube</p> <p>Portable CD/Stereo</p> <p>CDs/Magazines: 1) Music K-8, volume 18, no. 3: "Valentine" accompaniment playlist made from various K-8 Music Series CDs)</p>	<p>I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.</p> <p>Second grade students continue to eagerly participate in all musical activities. Students continue to enjoy discovering and reviewing musical concepts through listening, play, song, and dance.</p> <p>I have been working hard to</p>

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	<p>5) Can you “find” do, re, mi, and fa on the staff?</p> <p>6) Can you “find” notes C, D, E, and F on the staff?</p> <p>7) What four steps have we used to learn songs in music class (CC/NN/Solfege/Text)?</p> <p>Rhythm/Solfege Fundamental questions:</p> <p>8) What is the difference between high and low sounds?</p> <p>9) Can you use a high and low voice?</p> <p>10) Is the musical example loud or soft?</p> <p>11) What are the Italian/musical words for “loud” and “soft?”</p> <p>12) Can you sing forte and piano?</p>	<p>Anchor Standards for Speaking and Listening:</p> <p>1.</p> <p>Speaking and Listening Standards: 1a, 1c, 4.</p> <p>Language Standards: 1b, 5a, 5b.</p> <p>Standards for Mathematical Practice: 1, 6, 7, 8.</p>	<p>the Mr. Everybody Unit, Rhythm Challenge flashcards, and Solfege/Kodaly Hand Sign sight-singing exercises).</p>	<p>Special Valentine’s Day Song/ Sing-Rap Activity:</p> <p>1) “Valentine,” John Riggio</p> <p>Special Cross-Curricular Mini Lesson:</p> <p>1) “Cat vs. Dog, A Trick Contest,” You Tube (Character Ed. “Obedience”)</p> <p>2) “The Truth Song,” You Tube (Character Ed. “Truthfulness”)</p> <p>3) “Clifford’s Big Idea: Being Truthful,” (Character Ed. “Truthfulness”)</p> <p>Special St. Patrick’s day video:</p> <p>1) “Riverdance,” Irish Dance Group</p> <p>Students will partake in rhythmic and melodic studies through listening, song, and dance.</p>	<p>Piano</p> <p>Guitar</p> <p>“Rhythm Challenge” cards</p> <p>“Rhythm Challenge” progress chart</p> <p>Teacher-made supplements</p> <p>1) Work sheets</p> <p>2) Listening maps</p> <p>Books:</p> <p>“Mr. Everybody’s Musical Apartment, Book I” by Myles Feltenberger</p>	<p>establish scope and sequence of content and grade-level appropriate/ specific activities for the ES General Music Program. That said, the focus will once again be redirected from the curriculum to prepare the students for their Spring Concert.</p> <p>I continue to teach as fundamental musical concepts through rehearsal and performance.</p> <p>I continue to provide a variety of ways for children to enjoy and learn about music, teach across the curriculum in support of the grade level</p>
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	<p>13) Can I name, identify, and sing the solfege syllables la, sol, fa, mi, re, and do?</p> <p>14) Can I identify and perform the Kodaly hand signs for la, sol, fa, mi, re, and do?</p> <p>15) What is the difference between a steady beat and a rhythm?</p> <p>16) Using Kodaly notation, how does one clap a quarter note, eighth note, sixteenth note, half note, dotted half note, quarter rest, half rest, whole rest, and triplet eighth notes?</p> <p>17) How do you clap ta's, te's, rests, half notes, Mississippi's, half rests, whole rests, half-note-dots, and strawberries?</p>			<p>Students will listen to music of various styles and from different cultures</p>		<p>teachers and their learning units, and most importantly – instill a lifetime love for music in each child that enters my classroom.</p> <p>I found many examples of the CCSS in the general music curriculum.</p>
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<p>18) Can you use a loud and soft voice?</p> <p>19) How can you use your body to interpret the music?</p> <p>Mini-lesson questions:</p> <p>20) How do you show love and friendship?</p> <p>21) Can you show love and friendship by giving “gifts?”</p> <p>22) What type of gifts can you give?</p> <p>23) Can you be a good friend to others?</p> <p>24) What is “honesty?”</p> <p>25) How can you display “truthfulness?”</p> <p>26) What legends and lore are associated with</p>					
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	<p>Irish step-dancing?</p> <p>27) What are some characteristics of Irish step dancing?</p> <p>33) Do I understand what “obedience” is?</p> <p>Spring Concert Prep Questions:</p> <p>34) What are examples of instruments that belong to the percussion family?</p> <p>35) What is proper concert etiquette?</p> <p>36) How do you arrange the following dynamics in order from loudest to softest?</p> <p>37) What are the dynamic levels per musical example?</p> <p>38) How do dynamics impact how we hear/feel music?</p>					
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| 39) What is the tempo per musical example?
40) What is a treble clef?
41) How do you draw a treble clef?
42) What is the musical alphabet? | | | | | |
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<p>Name: Return to Mr. Everybody's Musical Apartment</p> <p>Quarter: 4th</p> <p>Length (Days): (11 weeks)</p>	<p>Mr. Everybody Questions:</p> <ol style="list-style-type: none"> 1) Where can the musical characters of Mr. E's musical apartment be found? 2) Where can the musical characters "Crazy Cat," "Dumb Dog," "Mr. Everybody," and "Funny Face" be found on Mr. E's musical apartment? 3) What is a staff? 4) What musical pitches correspond to the characters of Mr. Everybody's Musical Apartment? 5) Can you "find" do, re, mi, and fa on the staff? 6) Can you "find" notes C, D, E, and F on the staff? 7) What four steps have we used to 	<p>ILS: 25.A.2c, 26.A.2c, 26.A.2d, 26.B.2c, 27.A.1b</p> <p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 10.</p> <p>Reading Standards for Literature: 2, 4, 9.</p> <p>Reading Standards for Informational Text: 1, 3, 9.</p> <p>Reading Standards, Foundational Skills: 3f, 4a, 4b, 4c.</p> <p>Anchor Standards for Speaking and Listening: 1.</p> <p>Speaking and Listening Standards:</p>	<p>Formative: 5 points, daily grade</p> <p>Rhythm Challenge flashcards (red, orange, blue, purple, brown, black, pink, tee-ta-tee)</p> <p>Solfege w/Kodaly hand sign exercises (high do, ti, la, sol, fa, mi, re, do)</p> <p>"Copy Cat Solfege"</p> <p>Classroom/student observations and discussion</p> <p>Mr. Everybody's Musical Apartment Review and Extension</p> <p>Summative: ** End of quarter assessment (10 points – includes material from the Mr. Everybody Unit, Rhythm Challenge flashcards, and Solfege/Kodaly</p>	<p>Seat change activity.</p> <p>Discussions on musical artists and their compositions as it relates to appropriate skills and content.</p> <p>How To Learn My Music in Four Steps</p> <p>Call and Response Rhythm Game</p> <p>May Music Festival Songs: 1) "Chili Fries" by Teresa Jennings, Music K-8, Vol. 12, No. 5 2) "Marching Rhythm" by Teresa Jennings, Music K-8, Vol. 11, No. 5 3) "Positive!" by Teresa Jennings, Music K-8 Vol. 15, No. 4 4) "Think Good Thoughts" by</p>	<p>Percussion Instruments: 1) Hand drums 2) Sandpaper Blocks 3) Tambourines 4) Rhythm Sticks 5) Boomwhackers</p> <p>"Pg. 42 Rhythms" Study Guide</p> <p>Board/dry erase accessories</p> <p>Pencils</p> <p>Student binders/folders</p> <p>Stamps/stickers (reward/incentive)</p> <p>Elmo/projector</p> <p>Computer</p> <p>Websites: 1) YouTube</p> <p>Video Cassette: 2) "Fantasia 2000"</p> <p>Portable CD/Stereo</p>	<p>I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.</p> <p>Second grade students continue to eagerly participate in all musical activities. Students continue to enjoy discovering and reviewing musical concepts through listening, play, song, and dance.</p> <p>I have been working hard to establish scope and sequence of content and grade-level appropriate/</p>

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	<p>learn songs in music class (CC/NN/Solfege/Text)?</p> <p>Rhythm/Solfege Fundamental questions:</p> <ol style="list-style-type: none"> 1) What is the difference between high and low sounds? 2) Can you use a high and low voice? 3) Is the musical example loud or soft? 4) What are the Italian/musical words for “loud” and “soft?” 5) Can you sing forte and piano? 6) Can I name, identify, and sing the solfege syllables high do, ti, la, sol, fa, mi, re, and do? 7) Can I identify and perform the Kodaly hand signs for high do, ti, la, 	<p>1a, 1c, 4.</p> <p>Language Standards: 1b, 5a, 5b.</p> <p>Standards for Mathematical Practice: 1, 6, 7, 8.</p>	<p>Hand Sign sight-singing exercises).</p> <p>Performance at the May Music Festival</p>	<p>Teresa Jennings, Music K-8, Vol. 16, No. 4</p> <p>Self Assessment/May Music Festival Video (2-day Activity)</p> <p>End of the Year Reward Activity: 1) “Fantasia 2000” Video and discussion</p> <p>Music/video openers: 1) “Catchy Elevator Music,” You Tube (seat change activity)</p> <p>Students will partake in rhythmic and melodic studies through listening, song, and dance.</p> <p>Students will listen to music of various styles and from different cultures</p> <p>Students will explore the percussion instruments through aural examples, visual</p>	<p>CDs/Magazines: 1) Music K-8, corresponding CD accompaniment recordings</p> <p>Piano</p> <p>Guitar</p> <p>“Rhythm Challenge” cards</p> <p>“Rhythm Challenge” progress chart</p> <p>Teacher-made supplements: 1) Work sheets 2) Listening maps</p> <p>Books: “Mr. Everybody’s Musical Apartment, Book I” by Myles Feltenberger</p>	<p>specific activities for the ES General Music Program.</p> <p>I continue to teach fundamental musical concepts to the students through rehearsal and performance.</p> <p>I continue to provide a variety of ways for children to enjoy and learn about music, teach across the curriculum in support of the grade level teachers and their learning units, and most importantly – instill a lifetime love for music in each child that enters my classroom.</p>
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	<p>sol, fa, mi, re, and do?</p> <p>8) What is the difference between a steady beat and a rhythm?</p> <p>9) Using Kodaly notation, how does one clap a quarter note, eighth note, sixteenth note, half note, dotted half note, quarter rest, half rest, whole rest, and triplet eighth notes?</p> <p>10) How do you clap ta's, te's, rests, half notes, Mississippi's, half rests, whole rests, half-note-dots, and strawberries?</p> <p>11) Can you use a loud and soft voice?</p> <p>12) How can you use your body to interpret the music?</p>			<p>activities, and physical performance.</p>		<p>I found many examples of the CCSS in the general music curriculum.</p>
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<p>Mini-lesson questions: 1) Who is Walt Disney? 2) What is “Fantasia 2000?”</p> <p>Self Assessments: 1) Can I play a variety of percussion instruments (hand drums, tambourines, rhythm sticks, sandpaper blocks)? 2) Can I move my body to the music? 3) Did I feel the music? 4) Did I sing well so that I may be heard? 5) Did I point my voice to the audience? 6) Did I behave appropriately?</p>					
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<p>7) Was I a good audience member?</p> <p>8) Did I remember all of the words?</p> <p>9) Did I have fun?</p> <p>10) What are examples of instruments that belong to the percussion family?</p> <p>11) What is proper concert etiquette?</p> <p>12) How do you arrange the following dynamics in order from loudest to softest?</p> <p>13) What are the dynamic levels per musical example?</p> <p>14) How do dynamics impact how we hear/feel music?</p> <p>15) What is the tempo per musical example?</p> <p>16) What is a treble clef?</p> <p>17) How do you draw a treble clef?</p>					
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Curriculum Map

	18) What is the musical alphabet?					
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