

Wallenpaupack Area School District Planned Course Curriculum Guide

Music

General Music – Second Grade

Course Description:

Students in Grade 2 participate in all General Music activities. Appropriate music making experiences include group activities such as singing, rhythms, listening, historical/cultural music, song games, playing classroom instruments, and learning/drawing musical symbols. Teaching and technology are constantly evolving and changing. Because of this, new and various resources become available online.

Revision Date:

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Revised by:

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Wallenpaupack Area School District Curriculum

COURSE: General Music

GRADE/S: Second Grade

UNIT 1: Rhythm

TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS:

9.1
9.3
9.4

UNIT OBJECTIVES (SWBATS):

Clap steady beat and ostinatos
Identify various rhythm values
Identify changing tempos
Identify rhythm patterns

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Play rhythm instruments
Accompany music using various rhythm values
Accompany songs with rhythm instruments
Notes using words to fit long/short patterns
Group movement (steady beat)
Individual movement (steady beat)
Recognizing and reading various rhythm patterns

ANCHOR VOCABULARY: steady beat, rhythm, tempo, time signature

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Student participation

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

Teacher observation
Student participation

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Incorporate technology
Create an inclusive classroom
Provide choice
Use scaffolding
Balance group work and individual work

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

www.musicplayonline.com
www.musick8.com

RESOURCE SPECIFIC VOCABULARY:

Tempo, notation, steady beat, time signature

Wallenpaupack Area School District Curriculum

COURSE: General Music

GRADE/S: Second Grade

UNIT 2: Melody

TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS:

9.1
9.3
9.4

UNIT OBJECTIVES (SWBATS):

Matching pitch
Sing Sol-Mi-La melodies
Echoing
Pentatonic and diatonic melodies
Identify high/low and long/short sounds
Solfège hand signs/singing
Melody singing with or without accompaniment
Melody contour
Scales

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Echo songs
Solfège
Bells for pentatonic scale
Movement of notes – up, down, stays the same
Singing
Rote teaching
Introduction to improvisation

ANCHOR VOCABULARY: pitch, high, medium & low sounds, same sounds, improvisation, solfège

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Student participation

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

Teacher observation
Student participation

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Incorporate technology
Create an inclusive classroom
Provide choice
Use scaffolding
Balance group work and individual work

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

www.musicplayonline.com
www.musick8.com

RESOURCE SPECIFIC VOCABULARY: pitch, high, medium & low sounds, same sounds, la-sol-mi, solfege, melody contour, improvisation

Wallenpaupack Area School District Curriculum

COURSE: General Music

GRADE/S: Second Grade

UNIT 3: Timbre

TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS:

9.1
9.3
9.4

UNIT OBJECTIVES (SWBATS):

Identify classroom and orchestral instruments by name and sound
Use instruments
Produce sounds

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Demonstrate instruments
Identify by sight and sound
Identify by sight from recording

ANCHOR VOCABULARY: Families of instruments (Brass, Woodwind, Percussion & String)

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Student participation

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

Teacher observation
Student participation

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Incorporate technology
Create an inclusive classroom
Provide choice
Use scaffolding
Balance group work and individual work

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

www.musicplayonline.com
www.musick8.com

RESOURCE SPECIFIC VOCABULARY: Identify, instrument names, sound

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Second Grade
UNIT 4: Culture/History	TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS:

- 9.1
- 9.2
- 9.3
- 9.4

UNIT OBJECTIVES (SWBATS):

Identify music in daily experiences
 Identify characteristics that make music suitable for specific use
 Demonstrate appropriate behavior for context and style of music performed

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Listening
 Singing

ANCHOR VOCABULARY: Listening, composer genres

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Student participation

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

Teacher observation
 Student participation

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Incorporate technology
 Create an inclusive classroom
 Provide choice
 Use scaffolding
 Balance group work and individual work

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

www.musicplayonline.com
www.musick8.com
www.classicsforkids.com

RESOURCE SPECIFIC VOCABULARY:

Genre, Style, Culture, Listening

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COURSE: General Music

GRADE/S: Second Grade

UNIT 5: Form

TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS:

9.1
9.3
9.4

UNIT OBJECTIVES (SWBATS):

Two-part form
Improvisation

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Move to music in two parts
Dancing
Movement
Listening
Conducting two different sections
Using instruments to differentiate sections

ANCHOR VOCABULARY: steady beat, rhythm, tempo, improvisation

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Student participation

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

Teacher observation
Student participation

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Incorporate technology
Create an inclusive classroom
Provide choice
Use scaffolding
Balance group work and individual work

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

www.musicplayonline.com
www.musick8.com

RESOURCE SPECIFIC VOCABULARY:

Form, improvisation, verse refrain

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COURSE: General Music

GRADE/S: Second Grade

UNIT 6: Dynamics

TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS:

9.1
9.3
9.4

UNIT OBJECTIVES (SWBATS):

Identify soft and loud
Identify the piano and forte (p & f)
Identify mezzo piano and forte (mp & mf)
Identify very soft and very loud (pp & ff)

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Singing
Playing classroom instruments
Improvising movements to recreate
Loud/soft
Listening examples

ANCHOR VOCABULARY: loud, soft, piano and forte

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Student participation

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

Teacher observation
Student participation

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Incorporate technology
Create an inclusive classroom
Provide choice
Use scaffolding
Balance group work and individual work

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

www.musicplayonline.com
www.musick8.com

RESOURCE SPECIFIC VOCABULARY: loud, soft, piano, forte, pianissimo, fortissimo, mezzo piano, and mezzo forte

Wallenpaupack Area School District Curriculum

COURSE: General Music

GRADE/S: Second Grade

UNIT 7: Performance

TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS:

9.1
9.2
9.3
9.4

UNIT OBJECTIVES (SWBATS):

Perform variety of songs learned and memorized
Demonstrate appropriate behavior for context and style of music performed

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Listening
Singing
Movement

ANCHOR VOCABULARY: Listening, matching pitch, memorization

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Student participation

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

Teacher observation
Student participation
Attendance at public performance

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Incorporate technology
Create an inclusive classroom
Provide choice
Use scaffolding
Balance group work and individual work

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

www.musicplayonline.com

www.musick8.com

RESOURCE SPECIFIC VOCABULARY:

Pitch, memorize, behavior, listening