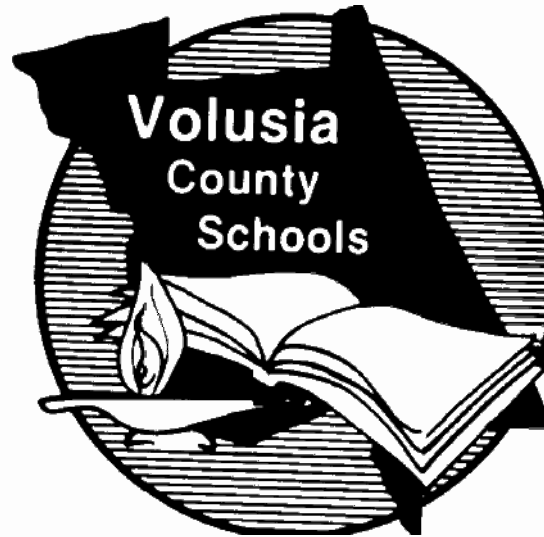


2017-2018

CURRICULUM MAPS



2nd Grade **Course Number 5013080**

Vision Statement of Volusia County Schools
Through the individual commitment of all, our students will graduate
with the knowledge, skills, and values necessary to be successful contributors
to our democratic society.

The School District of Volusia County

The School Board of Volusia County

Mrs. Melody Johnson, Chairman

Mrs. Linda Cuthbert, Vice Chairman

Mrs. Ida Wright

Dr. John Hill

Mr. Carl Persis

Superintendent of Schools

Mr. James T. Russell

Area Superintendents

Mr. Gary Marks

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Deputy Superintendent, Instructional Services

Ms. Teresa Marcks

Director K-12 Curriculum

Ms. Rachael Hazel

Performing Arts Specialist

Dr. Monty R. Musgrave

Interpreting the Curriculum Maps

Measurement Topic: The overarching organizational structure used to group content/concepts within the curriculum map for assessment purposes

Pacing: The recommended time period within the year for instruction related to the essential questions to occur

Essential Questions: The overarching question(s) that will serve to guide instruction and to push students to higher levels of thinking. Essential questions should guide students to the heart of the big idea or content and should meet the following characteristics:

- A. Endurance: important for the long term
- B. Leverage: applicable to or connected with many academic disciplines or concepts
- C. Readiness for the next level of learning: prepares students for success in the next grade/course
- D. Clarity: provides clear and common understanding
- E. Measurable: able to be assessed

Concepts/Content: A list of the big ideas, broad topics, or major underlying concepts covered in the development of the essential questions

Learning Targets/Skills: The content knowledge, processes, and enabling skills that will ensure successful mastery of the essential questions

Benchmarks: The Sunshine State Next Generation Standards aligned with the learning targets and skills (see next page)

Key Terminology: The content vocabulary and other key terms and phrases with which students should be familiar and that support mastery of the learning targets, skills and essential questions

Activities and Resources: A suggested listing of high quality, appropriate materials, strategies, lessons, textbooks, videos and other media sources that are aligned with the learning targets, skills and essential questions

Assessment: A list of district-required and optional classroom assessments that are aligned with the learning targets, skills and essential questions. Assessments should include formative assessments to monitor progress and inform instruction as well as summative assessments for grading and reporting purposes.

The curriculum maps for elementary music are divided into four sections, which align with the Big Ideas of the NGSSS: C – Critical Thinking and Reflection; S – Skills, Techniques, and Processes; O – Organizational Structure; H – Historical and Global Connections; F – Innovation, Technology, and the Future. It is common practice that many or most of the Big ideas, and the concepts associated with them, are taught simultaneously in every lesson (hence the “Spiral Curriculum”). The purpose of delineation into separate sections is for assessment purposes. Teachers are encouraged to use most or all the maps simultaneously. Further, the lessons provided in each map (which align with the Organizing Principles) are suggestions; teachers may use additional or substitute lessons/materials provided the learning targets, vocabulary, standards, and essential questions are addressed. It is hoped that by using this format, teachers will focus assessments guided by the learning targets of the maps while continuing to provide a comprehensive course of music study.

NEXT GENERATION SUNSHINE STATE STANDARDS USERS' GUIDE

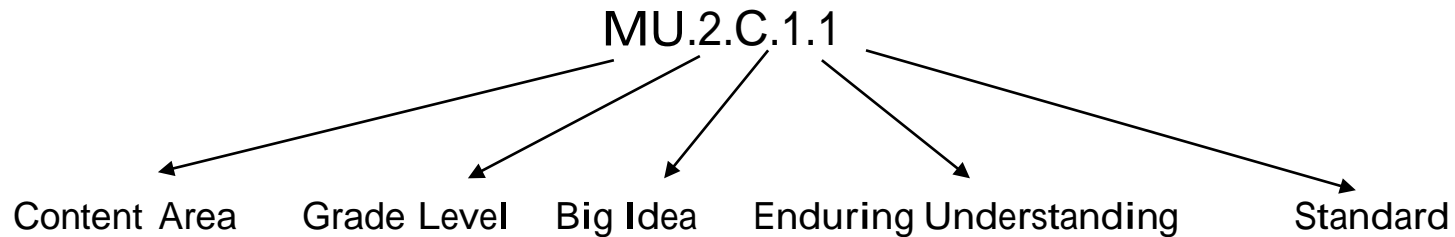
FOR ALL USERS:

A coding system is used in all curriculum guides to identify NGSSS and Course Content Statements.

Benchmark Code:

For easy reference, each strand, standard, and benchmark has been assigned a unique identification code.

For example:







Big Ideas

- C – Critical Thinking and Reflection
- S – Skills, Techniques, and Processes
- O – Organizational Structure
- H – Historical and Global Connections
- F – Innovation, Technology, and the Future

The first two letters of the code identify the content area (e.g., MU for music). The next number(s) identify the grade level. The next letter (C, S, O, H, or F) identifies the big idea. The next number identifies the enduring understanding, and the last number identifies the benchmark under the grade cluster within the standard.

ELEMENTARY MUSIC CURRICULUM MAP

2nd Grade

MEASUREMENT TOPIC:	Exploring Rhythm	PACING:	Nine Weeks (Map A)
LEARNING TARGETS: Does the student...	<ul style="list-style-type: none"> Maintain a steady beat? Sing and play songs with rhythmic accuracy? Recognize various rhythmic combinations and patterns, both aurally and visually? Read and write rhythms in various meters? 		
CONCEPTS /CONTENT	ACTIVITIES	STANDARDS	KEY TERMINOLOGY
Beat Duration Meter Pattern	Singing <ul style="list-style-type: none"> Sing various songs while maintaining steady beat and rhythm Perform songs, finger plays, or games and notice rhythmic pattern Playing <ul style="list-style-type: none"> Play an accompaniment while maintaining a steady beat Play rhythm patterns in meters of 2 and 3 Moving <ul style="list-style-type: none"> Perform steady beat and melodic rhythm using movement and body percussion Move to show meter in 2 and 3 Perform a dance to a cultural song, maintaining a steady beat Listening <ul style="list-style-type: none"> Listen and move to show rhythm and meter changes Listen and label rhythmic elements in folk or composed music Reading <ul style="list-style-type: none"> Perform rhythms from notation that include  Writing <ul style="list-style-type: none"> Notate an original rhythm composition using  Creating <ul style="list-style-type: none"> Improvise a short rhythmic answer to a musical question Create and perform rhythmic ostinati for songs or poems Create new verses for a song that fit the melodic rhythm Analyzing <ul style="list-style-type: none"> Describe the meter of a song by moving to it Compare and contrast various rhythmic patterns and meters with patterns in other subject areas. 	*MU.2.C.1.1 *MU.2.S.1.1 *MU.2.S.1.2 *MU.2.O.1.1 #*MU.2.H.3.1 *assess #performing item	Steady beat / no beat Beat / rhythm Beat / offbeat Beat / silent beat (rest) Long / short sounds Tie  Strong beat Meter in 2 (2/4) and 3 (3/4) Time signature Bar Line Measure Repeated patterns Rhythmic patterns, including  Ostinato

ELEMENTARY MUSIC CURRICULUM MAP

2nd Grade

MEASUREMENT TOPIC: Exploring Tone Color		PACING:	Nine Weeks (Map B)
LEARNING TARGETS: Does the student...	<ul style="list-style-type: none"> • Aurally recognize various vocal and instrumental sounds and families? • Aurally and visually recognize various musical ensembles? • Aurally and visually identify instruments from various cultures? • Demonstrate appropriate vocal/ instrumental techniques? • Recognize various composers /performers? • Recognize various musical styles? • Recognize various musical textures? • 		
CONCEPTS /CONTENT	ACTIVITIES	STANDARDS	KEY TERMINOLOGY
Timbre Vocal Instrumental Electronic Texture	Singing <ul style="list-style-type: none"> • Sing with appropriate tone quality • Sing a variety of songs and games from different cultures • Sing songs of celebration from variety of American and other cultures Playing <ul style="list-style-type: none"> • Play a multi-layered percussion accompaniment • Play a Bordun and rhythmic ostinatos to accompany songs from America and other world cultures • Play and classify metal, membrane, shaker, and wooden unpitched percussion Moving <ul style="list-style-type: none"> • Move or dance to music from other cultures Listening <ul style="list-style-type: none"> • Listen and identify male, female, child, (solo, and chorus) timbres • Listen and identify string, woodwind, brass, and percussion timbres • Identify thick and thin textures • Identify unison and two-part singing Reading Writing Creating <ul style="list-style-type: none"> • Create soundscapes using percussion to accompany a story • Create stylistically appropriate accompaniments on percussion instruments Analyzing <ul style="list-style-type: none"> • Compare and contrast instruments of different cultures • Compare and contrast lives and music of composers • Compare and contrast folk music and composed music 	* MU.2.C.1.1 * MU.2.C.1.3 * MU.2.C.1.4 * MU.2.O.1.1 #* MU.2.H.1.1 MU.2.H.1.2 MU.2.H.2.1 * MU.2.S.1.2 * assess # performing item	adult male, adult female, child voices Solo, chorus Instrumental families: String, woodwind, brass, percussion, keyboard Unpitched percussion families: metals, membranes, shakers, wooden Bow, pluck, struck, vibrate Electronic One sound/more than one sound Thick/thin Accompanied / unaccompanied Ostinato Bordun

ELEMENTARY MUSIC CURRICULUM MAP

2nd Grade

MEASUREMENT TOPIC:	Exploring Tone Color	Nine Weeks (Map B)
<u>Suggested Modules & Lessons</u>		
<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #FFD700; margin: 0;">Module 4 - Singing</p> <div style="background-color: #FFF9C4; padding: 5px; margin-bottom: 5px;"> <p>10 My Voice is an Instrument</p> <p>Promote understanding of home tone and use of diaphragm for breathing.</p> </div> <div style="background-color: #FFF9C4; padding: 5px; margin-bottom: 5px;"> <p>11 Singing Solfège</p> <p>Introduction to the five line staff and Do-Mi-So.</p> </div> <div style="background-color: #FFF9C4; padding: 5px; margin-bottom: 5px;"> <p>12 Singing Partner Songs</p> <p>Initiate singing in harmony and strengthen note reading skills.</p> </div> <p style="background-color: #FFD700; padding: 5px; margin-top: 5px;">Assessment- Lesson 11 (10) Singing</p> </div>		<p style="text-align: center; background-color: #FFD700; margin: 0;">Module 9 - Instruments</p> <div style="background-color: #FFF9C4; padding: 5px; margin-bottom: 5px;"> <p>25 Instruments of the Orchestra</p> <p>Introduce the orchestra seating chart and role of the conductor.</p> </div> <div style="background-color: #FFF9C4; padding: 5px; margin-bottom: 5px;"> <p>26 The Brass Family</p> <p>Discover the members of the Brass Family.</p> </div> <div style="background-color: #FFF9C4; padding: 5px; margin-bottom: 5px;"> <p>27 Science of Sound</p> <p>Discover the science of sound production.</p> </div> <p style="background-color: #FFD700; padding: 5px; margin-top: 5px;">Assessment- Lesson 27 (9) Instruments</p>
<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #FFD700; margin: 0;">Module 6 - The Baroque Period</p> <div style="background-color: #FFF9C4; padding: 5px; margin-bottom: 5px;"> <p>16 The Baroque Period</p> <p>Introduce students to the Baroque Period music, art, and composers.</p> </div> <div style="background-color: #FFF9C4; padding: 5px; margin-bottom: 5px;"> <p>17 Baroque Period Music</p> <p>Introduce musical ornamentation used in Baroque music.</p> </div> <div style="background-color: #FFF9C4; padding: 5px; margin-bottom: 5px;"> <p>18 Baroque Composers and Orchestra</p> <p>Introduce students to famous Baroque composers and orchestra.</p> </div> <p style="background-color: #FFD700; padding: 5px; margin-top: 5px;">Assessment- Lesson 18 (10) The Baroque Period</p> </div>		<p style="text-align: center; background-color: #FFD700; margin: 0;">Benchmark Descriptions</p> <p>MU.2.C.1.1 Identify appropriate listening skills for learning about musical examples selected by the teacher.</p> <p>MU.2.C.1.3 Classify unpitched instruments into metals, membranes, shakers, and wooden categories.</p> <p>MU.2.C.1.4 Identify child, adult male, and adult female voices by timbre.</p> <p>MU.2.O.1.1 Identify basic elements of music in a song or instrumental excerpt.</p> <p>#MU.2.H.1.1 Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.</p> <p>MU.2.H.1.2 Identify the primary differences between composed and folk music.</p> <p>MU.2.H.2.1 Discuss how music is used for celebrations in American and other cultures.</p> <p>MU.2.S.1.2 Create simple ostinati to accompany songs or poems.</p> <p style="text-align: center; background-color: #FFD700; margin-top: 10px;">NOTES</p>

ELEMENTARY MUSIC CURRICULUM MAP

2nd Grade

MEASUREMENT TOPIC:	Exploring Melody, Harmony, and Form	PACING:	Nine Weeks (Map C)
LEARNING TARGETS: Does the student...	<ul style="list-style-type: none"> • Recognize the difference between high and low sounds visually, aurally and/or through movement? • Recognize same/different pitch patterns visually, aurally and/or through movement? • Recognize differences / similarities in musical forms visually, aurally and/or through movement? • Demonstrate attempts to sing on pitch with appropriate tone quality? 		
CONCEPTS /CONTENT	ACTIVITIES	STANDARDS	KEY TERMINOLOGY
Pitch and Direction Tonality Pattern Harmony Form	Singing <ul style="list-style-type: none"> • Sing with an open, relaxed sound (head voice) and maintain pitch • Sing songs of various forms (AB, ABA) • Sing songs in do pentatonic Playing <ul style="list-style-type: none"> • Improvise short pentatonic answer to melodic question • Play do pentatonic melodic ostinati • Play and compare form in songs, fingerplays, or rhymes Moving <ul style="list-style-type: none"> • Move to show various song forms • Move arm, prop, or chalk to show melodic contour Listening <ul style="list-style-type: none"> • Identify skips, leaps, steps, and repeated pitches in a song and listening selection • Listen to short la-so-mi-do patterns and compare to written examples Reading <ul style="list-style-type: none"> • Identify so, mi, la, re, do in different staff locations • Sing from notation a do pentatonic song with pitch syllables • Read and perform D.C. al Fine in a song Creating <ul style="list-style-type: none"> • Create do pentatonic melodies given rhythms • Create call-and-response patterns Analyzing <ul style="list-style-type: none"> • Describe differences between sections of songs (i.e. A and B sections) 	*MU.2.C.1.1 MU.2.S.1.1 *MU.2.S.3.1 *MU.2.S.3.2 *MU.2.S.3.3 *MU.2.S.3.4 *MU.2.S.3.5 *MU.2.O.1.1 *MU.2.O.1.2 *MU.2.H.3.1 *assess #performing item	Pitch direction Skips, steps, repeated notes Tonal Center do – pentatonic Same / different la, so, mi, re, do and combinations Repetition / contrast AB, ABA Solo / Chorus Phrase Verse, Refrain, Coda, Section D.C. Al Fine

ELEMENTARY MUSIC CURRICULUM MAP

2nd Grade

MEASUREMENT TOPIC:	Exploring Melody, Harmony, and Form	Nine Weeks (Map C)
<p><u>Suggested Modules & Lessons:</u></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p style="text-align: center; background-color: #FFD700; padding: 2px;">Module 4 - Singing</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #FFF9C4; padding: 2px;">10 My Voice is an Instrument</p> <p style="font-size: small;">Promote understanding of home tone and use of diaphragm for breathing.</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #FFF9C4; padding: 2px;">11 Singing Solfège</p> <p style="font-size: small;">Introduction to the five line staff and Do-Mi-So.</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #FFF9C4; padding: 2px;">12 Singing Partner Songs</p> <p style="font-size: small;">Initiate singing in harmony and strengthen note reading skills.</p> </div> <p style="background-color: #FFD700; padding: 5px; text-align: center; margin-top: 5px;">Assessment- Lesson 11 (10) Singing</p> </div> <div style="width: 48%;"> <p style="text-align: center; background-color: #FFD700; padding: 2px;">Module 11 - Form</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #FFF9C4; padding: 2px;">31 AB Form and Repeat Sign</p> <p style="font-size: small;">Experience and review AB form and the repeat sign.</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #FFF9C4; padding: 2px;">32 ABA Form</p> <p style="font-size: small;">Discover and gain a basic understanding of ABA form.</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #FFF9C4; padding: 2px;">33 ABACA Form</p> <p style="font-size: small;">Utilize understanding of previously taught forms to gain an understanding of rondo form.</p> </div> <p style="background-color: #FFD700; padding: 5px; text-align: center; margin-top: 5px;">Assessment- Lesson 33 (7) Form</p> </div> </div>		

Module 5 - Melody

13 **Melodic Direction**

Experience the movement of melodies by steps, skips, or repeated notes.

14 **Melodic Phrases**

Develop a deeper understanding of phrase and melody.

15 **The Pentatonic Scale**

Introduce the pentatonic scale and experience its usefulness, especially for improvising.

Assessment- Lesson 15 (17) Melody

ELEMENTARY MUSIC CURRICULUM MAP

2nd Grade

MEASUREMENT TOPIC:	Exploring Expressive Qualities	PACING:	Nine Weeks (Map D)
LEARNING TARGETS: Does the student...	<ul style="list-style-type: none"> • Recognize and demonstrate differing dynamics, tempos, and articulations? • Recognize and demonstrate concepts of mood aurally or through purposeful movement? • Recognize and demonstrate expressivity through musical performance? • Recognize and demonstrate appropriate performance behaviors (as participants and audience)? • Demonstrate how to evaluate performances and compositions? 		
CONCEPTS /CONTENT	ACTIVITIES	STANDARDS	KEY TERMINOLOGY
Dynamics Tempo Articulation Mood	Singing <ul style="list-style-type: none"> • Sing songs with appropriate dynamics • Sing a song using legato and staccato articulation • Perform a variety of songs with appropriate dynamic and mood contrasts and evaluate strengths and weaknesses Playing <ul style="list-style-type: none"> • Play a variety of songs on pitched and non-pitched instruments, using appropriate dynamic, tempo, and mood contrasts Moving <ul style="list-style-type: none"> • Move to show changes in tempo • Move to show accented and unaccented beats • Move to show legato and staccato • Move to show changes in dynamics Listening <ul style="list-style-type: none"> • Listen and identify changes in dynamics, tempos, and/or articulations Reading <ul style="list-style-type: none"> • Read and identify dynamic, tempo, and/or articulation markings Writing Creating <ul style="list-style-type: none"> • Create a musical sound carpet that brings a story to life Analyzing <ul style="list-style-type: none"> • Compare and contrast moods of different songs • Listen /observe and develop criteria for musical evaluations • Respond and compare personal interpretations of a piece of music • Discuss how different people participate in music 	*MU.2.C.1.1 MU.2.C.1.2 *MU.2.C.2.1 MU.2.C.3.1 *MU.2.S.2.1 *MU.2.O.1.1 *MU.2.O.3.1 *MU.2.F.1.1 MU.2.F.2.1 *MU.2.F.3.1 *MU.2.S.1.1 *assess #performing item	Piano, forte, mezzo piano, mezzo forte Crescendo, decrescendo Sudden changes Faster/slower Tempo markings: Allegro, Adagio Fermata Tempo Changes Legato, staccato Accents Variety of moods

ELEMENTARY MUSIC CURRICULUM MAP

2nd Grade

MEASUREMENT
TOPIC:

Exploring Expressive Qualities

Nine Weeks
(Map D)

Suggested Modules & Lessons

Module 8 - Dynamics

22 Adding "issimo"
Introduce "issimo" as a part of dynamic vocabulary.

23 Crescendo and Decrescendo
Explore the use of crescendo and decrescendo in music.

24 Dynamics Create Interest
Reinforce the need for dynamics in music.

Assessment- Lesson 24 (6) Dynamics

Module 10 - Composing

28 Composing Rhythm
Explore creating expressive elements to poems, speech pieces, stories, and songs.

29 Composing Melody
Explore chanting, singing in unison, and starting at different times.

30 Composing Lyrics
Explore creating new rhythmic and melodic ideas using percussion instruments and chants.

Assessment- Lesson 30 (8) Composing

Benchmark Assessments

MU.2.C.1.1 Identify appropriate listening skills for learning about musical examples selected by the teacher.

MU.2.C.1.2 Respond to a piece of music and discuss individual interpretations.

MU.2.C.2.1 Identify strengths and needs in classroom performances of familiar songs.

MU.2.C.3.1 Discuss why musical characteristics are important when forming and discussing opinions about music.

MU.2.S.1.1 Improvise short phrases in response to a given musical question.

MU.2.S.2.1 Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.

MU.2.O.1.1 Identify basic elements of music in a song or instrumental excerpt. MU.2.O.3.1 Describe changes in tempo and dynamics within a musical work.

MU.2.F.1.1 Create a musical performance that brings a story or poem to life. MU.2.F.2.1 Describe how people participate in music.

MU.2.F.3.1 Collaborate with others in a music presentation and discuss what was successful and what could be improved.

NOTES



ELEMENTARY MUSIC CURRICULUM MAP

2nd Grade



First Nine Weeks

Module 1 - Beat

Welcome to Music

1

Reinforce the basics of beat, establish rules and procedures for music class and concert etiquette.

Steady Beat

2

Expand students' ability to understand and perform steady beat using a variety of music.

Strong and Weak Beats

3

Promote students' ability to identify and perform strong and weak beats.

Module 2 - Meter

Meter Review 2/4 and 4/4

4

Develop students' ability to recognize and perform musical activities related to meters of 2, 3, or 4.

Meter in 3/4

5

Experience a meter of 3 with a variety of activities.

Identifying Meters

6

Develop students' ability to recognize and feel meters of 2, 3, and 4.

Module 3 - Rhythm

Beat Against Rhythm 2

7

Reinforce students' ability to feel, count, and perform rhythms along with a steady beat.

Singing, Play, & Move to Rhythm 2

8

Improve students' ability to feel and internalize rhythms through singing, moving, and playing instruments.

Ostinatos 2

9

Gain more experience creating, performing, and improvising over simple ostinatos.

Second Nine Weeks

Module 4 - Singing

My Voice Is an Instrument

10

Promote understanding of home tone and use of diaphragm for breathing.

Singing Solfège

11

Introduction to the five line staff and Do-Mi-Sol.

Singing Partner Songs

12

Initiate singing in harmony and strengthen note reading skills.

Module 5 - Melody

Melodic Direction

13

Experience the movement of melodies by steps, skips, or repeated notes.

Melodic Phrases

14

Develop a deeper understanding of phrase and melody.

The Pentatonic Scale

15

Introduce the pentatonic scale and experience its usefulness, especially for improvising.

Module 6 - The Baroque Period

The Baroque Period

16

Introduce students to the Baroque Period music, art, and composers.

Baroque Period Music

17

Introduce musical ornamentation used in Baroque music.

Baroque Composers and Orchestra

18

Introduce students to famous Baroque composers and orchestra.

Third Nine Weeks

Module 7 - Notes and Rests

Note Durations

19

Introduce quarter note, half note, quarter rest, and half rest.

Accent Marks

20

Understand the need for accent marks in music through singing, moving, and playing instruments.

Writing Notes and Rests

21

Recognize and use notation correctly through listening.

Module 8 - Dynamics

Adding "issimo"

22

Introduce "issimo" as a part of dynamic vocabulary.

Crescendo and Decrescendo

23

Explore the use of crescendo and decrescendo in music.

Dynamics Create Interest

24

Reinforce the need for dynamics in music.

Module 9 - Instruments

Instruments of the Orchestra

25

Introduce the orchestra seating chart and role of the conductor.

The Brass Family

26

Discover the members of the Brass Family.

Science of Sound

27

Discover the science of sound production.

Fourth Nine Weeks

Module 10 - Composing

Composing Rhythm

28

Explore creating expressive elements to poems, speech pieces, stories, and songs.

Composing Melody

29

Explore chanting, singing in unison, and starting at different times.

Composing Lyrics

30

Explore creating new rhythmic and melodic ideas using percussion instruments and chants.

Module 11 - Form

AB Form and Repeat Sign

31

Experience and review AB form and the repeat sign.

ABA Form

32

Discover and gain a basic understanding of ABA form.

ABACA Form

33

Utilize understanding of previously taught forms to gain an understanding of rondo form.

Module 12 - Year-End Review

Keyword and Activity Review

34

Review keywords and favorite songs learned during the school year through singing, playing, and moving.

Year-End Assessment and Favorite Song Review

35

Assess students' knowledge of keywords and concepts learned during the school year.

Family Day

36

Showcase students' musical progress made during the course of the school year.

ELEMENTARY MUSIC CURRICULUM MAP

2nd Grade

Links to Educational Websites

American Orff-Schulwerk Association

<http://aosa.org/>

Central Florida Orff

<http://www.centralfloridaorff.org/>

Classics for Kids

<http://www.classicsforkids.com/>

Dalcroze Society of America

<http://www.dalcrozeusa.org/>

Dallas Symphony for Kids

<http://www.dsokids.com/>

Florida Elementary Music Education Association

<http://femea.flmusiced.org/>

Music is Elementary

<http://www.musiciselementary.com/store/>

Music K-8

<http://musick8.com/>

Music Theory

<http://www.musictheory.net/lessons>

National Association for Music Education

<http://www.nafme.org/>

New York Philharmonic for Kids

<http://www.nyphilkids.org/games/main.phtml?>

North Florida Orff

<http://www.northfloridaorff.org/>

Organization of American Kodaly Educators

<http://www.oake.org/>

PBS Kids Games

<http://pbskids.org/games/music/>

Teaching with Orff

<http://teachingwithorff.com/>

Watch-Know-Learn

<http://www.watchknowlearn.org/Category.aspx?CategoryID=7872>

West Music

<http://www.westmusic.com/>

Suggested Resources

CPALMS Access Points (for students with cognitive disabilities)

<http://www.cpalms.org/Public/search/AccessPoint#0>

Gameplan - Jeff Kriske and Randy DeLelles

Mallet Madness - Artie Almeida

Music Play – Denise Gagne

Silver Burdett - Making Music

Music for Children – Carl Orff

In the Modes – Chris Judah-Lauder

Canya Conga - Chris Judah-Lauder

Hand Drums on the Move - Chris Judah-Lauder

Hot Jams for Recorder – Jim Solomon

Monkey Business – Jim Solomon

Recorder Karate - Teresa and Paul Jennings

Music Moves Me – Wesley Ball

ELEMENTARY MUSIC CURRICULUM MAP

2nd Grade

Florida Standards Benchmarks

LAFS.2.RI.1	Key Ideas and Details
LAFS.2.RI.1.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
DA.2.O.3.1	Use movement to interpret feelings, stories, pictures, and songs.
TH.2.C.1.1	Describe a character in a story and tell why the character is important to the
LAFS.2.SL.1	Comprehension and Collaboration
LAFS.2.SL.1.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LAFS.2.SL.1.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LAFS.2.SL.1.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.K12.MP.7	Look for and make use of structure
PE.2.M.1.9	Perform one folk or line dance accurately.
PE.2.C.2.2	Identify safety rules and procedures for selected physical activities.
PE.2.R.6.2	Discuss the relationship between skill competence and enjoyment.
PE.2.R.6.3	Identify ways to contribute as a member of a cooperative group

ASSESSMENT RUBRIC

4 Points (ADVANCED)	A score of four is a response in which the student demonstrates a thorough understanding of the music concepts and/or procedures embodied in the task. The student has responded correctly to the task, used musically sound procedures, and provided clear and complete explanations and interpretations.
3 Points (PROFICIENT)	A score of three is a response in which the student demonstrates a proficient understanding of the music concepts and/or procedures embodied in the task. The students' response to the task is essentially correct with the musical procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of musical procedures or indications of some misunderstanding of the underlying music concepts and/or procedures.
2 Points (BASIC)	A score of two indicates that the student has demonstrated only a partial understanding of the music concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying music concepts.
1 Point (EMERGING)	A score of one indicates that the student has demonstrated a very limited understanding of the music concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete.

Course Number: 5013080	
Course Path: TBA	
Course Title: Music - Grade Two	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: Music - Grade Two	
Course Length: Year	
Course Status: DRAFT – State Board approval pending	
Course Description: Second-grade students in music class continue exploration of their world as they strengthen their musical skills, techniques, and processes. Student’s working vocabulary and musical literacy and understanding deepen with the ability to use unique musical language to communicate their own ideas. Connections with the arts and other disciplines allow students to transfer knowledge and skills to and from other fields of study. As students sing, play, move, and create together, they continue to build such important skills as teamwork, acceptance, respect, and responsibility that will help them be successful in the 21 st century.	
General Note: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.2.C.1.1	Identify appropriate listening skills for learning about musical examples selected by the teacher.
MU.2.C.1.2	Respond to a piece of music and discuss individual interpretations.
MU.2.C.1.3	Classify unpitched instruments into metals, membranes, shakers, and wooden categories.
MU.2.C.1.4	Identify child, adult male, and adult female voices by timbre.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision- making skills, is central to artistic growth.	
MU.2.C.2.1	Identify strengths and needs in classroom performances of familiar songs.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.2.C.3.1	Discuss why musical characteristics are important when forming and discussing opinions about music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.2.S.1.1	Improvise short phrases in response to a given musical question.
MU.2.S.1.2	Create simple ostinati to accompany songs or poems.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.2.S.2.1	Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.2.S.3.1	Sing songs in an appropriate range, using head voice and maintaining pitch.
MU.2.S.3.2	Play simple melodies and/or accompaniments on classroom instruments.
MU.2.S.3.3	Sing simple la-sol-mi-do patterns at sight.
MU.2.S.3.4	Compare aural melodic patterns with written patterns to determine whether they are the same or different.
MU.2.S.3.5	Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.2.O.1.1	Identify basic elements of music in a song or instrumental excerpt.
MU.2.O.1.2	Identify the form of a simple piece of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.2.O.3.1	Describe changes in tempo and dynamics within a musical work.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.2.H.1.1	Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.
MU.2.H.1.2	Identify the primary differences between composed and folk music.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.2.H.2.1	Discuss how music is used for celebrations in American and other cultures.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.2.H.3.1	Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.2.F.1.1	Create a musical performance that brings a story or poem to life.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.2.F.2.1	Describe how people participate in music.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.2.F.3.1	Collaborate with others in a music presentation and discuss what was successful and what could be improved.