

## Second Grade Music YEAR OVERVIEW

### Scope & Sequence

#### Year Overview:

Second Grade Music.... Beginning Recorder and A Continuation of Beginning Violin

#### Topic:

Our music program is designed with a spiraling curriculum in mind where concepts are introduced at each grade level and then revisited, expanded, and built upon in future years; with the end goal being that Amagansett School students can successfully transfer from 6<sup>th</sup> grade into any of the Middle School Music Programs they choose (band, chorus, orchestra, etc.) It is our hope that the music room can be a special place where children feel free to explore the world of music, experiment with music, and develop a life-long love of all things musical.

Our Second Grade Music Curriculum builds on the foundations that were laid through student involvement in music in earlier years. Through singing, playing instruments, listening to a wide variety of music, dancing, and immersion into the world of music we provide students with ongoing opportunities to hone their musical skills and build bridges from the music room into their general education classroom and beyond. Students will be exposed to music of different countries, cultures, and historical time periods as listeners and performers. They will assess music of different styles and find similarities and differences in these styles of music throughout the year. Because no school subject exists in a vacuum, students will spend time connecting their music study to elements and topics in their general education classroom including but not limited to: Classroom themes (reading, writing, science, social studies and math), world holidays and celebrations, community and service opportunities, and more.

Second Grade students will continue to work with reading along and following “written music.” They will continue to work with the desk bells, xylophones, and boomwhackers that were be introduced as part of the *Prodigies Music Curriculum*. Students will also play a wide variety of classroom instruments including but not limited to: rhythm sticks, shaker eggs, maracas, jingle bells, sandpaper blocks, guiros, claves, wood blocks, and more. Opportunities for students to compose and arrange music will be offered throughout the year as part of their continuation in the *Prodigies Music Curriculum*.

Recorder instruction also begins in Second Grade. Students will be following the Recorder Karate program which introduces new songs and concepts monthly. At the culmination of each song, students perform a playing test to earn their karate belt signifying mastery of the song and skills it encompasses. Our Recorder Karate Program will be supplemented by other recorder materials provided by the *Prodigies Music Curriculum* as well as other resources Mrs. Kamp adds as available.

Second Grade students also continue formal violin study as part of our school’s Beginning Violin Program. At the Second Grade level, our violin program begins to combine Suzuki style learning with reading musical notation. Students will review the parts of the violin, proper posture and holding positions, and will continue the Suzuki “Pre-Twinkle” songs at this level. Students will be introduced to placing their fingers on the fingerboard towards the end of the year and will expand their repertoire from open note songs to songs including finger placement. Students will work through both the *Suzuki Violin Level I Method Book* and the *Strictly Strings Violin Level I Method Book*.

**Unit Focus Standards:**

**2017 CORE ARTS STANDARDS:**

New York State Learning Standards for the Arts Conceptual Framework			
Shared by All Arts Disciplines			Discipline-Specific Performance Indicators
Artistic Processes		Anchor Standards	
<b>Cr</b> <b>Creating</b> Conceiving and developing new artistic ideas and work.		1. <b>Generate and conceptualize artistic ideas and work.</b>	<b>All Arts Disciplines</b> Performance Indicators are written for each grade level, within each arts discipline: <ul style="list-style-type: none"> <li>• Pre-K – 8</li> <li>• High School                             <ul style="list-style-type: none"> <li>○ HSI – Proficient</li> <li>○ HSII – Accomplished</li> <li>○ HSIII – Advanced</li> </ul> </li> <li>.....</li> <li><b>Music Only</b>                              General Music                             <ul style="list-style-type: none"> <li>• Pre-K – 8</li> </ul> </li> </ul> In additional strands: <ul style="list-style-type: none"> <li>• Harmonizing Instruments, Traditional and Emerging Ensembles                             <ul style="list-style-type: none"> <li>○ Novice – Gr 5</li> <li>○ Intermediate – Gr 8</li> </ul> </li> <li>• Composition &amp; Theory, Technology                             <ul style="list-style-type: none"> <li>○ HSI – Proficient</li> <li>○ HSII – Accomplished</li> <li>○ HSIII – Advanced</li> </ul> </li> </ul>
		2. <b>Organize and develop artistic ideas and work.</b>	
		3. <b>Refine and complete artistic work</b>	
<b>Pr</b> <b>Performing</b> Music Dance Theater	Realizing artistic ideas and work through interpretation and presentation.	4. <b>Select, analyze, and interpret artistic work for presentation.</b>	
		5. Develop and refine artistic techniques and work for presentation.	
		6. Convey meaning through the presentation of artistic work.	
<b>Re</b> <b>Responding</b> Understanding and evaluating how the arts convey meaning.		7. <b>Perceive and analyze artistic work.</b>	
		8. Interpret meaning in artistic work.	
		9. Apply criteria to evaluate artistic work.	
<b>Cn</b> <b>Connecting</b> Relating artistic ideas and work with personal meaning and external context.		10. <b>Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.</b>	
		11. <b>Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.</b>	

**• COMMON CORE ALLIGNEMNT – MATH**

Domain	Core Curriculum Standard	Music
Counting & Cardinality	Know number names & counting sequence	Know rhythmic value of notes and rests Count basic rhythms

Operations & Algebraic Thinking	Represent addition/subtract with objects Generate and analyze patterns	Performance of rhythmic/tonal patterns
Number & Operations-Fractions	Understand fractions as numbers Understand fraction equivalents	Rhythmic values of notes & rests Measures
Measurement & Data	Classify objects & count number of objects Work with time Measure lengths Describe & compare measurable attributes Represent and interpret data	Organize sound over time (rhythmic aspect) Tempo
Geometry	Identify and describe shapes Graph points to solve real-world problems Making inferences and justifying conclusions from observation	Form

● **COMMON CORE ALIGNMENT – ELA:**

<b>Strand</b>	<b>Core Curriculum standard</b>	<b>Music</b>
Reading for Literature	Recount stories, fables, etc. Words/phrases describe rhythm & meaning Overall structure of story Different points of view of characters Identify who is telling story Compare/contrast 2 or more versions of story Determine theme and analyze it's development Compare/contrast written work to media version Make connections between written text and other perspectives	Folk songs Rhythms, patterns, repetition, form Form Cultural connections to music
Reading for Information	Questions re: details of text Know/use text features Meaning of domain specific words Describe overall structure of events, ideas, concepts or info Distinguish own point of view Engage in group reading w/purpose & understanding	Critical listening Expressive markings in music Music specific vocabulary Form React to music, improvisation Sing and play with others
Reading Foundational Skills	Print concepts Phonological awareness Phonics & word recognition Fluency	Read music notation, follow own part Lyrics, rhythm, note reading Music reading, practice for fluency
Writing	Write opinion supporting point of view Draw evidence from text for analysis Write information/explanatory texts Production and distribution of writing Short research projects Write to support analysis of topics or text Create text in response to literary work	Critical responses
Speaking & Listening	Ask/answer questions to clarify comprehension Create multimedia presentation of stories or poems Engage in collaborative discussions Initiate and participate effectively in collaborative work Evaluate speaker's point of view Include multimedia components to clarify information Make strategic use of digital media	Teacher questioning Collaborative discussions Multimedia
Language	Identify connections between words & their use Correct use for frequently confused words Use knowledge of language to write, speak, read, listen Use nuances in word meanings Distinguish shades of meanings	Musical vocabulary Clarify misused vocabulary (hi/low, soft/loud) Use music vocabulary to describe music

## I Can Statement associated with Second Grade Music:

I can review the xylophone and desk bells which I learned about last year and develop both my playing and music reading skills.

I can sing a variety of songs and explore my speaking and singing voices.

I can sing using the solfege sounds and the Kodaly hand signals alone and with my teacher.

I can use a variety of classroom instruments in games and to accompany my singing.

I can differentiate between beat and rhythm and demonstrate both concepts using body percussion or classroom instruments.

I can use my body and classroom instruments to begin to develop a sense of steady beat.

I can read and notate music properly using the treble staff.

I can hold my recorder with correct hand positioning and strong posture.

I can play the following notes without teacher assistance and with a strong, clear, and supported sound:

- B,A,G,E,F#, high and low C, high and low D.

I can switch between notes on my recorder to play songs as taught by Mrs. Kamp.

I can connect elements of the music lesson with what I am learning in the regular classroom.

I can name the parts of my violin.

I can hold my violin and my bow safely and correctly.

I can stand and sit properly while holding and playing my violin.

I can identify and correctly play on each of the 4 strings of my violin.

I can be prepared with my violin and materials for each violin class.

I can add my fingers to the fingerboard to play the following notes:

- On the G string: A, B, C
- On the D string: E, F, G
- On the A string: B, C, D
- On the E string: F, G, A

## Content Vocabulary:

### General Music Vocabulary:

\* Steady Beat, rhythm, speaking voice, singing voice, echo, high sound, low sound, music alphabet, pitch, loud, soft

\* **Descriptive Terms and Application of these terms:** dynamics, piano, mezzo, forte, crescendo, decrescendo, tempo, largo, andante, allegro, presto, ritardando, accelerando, articulation, staccato, legato, fine, major, minor

\* **Specific pitches:** (A,B,C,D,E,F,G and corresponding do,re,mi,fa,so,la,ti,do),

\* **Rhythm and Rhythm Vocabulary:** quarter note (ta), quarter rest (shh), eighth note (ti-ti), eighth rest, sixteenth note (alligator), half note, half rest, whole note, whole rest, triplet

\* **Music Reading Vocabulary:** treble cleff, line note, space note, staff, bar line, measure, repeat sign, accent

### Instrument Vocabulary:

\* xylophone, piano, desk bell, boomwhacker, mallet, hand drums, triangle, tambourine, rhythm sticks, Maraca, shakey egg, clave, wood block, sandpaper blocks, recorder

### **Violin Vocabulary:**

\* violin, parts of the violin (shoulder, body, tuning pegs, fingerboard, strings, f hole, scroll, bridge, tailpiece, fine tuners, chin rest) bow Parts of the bow (frog, tip, bow hair), names of the 4 strings (G,D,A,E)

### **Recorder Vocabulary:**

\* recorder, mouthpiece, fingering, airstream, tonguing, slurring

## **Special Focus Areas / Diversity / Inclusion:**

### **Countries and Cultures Learned About Throughout the Year:**

\* **Latin American / Hispanic:** (in coordination with the celebration of September – Hispanic Heritage Month) watching traditional Latin American dances, listening to excerpts of traditional Latin American songs, listening to and viewing traditional Latin American Instruments

\* **Native American:** (in coordination with the celebration of Thanksgiving) watching traditional Native American dances, listening to excerpts of traditional Native American songs, listening to and viewing traditional Native American Instruments

\* **China:** (in coordination with the celebration of Lunar New Year) watching traditional Chinese dances, listening to excerpts of traditional Chinese songs, listening to and viewing traditional Chinese Instruments

\* **African American:** (in coordination with the celebration of Black History Month throughout February) exploring the roots of American music....jazz, the blues, call and response music, scat singing, learning about important African American musicians and the gifts they shared with us, rap, hip-hop

\* **Ireland:** (in coordination with the celebration of St. Patrick's Day) watching traditional Irish dances, listening to excerpts of traditional Irish songs, listening to and viewing traditional Irish Instruments

### **Special Holidays Celebrated in Song:**

\* Halloween, Veteran's Day, Thanksgiving, Christmas, Hanukkah, Lunar New Year, Valentine's Day, Mardi Gras, St. Patrick's Day, Cinco de Mayo, Memorial Day, Flag Day

## **Assessments:**

### **Through teacher observation:**

- Student ability to maintain a steady beat
- Student ability to sing / speak and differentiate between the two
  - Student ability to correctly identify classroom instruments
- Student ability to use instruments properly
- Student ability to demonstrate different musical dynamics of piano and forte with their voices and classroom instruments and to properly identify the style through movement or gestures in a given musical example
- Student ability to demonstrate crescendo and decrescendo with their voices and classroom instruments and to properly identify the style through movement or gestures in a given musical example
- Student ability to demonstrate legato and staccato with their voices and classroom instruments and to properly identify the style through movement or gestures in a given musical example

**Through guided listening games:**

- Students' ability to play the correct groupings of notes as prompted on their xylophones, desk bells, and boomwhackers

**Through activities at the Smart Board monitored by the teacher:**

- Students' ability to identify musical pitches that we have learned (usually working through book 2 of *Prodigies Music Curriculum Level II* as well as the materials for *Prodigies Music Curriculum: Recorder*, but it might be different from class to class)
- Student ability to identify and correctly count the quarter note, quarter rest, and half note (again, depending on the group)
- Students' ability to identify musical pitches that we have learned on the violin (usually working through *Suzuki Violin Method Level I* and *Strictly Strings Violin Method Level I*)