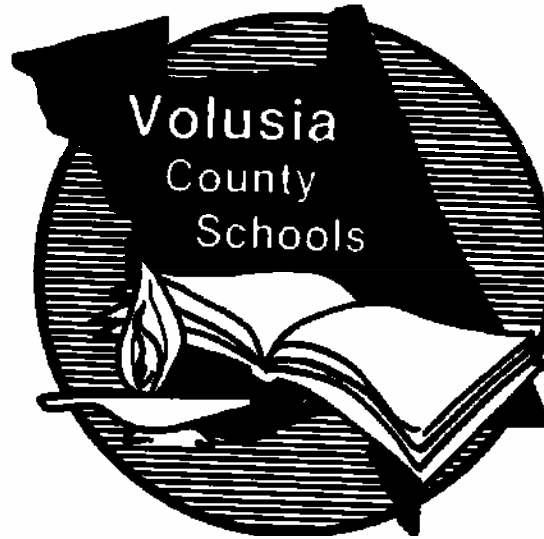


Elementary Music

CURRICULUM MAPS



2nd Grade

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

Ms. Candace Lankford, Chairman

Ms. Diane Smith, Vice Chairman

Mr. Stan Schmidt

Dr. Al Williams

Ms. Judy Conte

Superintendent of Schools

Dr. Margaret Smith

Deputy Superintendent for Curriculum and School Improvement Services

Dr. Chris Colwell

Director of Program Accountability and Student Achievement

Ms. Allene Dupont

Coordinator of Elementary Services

Ms. Leticia Roman

Performing Arts Specialist

Dr. Monty R. Musgrave

Interpreting the Curriculum Maps

Unit/Organizing Principle: The overarching organizational structure used to group content/concepts within the curriculum map

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 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: A) Rhythm, B) Melody, Harmony, and Form, C) Tone Color, D) Expressive Qualities. It is common practice that **many or most** of the sections, and the concepts associated with them, are taught simultaneously in every lesson. The purpose of delineation into separate sections is for assessment purposes. Teachers are free to use the maps in any order they wish. Further, the lessons provided in each map (which align with the Organizing Principles) are suggestions; teachers may use additional or substitute lessons/materials as long as 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.

SUNSHINE STATE STANDARDS USERS' GUIDE

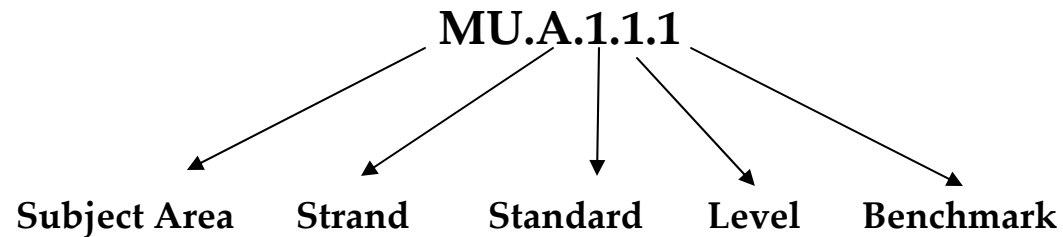
FOR ALL USERS:

A coding system is used in all curriculum guides to identify Sunshine State Standard Benchmarks and course Content Statements.

Benchmarks:

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



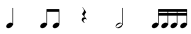

For example:



The first two letters of the code identify the subject area (e.g., MU for music). The third letter identifies the strand. The number in the fourth position identifies the general standard under the strand. The number in the fifth position identifies the developmental level (1=PreK-2, 2=grades 3-5, 3=grades 6-8, 4=grades 9-12). The last number identifies the benchmark under the grade cluster within the standard.

ELEMENTARY MUSIC CURRICULUM MAP

2nd Grade

UNIT/ORGANIZING PRINCIPLE:	Exploring Rhythm	PACING:	Nine Weeks (Map A)
ESSENTIAL QUESTIONS: 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	LEARNING TARGETS/SKILLS	BENCHMARKS	KEY TERMINOLOGY
Beat Duration Meter Pattern	<p>Singing</p> <ul style="list-style-type: none"> • Sing various songs while maintaining steady beat and rhythm <p>Playing</p> <ul style="list-style-type: none"> • Play an accompaniment while maintaining a steady beat • Play rhythm patterns in meters of 2 and 3 <p>Moving</p> <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 <p>Listening</p> <ul style="list-style-type: none"> • Listen and move to show rhythm and meter changes <p>Reading</p> <ul style="list-style-type: none"> • Perform rhythms from notation that include  <p>Writing</p> <ul style="list-style-type: none"> • Notate an original rhythm composition using  <p>Creating</p> <ul style="list-style-type: none"> • Create and perform rhythm patterns • Create new verses for a song that fit the melodic rhythm <p>Analyzing</p> <ul style="list-style-type: none"> • Describe the meter of a song by moving to it • Compare and contrast various rhythmic patterns and meters 	<p>MU.A.1.1.2 MU.A.2.1.1 MU.A.3.1.1 MU.A.3.1.3 MU.B.1.1.1 MU.B.1.1.2 MU.B.2.1.1 MU.C.1.1.2</p>	<p>Steady beat / no beat Beat / rhythm Beat / offbeat Beat / silent beat (rest)</p> <p>Long / short sounds Tie </p> <p>Strong beat Meter in 2 (2/4) and 3 (3/4) Time signature Bar Line Measure</p> <p>Repeated patterns Rhythmic patterns, including  Ostinato</p>

ELEMENTARY MUSIC CURRICULUM MAP

2nd Grade

UNIT/ORGANIZING PRINCIPLE:	Exploring Rhythm	Nine Weeks (Map A)
Activities and Resources		
<p><u>Suggested Lessons</u> Silver Burdett “Making Music”</p> <p><u>Unit 1</u> Page 8-9 – <i>The Beat Goes On (steady beat and melodic rhythm)</i> Page 12-13 – <i>Get the Rhythm (one and two sounds on a beat)</i></p> <p><u>Unit 2</u> Page 44-45 - <i>Playing with Rhythms (quarter notes, eighth notes and quarter rests)</i> Page 50-51 - <i>Get on the Beat (strong beat)</i></p> <p><u>Unit 3</u> Page 80-81 – <i>Hear a New Rhythm (sixteenth notes)</i> Page 82-83 – <i>That Rhythm Again (sixteenth notes)</i> Page 86-87 – <i>Takes Two to Crawfish (meter in 2)</i></p> <p><u>Unit 4</u> Page 118-119 – <i>Banjo Rhythms (quarter, eighth & sixteenth notes and quarter rests)</i> Page 120-121 – <i>Cooking with Rhythm (quarter, eighth & sixteenth note patterns)</i></p> <p><u>Unit 5</u> Page 158-159 – <i>Elephant Rhythms (quarter, eighth and half notes)</i></p> <p><u>Unit 6</u> Page 194-195 – <i>One, Two, Three, Read! (quarter, eighth, sixteenth, & half notes, quarter rests)</i></p> <p><u>Unit 7</u> Page 224-225 – <i>Friends Around the Country (melodic rhythm)</i> Page 230-231 – <i>Singing on the Texas Trail (steady beat)</i> Page 244-245 – <i>Music of the First Americans (steady beat)</i></p> <p><u>Unit 8</u> Page 262-263 – <i>Singing Games Hawaiian Style (steady beat)</i> Page 268-271 – <i>Dancing Across the Ages (meter in 2 and meter in 3)</i> Page 272-273 – <i>Play Party (steady beat)</i> Page 274-275 – <i>A Maori Goodbye (meter in 3)</i></p>	<p><u>Unit 9</u> Page 282-283 – <i>Frog Music (meter in 3)</i> Page 284-285 – <i>Sounds of Nature (quarter and eighth notes)</i> Page 286-287 – <i>Creature Tale (rhythm patterns)</i> Page 290-291 – <i>Cat Music (quarter & eighth notes and quarter rests)</i></p> <p><u>Unit 10</u> Page 322-323 – <i>Play into the Sunset (patterns in meter in 3)</i></p> <p><u>Unit 12</u> Page 360-361 – <i>Fiesta Time (patterns with quarter and eighth notes)</i> Page 366-367 – <i>Celebrate Thanksgiving (patterns)</i></p> <p><u>Links to Educational websites</u> www.flmusiced.org www.musick8.com www.childrensmusic.org/ http://artsedge.kennedy-center.org/teach/standards.cfm http://centralfloridaorff.org/ http://www.northfloridaorff.org/</p> <p><u>Suggested Resources</u> Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support” Silver Burdett “Master Index and Correlations” A Rhyme in Time by Kriske/DeLelles Gametime by Kriske/DeLelles Orff Source by Denise Gagne Mallet Madness by Artie Almeida Name Games: Activities for Rhythmic Development by Doug Goodkin</p> <p><u>Suggested Assessments</u> Performance / Peer Critique Observation</p>	

ELEMENTARY MUSIC CURRICULUM MAP

2nd Grade

UNIT/ORGANIZING PRINCIPLE:	Exploring Melody, Harmony, and Form	PACING:	Nine Weeks (Map B)
ESSENTIAL QUESTIONS: 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	LEARNING TARGETS/SKILLS	BENCHMARKS	KEY TERMINOLOGY
Pitch and Direction Tonality Pattern Harmony Form	Singing <ul style="list-style-type: none"> • Sing songs of various forms (AB, ABA) • Sing songs in do pentatonic Playing <ul style="list-style-type: none"> • Play do pentatonic melodic ostinatos Moving <ul style="list-style-type: none"> • Move to show various song forms Listening <ul style="list-style-type: none"> • Identify skips, leaps, steps, and repeated pitches in a song and listening selection Reading <ul style="list-style-type: none"> • Identify so, mi, la, re, do in different staff locations • Sing from notation a <i>do</i> pentatonic song with pitch syllables • Read and perform <i>D.C. al Fine</i> in a song Creating <ul style="list-style-type: none"> • Create <i>do</i> 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.A.1.1.1 MU.A.1.1.2 MU.A.2.1.1 MU.A.3.1.2 MU.A.3.1.3 MU.B.1.1.2 MU.B.2.1.1 MU.C.1.1.1 MU.D.1.1.1	Pitch direction Skips, steps, repeated notes Tonal Center do – pentatonic Same / different <i>la, so, mi, re, do</i> and combinations Repetition / contrast AB, ABA Solo / Chorus Phrase Verse, Refrain, Coda, Section D.C. Al Fine

ELEMENTARY MUSIC CURRICULUM MAP

2nd Grade

UNIT/ORGANIZING PRINCIPLE: Exploring Melody, Harmony, and Form	Nine Weeks (Map B)
Activities and Resources	
<p><u>Suggested Lessons</u></p> <p>Silver Burdett “Making Music”</p> <p><u>Unit 1</u> Page 18-19 – <i>Let the Spirit Move You</i> (<u>Form</u>: Call and Response) Page 28-29 – <i>Read Pizza, Play Pizza</i> (<u>Melody</u>: so, mi and la)</p> <p><u>Unit 2</u> Page 52-53 - <i>Singin’ the Blues</i> (<u>Form</u>: AAB) Page 58-59 – <i>Name the New Pitch</i> (<u>Melody</u>: so, mi, do) Page 60-61 – <i>Melodic Pathways</i> (<u>Melody</u>: Skips, Steps, Repeated Pitches)</p> <p><u>Unit 3</u> Page 90-91 – <i>What’s the Form?</i> (<u>Form</u>: AABA) Page 96-97 – <i>Read a New Pitch</i> (<u>Melody</u>: do, re, mi, so, la)</p> <p><u>Unit 4</u> Page 124-125 – <i>Phrases that Move You</i> (<u>Form</u>: AABA) Page 128-129 – <i>Grow a Melody</i> (<u>Melody</u>: Do Pentatonic; do, re, mi, so, la) Page 130-131 – <i>A Flood of Sound</i> (<u>Melody</u>: Create from Do Pentatonic)</p> <p><u>Unit 5</u> Page 164-165 – <i>Two Sections, Two Movements</i> (<u>Form</u>: AB Form and Coda) Page 170-171 – <i>Pentatonic Calypso</i> (<u>Melody</u>: do Pentatonic) Page 172-173 – <i>Playing a Button Game</i> (<u>Melody</u>: do Pentatonic)</p> <p><u>Unit 6</u> Page 196-197 – <i>Sing it Again</i> (<u>Form</u>: D.C. al Fine and ABA form) Page 200-201 – <i>Pitches in the House</i> (<u>Melody</u>: do Pentatonic in F) Page 204-205 – <i>Melodic Ups and Downs</i> (<u>Melody</u>: do Pentatonic in G)</p> <p><u>Unit 8</u> Page 254-255 – <i>Hello Friends</i> (<u>Melody</u>: Melodic Direction) Page 258-259 – <i>Follow the Leader</i> (<u>Form</u>: Call and Response) Page 260-261 – <i>Do the Zudio</i> (<u>Form</u>: Verse and Refrain AB Form)</p> <p><u>Unit 9</u> Page 292-293 – <i>A Batty Melody</i> (<u>Melody</u>: Melodic Direction) Page 296-297 – <i>Crabby Lullaby</i> (<u>Melody</u>: Melodic Patterns)</p>	<p><u>Unit 10</u> Page 312-313 – <i>Music of the Wind</i> (<u>Form</u>: Phrases) Page 318-319 – <i>Dance a Wonderful Day</i> (<u>Form</u>: Sections and Phrases)</p> <p><u>Unit 11</u> Page 336-337 – <i>Sing a Dragon Tale</i> (<u>Form</u>: Verse and Refrain AB) Page 342-343 – <i>Sing a Legend</i> (<u>Melody</u>: Melodic Direction)</p> <p><u>Unit 12</u> Page 364-365 – <i>Harvest Time</i> (<u>Form</u>: Phrases) Page 370-371 – <i>Celebrate Christmas</i> (<u>Melody</u>: Melodic Direction)</p> <p><u>Links to Educational websites</u> www.flmusiced.org www.music8.com www.kid-sounds.com www.childrensmusic.org/ http://artsedge.kennedy-center.org/teach/standards.cfm http://centralfloridaorff.org/ http://www.northfloridaorff.org/</p> <p><u>Suggested Resources</u> Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support” Silver Burdett “Master Index and Correlations” Mallet Madness by Artie Almeida Gameplan 2 by Kriske/DeLelles Orff Source by Denise Gagne</p> <p><u>Suggested Assessments</u> Performance / Peer Critique Observation</p>

ELEMENTARY MUSIC CURRICULUM MAP

2nd Grade

UNIT/ORGANIZING PRINCIPLE:	Exploring Tone Color	Nine Weeks (Map C)
Activities and Resources		
<u>Suggested Lessons</u>		
<p>Silver Burdett “Making Music”</p> <p><u>Unit 1</u> Page 32-33 – <i>You Are the Music</i> (Vocal and body percussion sounds) Page 34-35 – <i>Thin to Thick</i> (Thin and thick texture)</p> <p><u>Unit 2</u> Page 64-67 - <i>Percussion Timbres</i> (Tambourines and drums) Page 68-69 – <i>Speaking in Layers</i> (Multiple layers)</p> <p><u>Unit 3</u> Page 100-103 – <i>Colorful Sounds</i> (Percussion timbres) Page 106-107 – <i>Playing Lullaby Layers</i> (Multi-layered textures)</p> <p><u>Unit 4</u> Page 136-139 – <i>String Sounds</i> (String sounds) Page 140-141 – <i>Turkish Textures</i> (Ostinatos)</p> <p><u>Unit 5</u> Page 174-175 – <i>Sounds of Dixieland</i> (Woodwind and brass instrument timbres) Page 178-179 – <i>A New Kind of Ostinato</i> (texture)</p> <p><u>Unit 6</u> Page 208-209 – <i>Plugged-in Sound</i> (Electronic instruments) Page 210-211 – <i>Lots and Lots of Layers</i> (Ostinato and accompaniments)</p> <p><u>Unit 7</u> Page 234-235 – <i>Two American Styles</i> (Vocal timbre)</p> <p><u>Unit 8</u> Page 266-267 – <i>Chinese Timbres</i> (Instruments from diverse cultures)</p> <p><u>Unit 9</u> Page 298-299 – <i>A Musical Menagerie</i> (Accompaniment)</p> <p><u>Unit 10</u> Page 324-327 – <i>Star Textures</i> (Thick and Think) Page 328-329 – <i>Music for a Comet</i> (Folk Instruments)</p>		
<p><u>Unit 11</u> Page 344-345 – <i>Sounds of a Train</i> (Sound Effects) Page 354-357 – <i>A Story with a Moral</i> (Percussion)</p> <p><u>Unit 12</u> Page 372-375 – <i>Winter Fun</i> (Instrumental Timbres)</p> <p><u>Links to Educational websites</u> www.flmusiced.org www.musick8.com www.kid-sounds.com www.childrensmusic.org/ http://artsedge.kennedy-center.org/teach/standards.cfm http://centralfloridaorff.org/ http://www.northfloridaorff.org/</p> <p><u>Suggested Resources</u> Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support” Silver Burdett “Master Index and Correlations” “Peter and the Wolf” by Tchaikovsky <i>Ultimate Game and Activity Pack for Orchestra</i> by Artie Almeida <i>Forte Piano</i> @ Mootube Productions</p> <p><u>Suggested Assessments</u> Performance / Peer Critique Observation</p>		

ELEMENTARY MUSIC CURRICULUM MAP

2nd Grade

UNIT/ORGANIZING PRINCIPLE:	Exploring Expressive Qualities	Nine Weeks (Map D)
Activities and Resources		
<p><u>Suggested Lessons</u></p> <p>Silver Burdett “Making Music”</p> <p><u>Unit 1</u> Page 6-7 – <i>Loud and Soft Sounds = Dynamics!</i></p> <p><u>Unit 2</u> Page 42-43 - <i>Speed Up, Slow Down</i></p> <p><u>Unit 3</u> Page 78-79 – <i>Accents!</i></p> <p><u>Unit 4</u> Page 114-115 – <i>Expressing the Weather</i></p> <p><u>Unit 5</u> Page 150-151 – <i>Connected Sounds, Separated Sounds</i></p> <p><u>Unit 6</u> Page 186-187 – <i>Sing a Story</i></p> <p><u>Unit 7</u> Page 228-229 – <i>Games Americans Play</i></p> <p>Page 238-239 – <i>Express Yourself</i></p> <p><u>Unit 9</u> Page 300-301 – <i>Worms at Work</i></p> <p><u>Unit 10</u> Page 310-311 – <i>Sing for the Trees</i> Page 316-317 – <i>Move With the Rain</i></p> <p><u>Unit 12</u> Page 362-363 – <i>Ooooooh It’s Halloween!</i> Page 386-387 – <i>Celebrate America</i></p>	<p><u>Links to Educational websites</u></p> <p>www.flmusiced.org www.music8.com www.kid-sounds.com www.childrensmusic.org/ http://artsedge.kennedy-center.org/teach/standards.cfm http://centralfloridaorff.org/ http://www.northfloridaorff.org/</p> <p><u>Suggested Resources</u></p> <p>Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support” Silver Burdett “Master Index and Correlations” http://www.mootoobmoosic.com/ “Forte Piano” “Doggone Dynamics” game by Artie Almeida</p> <p>Silver Burdette “Making Music” additional music Page 86 “<i>Crawfish</i>” (listen, clap on accents) Page 117 “<i>Saudacao</i>” (read f, p on listening map)</p> <p><u>Suggested Assessments</u> Performance / Peer Critique Observation</p>	

ASSESSMENT RUBRIC

4 Points	<p>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.</p>
3 Points	<p>A score of three is a response in which the student demonstrates an 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.</p> <p>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.</p>
2 Points	<p>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.</p>
1 Point	<p>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.</p>
0 Points	<p>A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.</p>