

2nd Grade Curriculum Map

	Content - Students will know	Skill - Student will be skilled at	Standards	Assessment	Enduring Understanding	Essential Questions
Singing	Ostinato, Rounds, Drones Tonic, Dominant and cadential patterns.	Unison blend in tune Simple part singing (ostinato, drones, and 2 part rounds)	1.3.2.B.1 1.3.2.B.2 1.3.2.B.4 1.3.2.B.5 1.3.2.B.6 1.3.2.B.7	Teacher observation Anecdotal records and rubric Students recordings	“Singing is a fundamental and universal form of expression that requires active listening skills and physical production”	How do we use our voice?
Rhythm and Playing Instruments	Ostinato, Melody, Accompaniment	Simple melodies and Rhythms on tuned and untuned percussion. Accompaniment on xylophone/unpitched percussion	1.3.2.B.1 1.3.2.B.6 1.3.2.B.3 1.3.2.B.6	Teacher observation Anecdotal records and rubric Students recordings	“Rhythm is a part of our everyday life and it is what makes life interesting.”	How do we express music?
Movement	Line Dance and Dance with Partner	Folk dancing in longways-set formation	1.1.2.B.2 1.3.2.B.6	Teacher observation	"All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	How do we move to music?

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Literacy	Staff, treble clef, quarter note, quarter note rest, and eighth notes Tempo, staccato, legato, Dynamics Melodic Direction	read Quarter/eighth notes and quarter rest in 2/4 and 4/4 time Notating simple melodic patterns on a music staff Read and identify simple melodic patterns.	1.1.2.B.1 1.1.2.B.2 1.1.2.B.3	Teacher observation Anecdotal records and rubric Students recordings	"All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. " "All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art."	
History/Culture	Diverse cultures and times	Listen, analyze and sing Hebrew and African folksongs	1.2.2.A.1 1.2.2.A.2 1.4.2.A.2		All students will understand the role, development, and influence of the arts throughout history and across cultures.	Why is Music a universal language

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Listening to, analyze, and describe,	Instrument Families Structures of Music Music works of art	Identify various musical instruments ABA form Sound Poem - Saint-saens's Carnival of the Animals	1.4.2.A.1 1.4.2.A.3 1.4.2.A.4 1.1.2.B.4	Teacher observation Anecdotal records and rubric Students recordings	All students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history, and society.	How can you tell what instrument is playing?
Evaluate/Aesthetic Responses/Critique	Effect in perform Musical works of Art	Interpret how different elements create excitement and variety Carvinal of the Animals William Tell	1.4.2.A.1 1.4.2.A.2 1.4.2.B.1 1.4.2.B.2 1.4.2.B.3	Classroom discussion Teacher Observation Anecdotal records and rubric	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	How does the music make you feel?
Improvise/Compose	Expressive Improvisation	Improvise simple rhythm and tonal patterns Compose simple chant	1.3.2.B.5	Teacher observation Anecdotal records and rubric Students recordings	“Improvisation and composition enables the musician to express original musicality.”	How is music created