

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
HILLSBOROUGH, NJ 08844

 NEW X REVISED CURRICULUM

DATE: JULY 2013

CONTENT AREA: FINE & PERFORMING ARTS – ELEMENTARY – GENERAL MUSIC,
GRADE 2

SUPERVISOR:	CURRICULUM REVISION TEAM:
Olga Zarestky	Lisa Reifschneider
	Megan Jadro

WHY WAS THIS CURRICULUM REVISION COMPLETED?

Revise and update to 2009 NJ Core Curriculum Content Standards

HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?

 As scheduled on the five-year curriculum revision cycle

 X Other

WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?

 X Yes

 No (please explain) _____

OTHER COMMENTS: _____

APPROVAL DATES:

3-25-14 *[Signature]* Approved by Assistant Superintendent

3/25/14 *[Signature]* Approved by Curriculum Committee Chairperson

f Education

Board of Educ. Approved
3/24/14

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS
FINE & PERFORMING ARTS

GENERAL MUSIC
GRADE 2

JULY 2013

Course Overview

General Music – Grade 2 is a year-long course for all Second Grade students. The class meets for 40 minutes once every six days for a total of about 30 classes per year.

This course is an extension of the skills learned throughout the Kindergarten to First Grade General Music Curricula, and includes a strong focus in the areas of Singing/Vocal Performance, Listening/Responding, Instrumental Performance, Movement, and Reading and Writing Music Notation. Instructional materials and literature are selected to specifically build upon and develop musical skills and solidify understandings. All Second Grade students are given the opportunity to participate in an evening concert performance during the year.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which are:

- **Standard 1.1 The Creative Process:** 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.
- **Standard 1.2 History of Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **Standard 1.3 Performance:** 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.
- **Standard 1.4 Aesthetic Responses and Critique Methodologies:** 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.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

Fine & Performing Arts Department
 General Music Curriculum
 Second Grade

<p>Enduring Understandings</p>	<ol style="list-style-type: none"> 1. Music gives us a way to communicate and express ourselves as well as understand others. 2. Humans can make music in a variety of ways. 3. A person needs to listen carefully and have a solid knowledge of the elements of music in order to understand and appreciate it. 4. Singing, moving and playing instruments are vehicles for enjoying and learning about music. 5. Participating with care and respect are necessary to learning. 6. Performing music can help people feel good about themselves. 7. History and culture influence music.
<p>Days</p>	<p>10</p>
<p>NJCCCS</p>	<p>Unit/Skill: Singing /Vocal Performance</p> <p>1.1. The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies: 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.</p>
<p>NJCCCS CPI</p>	<p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form and melody.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theater and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</p> <p>1.3.2.B.4 Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.</p> <p>1.3.2.B.7 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.</p> <p>1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theater and visual art and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).</p>
<p>Essential Questions</p>	<p>Why do people sing? What is good singing? How can I make my singing sound good?</p>
<p>Skills The Student Will...</p>	<p>Duplicate the healthy vocal use of the teacher. Practice singing songs using proper singing posture. Practice singing musical examples containing melodic skips, steps and repeated notes. Apply knowledge of expressive qualities (dynamics, tempo, mood) in performance of songs from a variety of time periods and cultures.</p>
<p>Assessment</p>	<p>Participate in singing activities with teacher observation and evaluation in class discussion.</p>

Fine & Performing Arts Department
 General Music Curriculum
 Second Grade

	Demonstrate proper singing posture observed and evaluated by teacher and peers. Successfully sing melodies with skips, steps and repeated notes as observed by the teacher. Discuss singing expressively with peers and teacher.
Literacy Integration	RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
Health & Phys. Ed Integration	2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
Social Studies Integration	6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
World Language Integration	7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
21st Century Life & Careers	9.1.4.A.2 Evaluate available resources that can assist in solving problems.

Unit/Skill: Listening/Responding	
Days	6
NJCCCS	<p>1.1. The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies: 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.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits, and identify rhythmic notation up to eighth notes and rests. 1.1.2.B.4 Categorize families of instruments and identify their associated musical properties. 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by past and present cultures. 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>
Essential Questions	What would the world be like if everything had the same sound? Why do instruments sound different from each other? How and why do different composers' music sound different or the same from one another? How does music reflect history and culture?

Fine & Performing Arts Department
General Music Curriculum
Second Grade

<p>Skills The Student Will...</p>	<p>Compare sounds found in nature and music. Differentiate the sounds made by different instruments. Recognize examples of songs representing a variety of cultures from around the world. Analyze and contrast music from different time periods and cultures. Compare different composer's styles using on-line music websites. Recognize examples of a variety of expressive qualities (dynamics, tempo, mood) in songs and pieces of music.</p>
<p>Assessment</p>	<p>Analyze sounds in nature and music in class discussion as observed by teacher and on written checklists. Describe the sounds made by different instruments in class discussion. Identify expressive qualities in class discussion, written checklists and/or rubrics designed by the teacher.</p>
<p>Literacy Integration</p>	<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
<p>Health & Phys. Ed Integration</p>	<p>2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.</p>
<p>Science Integration</p>	<p>5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.</p>
<p>Social Studies Integration</p>	<p>6.1.P.D.4 Learn about and respect other cultures within the classroom and community.</p>
<p>Technology Integration</p>	<p>8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.</p>
<p>21st Century Life & Careers</p>	<p>9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p>
<p>Days NJCCCS</p>	<p style="text-align: center;">Unit/Skill: Instrumental Performance</p> <p>4</p> <p>1.1. The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art. 1.2 History of the Arts and Culture: All students will understand the role, development and influence of the arts throughout history and across cultures. 1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art. 1.4 Aesthetic Responses & Critique Methodologies: 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.</p>
<p>NJCCCS CPI</p>	<p>1.1.2.B.3 Identify and categorize sound sources by common traits, and identify rhythmic notation up to eighth notes and rests. 1.1.2.B.4 Categorize families of instruments and identify their associated musical properties. 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by past and present cultures. 1.3.2.B.1 Clap, sing or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. 1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p>

Fine & Performing Arts Department
 General Music Curriculum
 Second Grade

	<p>1.3.2.B.5 Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.</p> <p>1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p>
Essential Questions	<p>Why do instruments sound different from each other?</p> <p>How should a musician play a music instrument?</p> <p>How can I make the best sound with my instrument?</p>
Skills	<p>Practice playing classroom instruments with proper technique.</p>
The Student Will...	<p>Accompany known songs improvising simple rhythm patterns on classroom instruments.</p> <p>Accompany known songs on classroom instruments reading simple rhythm patterns.</p> <p>Recognize and perform rhythmic patterns on classroom instruments containing quarter notes & rests, half notes & rests, and paired eighth notes reading charts, flashcards and taking dictation.</p> <p>Create and perform simple rhythmic ostinato patterns to accompany songs.</p>
Assessment	<p>Performance on classroom instruments as observed by teacher.</p> <p>Demonstrate playing rhythmic patterns discussed and recorded in writing by the teacher.</p>
Literacy Integration	<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
Health & Phys. Ed Integration	<p>2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.</p>
Social Studies Integration	<p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>
21st Century Life & Careers	<p>9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).</p>
Unit/Skill: Movement	
Days	6
NJCCCS	<p>1.1. The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies: 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.</p>
NJCCCS CPI	<p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by past and present cultures.</p>

Fine & Performing Arts Department
 General Music Curriculum
 Second Grade

	<p>1.3.2.B.1 Clap, sing or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics and tempo.</p> <p>1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art and identify characteristics of the artists who created them (e.g., gender, age absence or presence of training, style, etc.)</p> <p>1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts dance, music, theater and visual art).</p>
Essential Questions	<p>How can I move to show what I hear?</p> <p>Why do people of all different cultures move to music?</p>
Skills	Analyze pieces of music and songs with movement in ways that show an understanding of rhythm, tempo, dynamics, form, timbre and melody.
The Student Will...	Practice teacher directed movement such as games, play party dances and creative movement activities.
Assessment	Participates in movement activities evaluated by teacher and peers.
Literacy Integration	SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
Health & Phys. Ed Integration	2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
Social Studies Integration	6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
21st Century Life & Careers	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
	Unit/Skill: Reading and Writing Music Notation
Days	4
NJCCCS	<p>1.1. The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies: 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.</p>
NJCCCS CPI	<p>1.1.2.B.3 Identify and categorize sound sources by common traits, and identify rhythmic notation up to eighth notes and rests.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre and visual art reflect and are affected by past and present cultures.</p> <p>1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p> <p>1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p>

Fine & Performing Arts Department
 General Music Curriculum
 Second Grade

	1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.
Essential Questions	<p>Why does music notation exist? How does music notation show what the composer intended? Why is it important for musicians to be able to read and write music?</p>
Skills The Student Will...	<p>Practice performing rhythm patterns and phrases in isolation in 2/4, 4/4 containing quarter notes & rests, half notes & rests, and paired eighth notes. Identify rhythmic patterns and phrases from known songs. Produce rhythmic patterns and phrases through improvisation using known rhythms. Write short rhythmic patterns and phrases to be read and performed by others using known rhythms. Practice singing melodic patterns containing steps, skips, leaps and repeated pitches. Recognize and identify melodic patterns and phrases from known songs. Produce melodic patterns playing pitched percussion instruments. Write melodic patterns and phrases with available technology.</p>
Assessment	<p>Performance of rhythm patterns displayed on board evaluated verbally by teacher. Write rhythm compositions with guidelines given by teacher. Sing melodic patterns from notation written by teacher evaluated verbally by teacher. Demonstrate ability to identify melodic patterns written by teacher. Perform melodic patterns and phrases on pitched percussion instruments with feedback from teacher and peers. Use music composition website to write compositions to be evaluated by self, teacher and peers.</p>
Literacy Integration	RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
Technology Integration	8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.
21st Century Life & Careers	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

Bibliography

- 150 American Folk Songs to Sing, Read, and Play* by Katalin Komlos.
- 150 Rounds for Singing and Teaching* by Edward Bolkovac, and Judith Johnson.
- Come On Everybody, Let's Sing!* By Lois Birkenshaw-Fleming
- Conversational Solfege Level I* by John M. Feierabend
- Dalcroze Eurythmics in Today's Music Classroom* by Virginia Hoge Mead.
- Discovering Orff: A Curriculum for Music Teachers* by Frazee, Jane and Kreuter, Kent.
- First Steps in Music for Preschool and Beyond* by John M. Feierabend.
- Making Music* Music Series, published by Silver, Burdett, Ginn.
- Mallet Madness* By Artie Almeida
- Move It!: Expressive movements with classical music* John K. Feierabend and Peggy Lyman.
- The Music Connection* Music Series, Published by Silver, Burdett, Ginn.
- The Remarkable Farkle McBride* by John Lithgow.
- Wee Sing Fun and Folk.*, by Pamela Deall and Susan Nipp.
- Wee Sing and Play* by Pamela Deall and Susan Nipp.
- Wee Sing Around the Campfire* by Pamela Deall and Susan Nipp.
- Wee Sing Silly Songs* by Pamela Deall and Susan Nipp.

Webliography

<http://www.classicsforkids.com>

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

<http://www.dsokids.com> (Dallas Symphony Orchestra Kids)

<http://www.nyphilkids.org> (The New York Philharmonic Kidzone)

<http://www.sfskids.org> (San Francisco Symphony Orchestra)

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

<http://www.classicsforkids.com/games/> (Music Games)

<http://www.oyunlar1.com/musicgames.asp> (On-line Music Games)

<http://www.musictheory.net/index.html> (Interactive Music Theory)

<http://www.agame.com/games/music/music.html> (Music Creation Game)