

## **Elementary General Music**

### **Grade Two**

The over-arching theme in the music curriculum for second grade is “Sing, Sing, Sing!” Through a variety of music methodologies and approaches, children will continue the expressive experiences from first grade and will expand upon the children’s exposure to proper singing technique, movement, listening activities and instrument playing. Specifically, grade two students will participate in three units: “America’s Songs” which will include simple patriotic songs, folk songs and work songs; “Songs from Around the World” reflecting that people who have originated from countries other than the United States have songs and instruments unique to their culture, and that opera is an art form; and “Composing My Own Song” where students will explore creating lyrics, melodies and appropriate instruments for creating their own songs.

### **Elementary General Music Course Objectives**

#### **Grade Two “Sing, Sing Sing!”**

##### **Students will be able to:**

1. Sing American folk songs and songs from around the world.
2. Recognize that people who originated in our country have songs.
3. Recognize that people who immigrated to our country have songs.
4. Recognize that songs represent things that are meaningful to people.
5. Recognize that people in America create(d) and sing songs that are meaningful to them.
6. Define a patriotic song as a song that shows love, honor and respect for one’s country.
7. Define a folk song as a song written by and for common people who are not trained musicians.
8. Recognize that some songs come from jobs (sea chanties, cowboy songs, etc.)
9. Recognize that people around the world sing.
10. Recognize that people who originated from other countries have songs.
11. Recognize that people from other countries play instruments.
12. Continue to recognize that singing, movement and instrument playing are means of personal expression.
13. Will be able to sing, alone and with others, five-note melodic patterns (sol-mi-la-low do-high do)) and simple songs maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound, clear diction and correct posture.
14. Continue to recognize visually the staff, G clef/treble clef and notes on the staff.

15. Sing simple Sol-Mi-La-low do-high do melodies by sight when reading from the treble clef staff.
16. Continue to sing in a proper head voice.
17. Continue to recognize aurally and sing the major scale using solfege syllables, ascending and descending.
18. Continue to sing expressively with appropriate dynamics, phrasing and interpretation.
19. Continue to sing from memory a variety of songs.
20. Continue to sing in groups, blending vocal timbres, matching dynamic levels and responding to the cues of a teacher or conductor.
21. Continue to demonstrate and respond to the steady beat through clapping, marching, and instrument playing.
22. Echo clap and improvise four-beat rhythm patterns which incorporate quarter notes, quarter rests, eighth notes, half notes and half rests.
23. Visually recognize the quarter note, quarter rest, eighth notes, half note and half rest.
24. Continue to perceive, describe and respond to musical opposites, including fast and slow (tempo), high and low (pitch), happy and sad (mode) and loud and quiet (dynamics) when singing, listening or moving to music.
25. Continue to respond through purposeful movement to selected music characteristics or to specific music occurrences while singing or listening to music in meters of two, three and four.
26. Continue to understand what it is to be a good listener of music.
27. Identify specific listening selections including: selections from Edvard Grieg's "Peer Gynt Suite," Native American "Snake Dance," George Cowell's "The Banshee," Mozart's "A Musical Sleigh ride" and "Magic Flute," Claude Debussy's "The Snow is Falling" and "Golliwog's Cakewalk."
28. Continue to understand that a composer is one who creates and writes music and will question and answer, "Who created this and why?", "What is the composer trying to say?", "How does this music make me feel?"
29. Define and describe an opera as a story told through singing and music.
30. Continue to use appropriate terminology in describing music, musical instruments and voices.
31. Continue to identify woodwinds, brass, strings, percussion and keyboards as instrument families.
32. Continue to classify orchestral instruments as woodwinds, brass, strings, percussion or keyboard.
33. Continue to identify the sounds of some instruments including hand-held classroom instruments, and band/orchestral instruments.
34. Continue to learn to distinguish between children's voices/adult voices and male voices/female voices.
35. Continue to listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and or geographical content.

36. Continue to demonstrate that there are proper and respectful ways to play classroom musical instruments.
37. Continue to identify miscellaneous hand-held classroom instruments such as drums, triangles, tambourines, maracas, sand blocks, wood blocks, rhythm sticks and boom whackers.
38. Continue to differentiate and classify wood instruments from metal instruments and compare and contrast when describing their sounds.
39. Continue to play appropriately the major scale, simple melodies and bordun/ostinato patterns on xylophones and metallophones.
40. Continue to describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal and performance settings.
41. Compose a simple song with lyrics and appropriate instrumentation.