

Music Overview: Grade 2

Unit: Conversational Solfege: Pitch		
Content	Skills	Essential Questions
<ul style="list-style-type: none">• Songs containing a variety of pitches and melodic patterns• Solfege Syllables (Do, Re, Mi)• The difference between echoing and decoding• What the Curwen Hand Signs look like• Vocabulary: Pitch, Melody, High/Low, Solfege (Do, Re, Mi), Intervals (Steps/Skips), Home Tone/Tonic, Hand Signs	<ul style="list-style-type: none">• Step 1: Repertoire Readiness- sing a variety of songs• Step 2: Rote- echo short pitch patterns with solfege syllables• Step 3: Decode- pitch patterns and songs, phrase by phrase, through game and conversation	<ul style="list-style-type: none">• Can you hear whether a pitch is higher or lower than another pitch?• What is the function/meaning of each scale degree?• Why do we use solfege syllables?• Why is it important to be able to hear and understand pitches and solfege syllables before learning to read and write them?• How can decoding help us understand what we're hearing?

Unit: Conversational Solfege: Rhythm		
Content	Skills	Essential Questions
<ul style="list-style-type: none"> • A variety of songs and rhymes • Gordon syllables (Du, Du-de, Du-da-di) • Difference between echoing and decoding • 2/4 & 6/8 time signatures • What the notes look like and the parts of the notes • The terms steady beat, tempo, improvise, notation, note, time signature. 	<ul style="list-style-type: none"> • Step 1: Repertoire Readiness- sing and chant a variety of songs and rhymes • Step 2: Rote- echo short rhythm patterns • Step 3: Decode- rhythm patterns and songs, phrase by phrase, through game and conversation • Step 4: Improvise- spontaneously create original rhythmic patterns • Step 5: Read - perform short rhythm patterns with voice or instrument from notation • Step 6: Write - compose and notate original rhythmic patterns and compositions 	<ul style="list-style-type: none"> • Can you have rhythm without beat? • What is the difference between rhythm and beat? • Why do we use Gordon rhythm syllables? • How do you notate simple patterns in 2/4 & 6/8 meter? • How can different notes be combined to make new patterns? • How do you create an original rhythmic composition? • How can you notate rhythms you have improvised? • How does improvisation differ from composition? How are they similar? • How is performing my own composition different from performing the compositions of others? • How is the rote before note approach similar to learning language, reading, and writing? • Why is it important to be able to hear and understand rhythms before learning to read and write them?

Unit: Singing		
Content	Skills	Essential Questions
<ul style="list-style-type: none"> Songs containing a variety of tonal content/solfege sequences 	<ul style="list-style-type: none"> Match pitch in head voice Sing with technique and expression, alone and with a group Audiate melody Recognize melodic contour, direction, and range 	<ul style="list-style-type: none"> What are the different ways that melodies can move? How does listening to others help us match pitch more accurately? How does an individual's participation affect the ensemble as a whole? Why is it important to listen to others while singing? Why is it important to sing with expression and emotion? How can we show the music through our bodies? How does music make you feel?

Unit: Folk Dancing		
Content	Skills	Essential Questions
<ul style="list-style-type: none"> • Different formations • How their individual actions/movements affect the group 	<ul style="list-style-type: none"> • Move with choreography and coordination through space • Work with a partner, small group, or full group • Feel, organize, and move to the beat 	<ul style="list-style-type: none"> • How can we show the music through our bodies? • Why is it important to provide critique to others and offer suggestions? • How does listening differ from hearing? • Why should we learn about other cultures and their music? • How can performing folk dances build our musicianship and ensemble skills?