

Second Grade Music

Description

Students sing, play rhythm instruments, use music and movement to create, perform, and respond, while developing musical skills of literacy, listening and communication. Students will be introduced to diverse musical styles to appreciate their cultural heritage and that of others.

Every student will have the opportunity to perform in the classroom as well as in front of a community audience during the school year. Self and group discipline, self-esteem, teamwork, presentation skills, and a strong work ethic are all part of the performance experience. Students create and communicate verbally and nonverbally through self-expression using music and movement, allowing students to express their thoughts, ideas, and feelings to communicate with others as well as developing problem-solving and thinking skills. The music classroom integrates the performing arts with other the content areas.

STANDARDS

Music Literacy: Students show literacy by understanding and demonstrating concepts, skills, terminology, and processes.

Creation, Performance, and Expression: Students create, perform and express through the performing arts.

Creative Problem Solving: Students approach artistic problem solving using multiple solutions and the creative process.

Aesthetics and Criticism: Students describe

analyse, interpret, and evaluate art

ESSENTIAL QUESTIONS

Why do people create music?

How do people create music?

How do people sing and play an instrument?

How do people use music to communicate?

LEARNING GOALS/TOPICS

- **Sing expressively using dynamics and musical expression**
- **Sing from memory songs representing different genres and styles**
- **Sing simple intervals and melodies**
- **Responds to cues of a conductor while singing and moving**
- **Sings simple rounds**
- **Perform instrumental estimation while singing**
- **Read and perform solfege syllables**
- **Identify the strong beat**
- **Play and count rhythms standard notation while singing (quarter, half and whole notes)**
- **Use musical language of dynamics and tempo**

- **Recognize the timbre of orchestral instruments that are the same, similar and different**
- **Identify families of instruments and their members**
- **Responds through creative movement to music characteristics while listening to music**
- **Create a composition and/or performance**
- **Evaluating performances and compositions using musical vocabulary**
- **Demonstrate appropriate audience behavior**
- **Explain personal musical preferences using musical terminology**
- **Improvise simple melodic phrases vocally, instrumentally and/or kinesthetically**
- **Demonstrate that vibration makes sound**
- **Demonstrate how vibration affects changes in pitch**
- **Explain what makes a pitch high or low**
- **Construct a rhythm instrument with distinctive timbre**
- **Identify ways in which the elements of music are interrelated with other disciplines such as science, literature, dance, art, math, social studies, etc.**
- **Sing songs, perform dances, play musical games from various cultures and traditions**
- **Sing songs and listen to music from other historical periods**