



ASSUMPTION CATHOLIC SCHOOLS

To inspire growth and excellence grounded in Catholic principles and tradition.

Second Grade Music Curriculum Course Description

The Second Grade music curriculum is designed to continue building music skills. This curriculum includes singing skills, introduction and playing of rhythm and melodic instruments, preparing music for liturgies, listening to recommended musical pieces, exploring singing games and dances, becoming proficient at keeping a steady beat, becoming familiar with musical terms, sight singing, and reading of rhythms and notation, and music forms.

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
Rhythm Note Values Melody Vocal Skills Listening Skills Liturgical Music Composers Sight Singing	Rhythm Note Values Melody Vocal Skills Listening Skills Liturgical Music Composers Sight Singing Song Styles	Rhythm Note Values Melody Vocal Skills Listening Skills Liturgical Music Composers Sight Singing	Rhythm Note Values Melody Vocal Skills Listening Skills Liturgical Music Performance Skills	Rhythm Note Values Melody Vocal Skills Listening Skills Liturgical Music Composers Sight Singing Music Forms Song Styles	Rhythm Note Values Melody Vocal Skills Listening Skills Liturgical Music Composers Sight Singing Instrumental Accompaniments Music Forms Song Styles	Rhythm Note Values Melody Vocal Skills Listening Skills Liturgical Music Composers Sight Singing Instrumental Accompaniments Vocal Ostinatos Song Styles	Rhythm Note Values Melody Vocal Skills Listening Skills Liturgical Music Performance Skills Sight Singing Instrumental Accompaniments Partner Songs	Rhythm Note Values Melody Vocal Skills Listening Skills Liturgical Music Composers Sight Singing Instrumental Accompaniments Song Styles Descants	Rhythm Note Values Melody Vocal Skills Listening Skills Liturgical Music Composers Sight Singing Instrumental Accompaniments Song Styles

General Course Goals

1. Ongoing development of pitch matching skills, increasing range and singing a variety of songs with pleasant tone quality.
2. Ongoing development of beat and rhythm concepts.
3. Distinguish between various timbres in voices, rhythm instruments, and instruments of the orchestra.
4. Use dances and singing games to encourage movement to music and artistic expression.
5. Begin distinguishing differences in textures of music-accompanied music versus unaccompanied music.
6. Explore a variety of styles of music from various cultures.
7. Introduction of musical terms, review of those musical terms throughout the year, and utilization of those musical terms.
8. Learning of liturgical hymns and how those hymns fit with the seasons of the church year and the Liturgy of the Word.
9. Daily rhythms and sight-singing practice.
10. Use of rhythm instruments as accompaniments and to establish steady beats.
11. Development of vocal ostinatos, partner songs, and descants.

VOCABULARY

forte	ostinato	slow	legato
pianissimo	measures	barlines	mezzo piano
decrescendo	Rondo	fortissimo	whole rest
half rest	fast	harmony	quarter note
staff	piano	double barlines	legato
ABA form	whole notes		eighth note

descant

repeat sign

mezzo forte

crescendo

half note

quarter rest

staccato

eighth rest

partner songs

ABA form

Curriculum Checklist

Music

Second Grade

A: Singing

Hex 1

Hex 2

Hex 3

Hex 4

Hex 5

Hex 6

ng independently, on pitch and in rhythm with appropriate timbre, diction, and posture and maintain a steady tempo.						
A.4.2 Sing expressively with appropriate dynamics, phrasing, and interpretation.						
A.4.3 Sing from memory a varied repertoire of songs representing genres and styles form diverse cultures.						
A.4.4 Sing ostinati, partner songs, and rounds.						
A.4.5. Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of the conductor.						

B. Instrumental

Hex 1

Hex 2

Hex 3

Hex 4

Hex 5

Hex 6

B.4.1 Play on pitch, in rhythm, with appropriate dynamics, and timbre, and maintain a steady tempo.						
B.4.2 Play easy rhythmic melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.						
B.4.4 Echo short rhythmic and melodic patterns.						
B.4.6 Play independent instrumental parts while other students sing or play contrasting parts.						

C. Improvisation

Hex 1

Hex 2

Hex 3

Hex 4

Hex 5

Hex 6

C.4.1 Improvise in the same style answers to given rhythmic and melodic questions.						
C.4.2 Improvise simple rhythmic and melodic ostinato accompaniments.						
C.4.4 Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, sounds available in the classroom, body sounds, and sounds produced by electronic means.						

D. Composition

Hex 1

Hex 2

Hex 3

Hex 4

Hex 5

Hex 6

D.4.1 Create and arrange music to accompany readings and dramatizations.						
D.4.2 Create and arrange short songs and instrumental pieces within specified guidelines.						

E. Reading and Notating

Hex 1

Hex 2

Hex 3

Hex 4

Hex 5

Hex 6

E.4.1 Create and arrange music to accompany readings and dramatizations.						
E.4.2 Use system (syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.						
E.4.3 Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.						

F. Analysis

Hex 1 Hex 2 Hex 3 Hex 4 Hex 5 Hex 6

F.4.1 Identify phrases and sections of music that are the same, similar, and/or different.						
F.4.2 Identify simple music forms upon listening to a given example.						
F.4.5 Identify the sounds of a variety of instruments, including many orchestra and band instruments and instruments from various cultures, as well as male and female adult voices.						
F.4.6 Respond through purposeful physical movement to selected prominent music characteristics or to specific music events while listening to music.						

G. Evaluation.

Hex 1 Hex 2 Hex 3 Hex 4 Hex 5 Hex 6

G.4.3 Evaluate the quality of their own and others' performances and offer constructive suggestions for improvement.						
--	--	--	--	--	--	--

H. The Arts

Hex 1

Hex 2

Hex 3

Hex 4

Hex 5

Hex 6

H.4.1 Identify similarities and differences in the meanings of common terms used in the various arts.						
H.4.2 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.						

I. History and Culture

Hex 1

Hex 2

Hex 3

Hex 4

Hex 5

Hex 6

I.4.1 Demonstrate audience behavior appropriate for the context and style of music performed.						
I.4.2 Listen to and identify, by genre or style, examples of music from various historical periods and world cultures.						

I.4.4 Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.						
I.4.5 Identify and describe roles of musicians in various music settings and world cultures.						

