



EAST TROY COMMUNITY SCHOOL DISTRICT

Committed to the Growth & Success of Each Student, Each Year

Music (Grade 2)

Course Description:

The curriculum for this course is developed from the [Wisconsin Model Academic Standards for Music](#). Students in second grade participate in two 30-minute music classes each week. Students experience music through singing, playing classroom instruments, listening, folk dancing, and reading (words to a song and rhythms). The curriculum includes the following musical concepts: steady beat, rhythm, tempo, dynamics, melody and form. The Kodaly approach is used to teach rhythm and pitch. The students typically perform in one concert per year.

Essential Understandings:

1. Singing or playing an instrument requires fundamental skills for developing a foundation of personal expression, communication, and fulfillment. (A.4.1, A.4.2, A.4.4, A.4.5, B.4.1, B.4.2, B.4.3, B.4.4)
2. Musical creativity and personal expression are demonstrated through improvisation, composition, arrangement, movement or interpretation. (C.4.1, C.4.2, C.4.3, C.4.4, C.4.5, C.4.6, D.4.1, D.4.2, D.4.3, D.4.4, D.4.5)
3. Reading and understanding the language of musical notation develops a foundation for musical literacy. (E.4.1, E.4.2, E.4.3)
4. Music is appreciated and understood through analysis, description and evaluation of the musical elements. (F.4.1, F.4.3, F.4.5, F.4.6)
5. Music connects us to cultures, history, and other arts in our global society. (I.4.1, I.4.2, I.4.4)

Unit	Description of Unit and Learning Targets
Performance • What are the correct techniques for playing rhythm and mallet instruments? • What are some ways to sing in parts? • How do we improve our sing voice? • What does the conductor do? • How do we choose what songs to sing for the concert?	This unit provides opportunities for the students to continue practicing the skills needed to sing and play classroom instruments with increasing accuracy. This unit is ongoing throughout the school year. <u>Learning Targets:</u> • I can sing independently, on pitch while using my best singing voice and keeping a steady beat. • I can use my best singing posture when sitting and standing. • I can sing with expression by using dynamics and phrasing. • I can sing rounds, partner songs, and ostinatos. • I can sing in a group and match my voice to others while following the directions of the conductor. • I can play classroom instruments on pitch and in rhythm while keeping a steady beat. • I can play rhythm and melody patterns on classroom instruments. • I can use expression while playing classroom instruments. • I can echo short rhythms and melodies.
Creativity • How do we create actions and movement that fit the music? • How do composers create mood? • How/why do we use different tempos and dynamics?	This unit encompasses skills needed to develop personal expression and creativity with the voice, classroom instruments, and movement/dance. This unit is ongoing throughout the year. <u>Learning Targets:</u> • I can improvise answers to rhythmic questions. • I can improvise an ostinato on a classroom instrument. • I can create music to help tell a story. • I can use different classroom instruments to create music.

Literacy How do students demonstrate an understanding of notated music, both melodic and rhythmic?	This unit introduces and develops the skills needed to read and understand music. Students are introduced to the C major scale notated on the treble clef staff and learn the solfege hand signs. Students continue to build on rhythm reading skill using the Kodaly method. This unit is ongoing throughout the school year. <u>Learning Targets:</u> - I can read and play rhythm using ta, te te, half note, whole note, and rest. - I can feel the beat in groups of 2, 3, and 4. - I can read the notes using solfege for the C major scale written on the treble clef staff. - I can identify music term and symbols that are used in the music we are learning.
Response - Why do composers use the same and different sounds in music - How does music make me feel? - How do actions help tell the story of the songs? - How does movement fit with the music?	This unit exposes students to musical experiences that require them to express feelings and understand how music creates different moods through the use of the musical elements. Students will also have opportunities to experience live performances throughout the year. <u>Learning Targets:</u> - I can identify parts in the music that are the same, similar, and different. - I can talk about what I hear in different kinds of music and how the music makes me feel. - I can identify the different instruments that I hear in the music and the different kind of voices. - I can move and dance to the music in a way that fits with the tempo, dynamics, and beat.
Connection - How do we use music to help us celebrate the seasons and holidays? - What are some songs from around the world? - How does music help us learn to read and do math?	This unit will provide opportunities for students to relate musical experiences to other subject areas. We will also explore music that relate to the world around us (culture). <u>Learning Targets:</u> - I can demonstrate audience behavior appropriate for the style of music being performed. - I can listen to music from around the world. - I can identify music that is used in our daily life.