

General Music - 2nd Grade

Unit/Topic:	Quarter:	Time Frame:
General Music – 2 nd Grade	Full Year	Full Year
Essential Questions:		
AASA Enduring Understandings and Essential Questions		
Key Concepts:	Key Vocabulary:	
• Music can be organized into patterns • Music can be expressed in various ways • Music can be created/performed through a variety of sound sources • Music can be written with visual symbols • Music can be found in different cultures and communities	Quarter 1-2: Ostinato, hand jive, melody, melodic notation, half note, half rest Quarter 3-4: Form, AB, ABA, step, skip, leap, repeat, improvise, accompaniment, line, space, staff, treble clef, folk dance Cultures & Communities – vocabulary as appropriate for individual lessons	

Priority Standards:	Supporting Standards:
Anchor Standard 1 - Generate and conceptualize artistic ideas and work Anchor Standard 2 - Organize and develop artistic ideas and work Anchor Standard 3 - Refine and complete artistic work that demonstrate understanding of characteristics of music or texts studied in rehearsal. Anchor Standard 4 - Select, analyze, and interpret artistic work for performance Anchor Standard 5 - Develop and refine artistic work for presentation Anchor Standard 6 - Convey meaning through the presentation of artistic work Anchor Standard 7 - Perceive and analyze artistic work Anchor Standard 8 - Interpret intent and meaning in artistic work Anchor Standard 9 - Apply criteria to evaluate artistic work Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art Anchor Standard 11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	Q = Quarter Standard FY = Full Year Q1-2 MU.RE.7.2a - List and explain personal musical interests. Q3-4 MU.CR.1.2a - Improvise rhythmic and melodic patterns and musical ideas (e.g. beat, meter, and rhythm). Q3-4 MU.CR.1.2b - With appropriate guidance, generate musical ideas in multiple tonalities (e.g. major, minor, modal, and pentatonic) and meters (e.g. duple, triple, simple, and compound). Q3-4 MU.CR.3.2b - Present a final version of personal or collective musical ideas, utilizing elements of expression, to peers or informal audiences. Q3-4 MU.PR.4.3b - Demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g. meter and tonality). Q3-4 MU.PR.4.3d - Demonstrate an understanding of musical concepts (e.g. physical, verbal, or written response--understanding of musical concepts and how creators use them to convey expressive intent). Q3-4 MU.RE.7.2b - Demonstrate and identify how specific musical concepts are used in various styles of music (e.g. meter and tonality). Q3-4 MU.RE.8.2 - Demonstrate knowledge of expressive attributes and how they support creators'/performers' expressive intent (e.g. tempo, dynamics, mood, and emotion). Q3-4 MU.RE.9.2 - Apply teacher-provided criteria to evaluate musical works and performances. Q3-4 MU.CN.11.2b - Explore how context (e.g. social, cultural, and historical) can inform a performance.

	Q3-4 MU.PR.5.3b - With an appropriate level of independence use suggested strategies in rehearsal to address interpretive challenges of music. FY MU.CR.2.2a - Demonstrate and explain personal reasons for selecting musical ideas (e.g. patterns and ideas). FY MU.CR.2.2b - Use notation to document personal or collective musical ideas (e.g. sequencing). FY MU.CR.3.2a - Interpret and apply personal, peer, and teacher feedback to revise personal music. FY MU.PR.4.3a - With appropriate guidance, demonstrate and state personal interest in varied musical selections. FY MU.PR.4.3c - Read and perform rhythmic and melodic patterns using notation. FY MU.PR.5.3a - Apply personal, teacher, and peer feedback to refine performance. FY MU.PR.6.3a - Perform music with appropriate expression and technique (e.g. posture, tone, and breath support). FY MU.PR.6.3b - Perform appropriately for the audience and occasion. FY MU.CN.10.2a - Express personal preferences in music. FY MU.CN.10.2b - Explore various uses of music in daily experiences (e.g. songs of celebration, game songs, marches, T.V., movie, and video game soundtracks, dance music, and work songs). FY MU.CN.11.2a - Explore relationships between music and other content areas (e.g. such as dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
--	---