

Subject: General Music Grade: 2 Writing Date: 3/4/03 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Analyze.1** - To prepare students to evaluate the aesthetic and structural content of music, all students will be provided with guided listening opportunities through a variety of musical examples. Through these activities the students will develop the ability to make critical determinations about music.

NYS: **Standard 3:** Responding to and analyzing works of art.

<p align="center"><b>Content / Key Idea</b> (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center"><b>Understandings</b></p>	<p align="center"><b>Essential Knowledge</b> (What students must know.)</p> <p align="center"><b>content facts mastery vocabulary</b> (major understandings – new NYS standards term)</p>	<p align="center"><b>Essential Skills</b> (What students must be able to do.)</p>
	<p align="center">Exposure (E)                      Mastery (M) Instruction (I)                      Reinforcement (R)</p>	<p><b>May include such skills as:</b> All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p><b>The students should understand:</b></p> <p>How to recognize patterns in music and will experience music that reflects different moods and simple forms (verse and refrain, ABA, Rondo)</p>	<p><b>The students must know:</b></p> <ul style="list-style-type: none"> <li>• <b>The definition of: <u>introduction</u></b> - Music that’s played before the singing begins.</li> <li>• <b>The definition of: <u>ostinato</u></b> - A rhythm or melody pattern that repeats.</li> <li>• <b>The definition of: <u>verse and refrain</u></b> - Verse - The words change while the melody stays the same. - Refrain – The words and melody stay the same.</li> <li>• <b>The definition of: <u>waltz</u></b> - A dance form in 3/4 time.</li> <li>• <b>The definition of: <u>ABA</u></b> - same/different/same</li> <li>• <b>The definition of: <u>rondo</u></b> - A form that begins and ends with the A section with at least 3 different parts. (ABACA...)</li> <li>• <b>The definition of: <u>phrase</u></b> - A musical sentence.</li> </ul>	<p><b>The students must be able to:</b></p> <ul style="list-style-type: none"> <li>• Interpret music through visual art media.</li> <li>• Respond to the mood of the music with spontaneous and planned movement.</li> <li>• Differentiate between like and unlike phrases and patterns.</li> <li>• Identify simple forms: verse and refrain, ABA, rondo, introduction, and ostinati.</li> <li>• Recognize common styles: waltz</li> </ul>

Subject: General Music Grade: 2 Writing Date: 3/4/03 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Analyze.2** - To prepare students to evaluate the aesthetic and structural content of music, all students will be provided with guided listening opportunities through a variety of musical examples. Through these activities the students will develop the ability to make critical determinations about music.

NYS: **Standard 3:** Responding to and analyzing works of art.

<p align="center"><b>Content / Key Idea</b> (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center"><b>Understandings</b></p>	<p align="center"><b>Essential Knowledge</b> (What students must know.)</p> <p align="center"><b>content facts mastery vocabulary</b> (major understandings – new NYS standards term)</p>	<p align="center"><b>Essential Skills</b> (What students must be able to do.)</p>
	<p align="center">Exposure (E)                      Mastery (M) Instruction (I)                      Reinforcement (R)</p>	<p><b>May include such skills as:</b> All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p><b>The students should understand:</b></p> <p>Students will formulate opinions about live and recorded performances based on musical elements.</p>	<p><b>The students must know:</b></p> <ul style="list-style-type: none"> <li>• The elements of music: <ul style="list-style-type: none"> <li>Tempo – fast/slow</li> <li>Dynamics – loud (f), soft (p)</li> <li>Long/Short sounds</li> <li>High/Low sounds</li> </ul> </li> </ul>	<p><b>The students must be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss the elements of music within a piece of performed music.</li> </ul>

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Pittsford Standard: **Communicate.1** – To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise.

NYS: Standard

<p align="center"><b>Content / Key Idea</b> (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center"><b>Understandings</b></p>	<p align="center"><b>Essential Knowledge</b> (What students must know.)</p> <p align="center"><b>content facts mastery vocabulary</b> (major understandings – new NYS standards term)</p>	<p align="center"><b>Essential Skills</b> (What students must be able to do.)</p>
	<p align="center">Exposure (E)                      Mastery (M) Instruction (I)                      Reinforcement (R)</p>	<p><b>May include such skills as:</b> All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p><b>The students should understand:</b></p> <p>Develop an awareness of the function of music within a variety of cultures.</p>	<p><b>The students must know:</b></p> <ul style="list-style-type: none"> <li>• The function and historic importance of music in every culture.               <ol style="list-style-type: none"> <li>1) Music for holidays</li> <li>2) Cultural music</li> <li>3) Seasonal songs</li> </ol> </li> </ul> <p><u>Holiday</u> -</p> <ul style="list-style-type: none"> <li>– “Over the River and through the Woods” – <u>The Music Connection</u></li> <li>– “Halloween is a Very Unusual Night” – <u>The Music Connection</u></li> </ul> <p><u>Cultural</u> -</p> <ul style="list-style-type: none"> <li>– “Mama Paquita” – <u>The Music Connection</u> (Brazilian)</li> <li>– “Sunset” – <u>The Music Connection</u> (Native American)</li> </ul> <p>* We’ve dropped seasonal from this point because it’s not applicable with older grades.</p>	<p><b>The students must be able to:</b></p> <ul style="list-style-type: none"> <li>• Sing, play instruments, move, and listen to a variety of songs from different periods, styles, and cultures.</li> </ul>

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Pittsford Standard: **Communicate.2** - To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise.

NYS: Standard

<p align="center"><b>Content / Key Idea</b> (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center"><b>Understandings</b></p>	<p align="center"><b>Essential Knowledge</b> (What students must know.)</p> <p align="center"><b>content facts mastery vocabulary</b> (major understandings – new NYS standards term)</p>	<p align="center"><b>Essential Skills</b> (What students must be able to do.)</p>
	<p align="center">Exposure (E)      Mastery (M) Instruction (I)      Reinforcement (R)</p>	<p><b>May include such skills as:</b> All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p><b>The students should understand:</b></p> <p>Students will understand how to identify the universal traits of music and their relationship to other art forms.</p>	<p><b>The students must know:</b></p> <p><b>None for this grade level</b></p>	<p><b>The students must be able to:</b></p>

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Pittsford Standard: **Communicate.3** – To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise.

NYS: Standard

<p align="center"><b>Content / Key Idea</b> (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center"><b>Understandings</b></p>	<p align="center"><b>Essential Knowledge</b> (What students must know.)</p> <p align="center"><b>content facts mastery vocabulary</b> (major understandings – new NYS standards term)</p>	<p align="center"><b>Essential Skills</b> (What students must be able to do.)</p>
	<p align="center">Exposure (E)                      Mastery (M) Instruction (I)                      Reinforcement (R)</p>	<p><b>May include such skills as:</b> All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p><b>The students should understand:</b></p> <p>the communicative qualities of music.</p>	<p><b>The students must know:</b></p> <ul style="list-style-type: none"> <li>• <b>The definition of:</b> <ul style="list-style-type: none"> <li><u>Staccato</u> – short and disconnected notes</li> <li><u>Legato</u> – smooth and connected notes</li> </ul> </li> <li>• A variety of song literature, including rote songs.</li> </ul>	<p><b>The students must be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify and use of staccato and legato through discussion and performance.</li> </ul>

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Pittsford Standard: **Create.1** – To inspire students in the application of their musical knowledge all students will be provided with opportunities to create music through composition and improvisation.

NYS: Standard

<p align="center"><b>Content / Key Idea</b> (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center"><b>Understandings</b></p>	<p align="center"><b>Essential Knowledge</b> (What students must know.)</p> <p align="center"><b>content facts mastery vocabulary</b> (major understandings – new NYS standards term)</p>	<p align="center"><b>Essential Skills</b> (What students must be able to do.)</p>
	<p align="center">Exposure (E)                      Mastery (M) Instruction (I)                      Reinforcement (R)</p>	<p><b>May include such skills as:</b> All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p><b>The students should understand:</b></p> <p>Students will create short compositions.</p>	<p><b>The students must know:</b></p> <ul style="list-style-type: none"> <li>• Curwin/Kodaly hand signs and syllables for <b>do, re, mi, sol, la</b></li> <li>• Rhythms and Kodaly rhythm syllables – quarter note (ta), quarter rest, and eighth notes (ti-ti), <b>half note (ta-a), half rest, whole note (ta-a-a-a), whole rest</b></li> </ul>	<p><b>The students must be able to:</b></p> <ul style="list-style-type: none"> <li>• Compose short rhythm patterns for instruments / voices.</li> <li>• Compose short melodic patterns for instruments / voices.</li> </ul>

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Pittsford Standard: **Create.1** – To inspire students in the application of their musical knowledge all students will be provided with opportunities to create music through composition and improvisation.

NYS: Standard

<p align="center"><b>Content / Key Idea</b> (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center"><b>Understandings</b></p>	<p align="center"><b>Essential Knowledge</b> (What students must know.)</p> <p align="center"><b>content facts mastery vocabulary</b> (major understandings – new NYS standards term)</p>	<p align="center"><b>Essential Skills</b> (What students must be able to do.)</p>
	<p align="center">Exposure (E)      Mastery (M) Instruction (I)      Reinforcement (R)</p>	<p><b>May include such skills as:</b> All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p><b>The students should understand:</b></p> <p>Students will improvise short compositions.</p>	<p><b>The students must know:</b></p> <ul style="list-style-type: none"> <li>• Kodaly/Curwin hand signs and syllables for <b>do, re, mi, sol, and la.</b></li> <li>• Rhythms and Kodaly rhythm syllables – quarter note (ta), quarter rest, and eighth notes (ti-ti), <b>half note (ta-a), half rest, whole note (ta-a-a-a), whole rest</b></li> <li>• <b>The definition of: Question/answer phrases -</b> Two equal-length phrases, antecedent/consequent, that complement one another and ends on a final point. (strong beat and/or tonic)</li> </ul>	<p><b>The students must be able to:</b></p> <ul style="list-style-type: none"> <li>• Improvise short rhythm patterns for instruments /voices.</li> <li>• Improvise short melodic patterns for instruments/ voices.</li> <li>• Improvise question/answer phrases for instruments/ voices.</li> </ul>

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Pittsford Standard: **Perform.1** – To foster further understanding of music and its elements all students will be provided with classroom and/or ensemble performance opportunities.

NYS: Standard

<p align="center"><b>Content / Key Idea</b> (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center"><b>Understandings</b></p>	<p align="center"><b>Essential Knowledge</b> (What students must know.)</p> <p align="center"><b>content facts mastery vocabulary</b> (major understandings – new NYS standards term)</p>	<p align="center"><b>Essential Skills</b> (What students must be able to do.)</p>
	<p align="center">Exposure (E)                      Mastery (M) Instruction (I)                      Reinforcement (R)</p>	<p><b>May include such skills as:</b> All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p><b>The students should understand:</b></p> <p>Through a variety of performance opportunities, students will demonstrate their progressive understanding of musical skills using repertoire appropriate to the level of achievement.</p>	<p><b>The students must know:</b></p> <ul style="list-style-type: none"> <li>• How to identify, from notation, phrases being the same or different.</li> <li>• How to read and sing melodic notation using solfege and Kodaly/Curwin hand signals.</li> <li>• Kodaly hand signs and syllables – <b>do, re, mi, sol, la</b></li> <li>• How to Read and perform -             <ul style="list-style-type: none"> <li>- Quarter notes, Eighth notes, Quarter rest, Half note, Half rest, Whole note, Whole rest</li> </ul> </li> <li>• <b>The definition of:</b> <ul style="list-style-type: none"> <li>- <u>Repeat sign</u> – repeat section within the two lines and two dots</li> <li>- <u>Coda</u> – a special ending</li> <li>- <u>D.C. al fine</u> – go back to the beginning and sing to the fine (end).</li> </ul> </li> </ul>	<p><b>The students must be able to:</b></p> <ul style="list-style-type: none"> <li>• Sing and/or play individually in classroom performances.</li> <li>• Play and sing symbols representing melodic contour.</li> <li>• Sing melodic patterns using solfege and Kodaly hand signals for <b>do, re, mi, sol, la</b>.</li> <li>• Read and sing melodic notation using solfege and Kodaly hand signals for <b>do, re, mi, sol, la</b>.</li> <li>• Perform rhythm patterns with clapping and Kodaly rhythm syllables.</li> <li>• Sing in tune individually, using a clear free tone.</li> <li>• Sing melodies with or without simple accompaniments.</li> <li>• Sing rounds and melodies with simple ostinati.</li> </ul>



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Unit: \_\_\_\_\_ Total Time for Instruction: \_\_\_\_\_ Sequential Significance: \_\_\_\_\_

Pittsford Standard: **Perform.2** – To foster further understanding of music and its elements all students will be provided with classroom, solo, and/or ensemble performance opportunities.

NYS: Standard

<p align="center"><b>Content / Key Idea</b> (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center"><b>Understandings</b></p>	<p align="center"><b>Essential Knowledge</b> (What students must know.)</p> <p align="center"><b>content facts mastery vocabulary</b> (major understandings – new NYS standards term)</p>	<p align="center"><b>Essential Skills</b> (What students must be able to do.)</p>
	<p align="center">Exposure (E)                      Mastery (M) Instruction (I)                      Reinforcement (R)</p>	<p><b>May include such skills as:</b> All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p><b>The students should understand:</b></p> <p>Using a repertoire of various genres and styles, students will develop an individual level of performance proficiency that will enable them to evolve in the area of self-expression.</p>	<p><b>The students must know:</b></p> <ul style="list-style-type: none"> <li>• Identify, from notation, phrases being the same or different.</li> <li>• How to read and sing melodic notation using solfège and Kodaly/Curwin hand signals.</li> <li>• Kodaly hand signs and syllables – <b>do, re, mi, sol, la</b></li> <li>• How to Read and perform - Quarter note, Eighth notes, Quarter rest, Half note, Half rest, Whole note, Whole rest</li> <li>• <b>The definition of:</b> <ul style="list-style-type: none"> <li>- <u>Repeat sign</u> – repeat section within the two lines and two dots</li> <li>- <u>Coda</u> – a special ending</li> <li>- <u>D.C. al fine</u> – go back to the beginning and sing to the fine (end).</li> </ul> </li> </ul>	<p><b>The students must be able to:</b></p> <ul style="list-style-type: none"> <li>• Sing and/or play individually in classroom performances.</li> <li>• Play and sing symbols representing melodic contour.</li> <li>• Sing melodic patterns using solfège and Kodaly hand signals for <b>do, re, mi, sol, la</b>.</li> <li>• Read and sing melodic notation using solfège and Kodaly hand signals for <b>do, re, mi, sol, la</b>.</li> <li>• Perform rhythm patterns with clapping and Kodaly rhythm syllables.</li> <li>• Sing in tune individually, using a clear free tone.</li> <li>• Sing melodies with or without simple accompaniments.</li> <li>• Sing rounds and melodies with simple ostinati.</li> </ul>