



## Course Outcome Summary

### Course Information: **Music 2**

**Description:** Students will strengthen musical concepts: culturally, rhythmically and melodically.

**Instruction Level:** Grade 2

### Course Standards:

- Sings ostinatos (repetition of a short musical pattern), and rounds
- Echoes short rhythms (2-4 measure) and melodic patterns
- Knows standard symbols used to notate meter (e.g., 2/4, 3/4, 4/4 time signatures), rhythm (e.g., whole, half, dotted half, quarter, eighth notes), pitch (e.g., notes in treble clef), and dynamics (e.g., p, f, <, >) in simple patterns
- Uses a system (e.g., syllables, numbers, letters) to read simple pitch notation in the treble clef in major keys
- Knows characteristics that make certain music suitable for specific uses/major and minor
- Knows appropriate audience behavior for the context and style of music performed

### Unit

---

1. Quarter 1
2. Quarter 2
3. Quarter 3
4. Quarter 4

### Unit Outlines

---

#### 1. Quarter 1

##### Standards:

Students will:

- Sing songs and play music from diverse cultures with repetition and contrast.
- Listen, sing and play games from various cultures in 2/4, 3/4 and 4/4 meter.
- Recognize the direction of melodies.
- Listen to songs in AB and ABA form while showing appropriate audience etiquette.
- Listen to music memory selections as examples of same and different textures.
- Identify same and different tempos in music.
- Improvise 4 to 8 beats on selected rhythm instruments.
- Listen, using appropriate audience etiquette, to music from various periods of history and culture.

**Essential Question:**

- How does knowing how to read music fit into any culture and time frame?

**Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will understand the mechanics behind music notation, and see how that knowledge fits into any cultural and musical scenario.

**2. Quarter 2****Standards:**

Students will:

- Demonstrate correct singing posture.
- Read and perform the rhythms quarter notes, eighth notes, quarter rests, half notes and half rests in musical examples.
- Recognize notes on the staff as high or low.
- Demonstrate knowledge of the same and different in musical examples.
- Listen to and understand the terms thick and thin as it applies to texture.
- Identify same and different dynamics in musical examples.
- Improvise for 4 to 8 beats on selected rhythm or Orff instruments using *sol*, *mi* and *la*.

**Essential Question:**

Students will be able to answer the question(s):

- How does reading the road map of a piece give greater understanding of it?

**Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Student will understand basic pitch and discuss using musical terminology when discussing musical examples

**3. Quarter 3****Standards:**

Students will:

- Sight sing melodies including *sol*, *mi*, *la* and *do*.
- Identify and sing in a light voice or head voice.
- Read and sing songs including *sol*, *mi*, *la* and *do*.
- Sing in AB and ABA form.
- Accompany songs from various cultures on rhythm and Orff instruments.
- Recognize musical symbols and terms including: staff, note head, stem, rest, bar line, measure, repeat sign, double bar line and flag.
- Understand the terms and roles of Composer, Instrumentalist, Singer, Lyricist and Audience.

**Essential Question:**

Students will be able to answer the question(s):

- How do we sing and what do we sing?

**Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will sing using solfege and understand basic music theory

**4. Quarter 4****Standards:**

Students will:

- Sing a solo.
- Relate AB and ABA form to non-musical examples.
- Identify vocal timbres and orchestral instruments and families by sight and sound.
- Sing songs in various textures: part of a group and as a solo.
- Identify and define *piano*, *forte*, *pianissimo*, and *fortissimo*.
- Compose rhythms using quarter notes, eighth notes, quarter rests, half notes and half rests.
- Compose melodies using sol, mi, la, and do.

**Essential Question:**

Students will be able to answer the question(s):

- Can we use what we have learned to create new things?

**Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Using what they have learned, students will create and analyze musical works