



**SPRING GROVE AREA SCHOOL DISTRICT**



**PLANNED COURSE OVERVIEW**

<b>Course Title:</b> Essential Music <b>Grade Level(s):</b> 2 <b>Units of Credit:</b> N/A <b>Classification:</b> Required	<b>Length of Course:</b> 30 cycles <b>Periods Per Cycle:</b> 1 <b>Length of Period:</b> 40 minutes <b>Total Instructional Time:</b> 20 hours
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***Course Description***

Students in second grade will develop a deeper understanding of the basic elements of music that they learned in first grade: dynamics, melody, harmony, rhythm, instruments, tempo, meter, and timbre. They will be able to sing using proper technique as well as perform a variety of rhythms in duple meter and read duple rhythms that consist of quarter notes and eighth notes and rhythms in triple meter that consist of dotted quarter notes and eighth notes. Students will also continue to recognize and identify melodic direction; studying forms such as echo songs, call-and-response, phrases, and AB form. They will be able to identify the pitch syllables do, re, and mi; and determine the meter of a song by sets of two (duple) or three (triple). Students will also be introduced to the different instrument families (Strings, Woodwinds, Brass, and Percussion) and identify important pieces of Classical repertoire. These concepts will be reinforced through the use of singing games, classroom instruments, body percussion, movement activities, and performance preparation.

***Instructional Strategies, Learning Practices, Activities, and Experiences***

Modeling Pitched and Unpitched Instruments Movement Activities (exploration, form, steady beat, dancing, circle games)	Chants and Songs Part Performance (ostinatos, echo/call and response, rounds, harmony) Guided Practice	Rhythm Process (echo, decode, read, write, create) Rhythmic and Melodic Echoing Pitch Exploration
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***Assessments***

Teacher Observation	Solo Singing/Performance (rubric)	Rhythm Reading and Writing (rubric)
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***Materials/Resources***

Teacher's Song File Music Literacy and Folk Music Textbooks	Pitched and Unpitched Instruments	Related CDs and Music Files
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**Adopted:** 3/16/88

**Revised:** 9/3/91; 7/21/99; 8/17/15; 4/12/11; 6/20/11; 5/15/2017



CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>III. Melody</p> <ul style="list-style-type: none"> <li>I. Direction (including high, middle, low)</li> <li>II. Do, Re, Mi</li> </ul> <p>IV. Rhythm and Meter</p> <ul style="list-style-type: none"> <li>I. Steady Beat</li> <li>II. Rhythm (Duple – quarter and eighth notes; Triple – dotted quarter and eighth notes)               <ul style="list-style-type: none"> <li>i. Echo</li> <li>ii. Decode</li> <li>iii. Read</li> <li>iv. Write</li> <li>v. Create</li> <li>vi. Perform</li> </ul> </li> <li>III. Meter               <ul style="list-style-type: none"> <li>i. Duple</li> <li>ii. Triple</li> </ul> </li> </ul>	<p>III. Melody</p> <ul style="list-style-type: none"> <li>a. Objectives           <ul style="list-style-type: none"> <li>i. The student will analyze a melodic unit and determine and demonstrate its direction.</li> <li>ii. The student will echo do, re, mi patterns demonstrating a singing voice, correct pitches, and correct solfege.</li> <li>iii. The student will be able to reproduce a given melodic phrase demonstrating a singing voice and correct pitches.</li> </ul> </li> <li>b. Standards           <ul style="list-style-type: none"> <li>i. <b>9.1.3.A</b> Know and use the elements and principles of each art form to create works in the arts and humanities.</li> <li>ii. <b>9.1.3.B</b> Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</li> <li>iii. <b>9.1.3.C</b> Recognize and use fundamental vocabulary within each of the art forms.</li> </ul> </li> </ul> <p>IV. Rhythm and Meter</p> <ul style="list-style-type: none"> <li>a. Objectives           <ul style="list-style-type: none"> <li>i. The student will be able to infer and demonstrate a steady beat.</li> <li>ii. The student will be able to echo and decode basic duple and triple rhythm patterns demonstrating correct rhythm and syllables.</li> <li>iii. The student will be able to synthesize previously practiced and learned rhythms in order to read, write, and create rhythms.</li> <li>iv. The student will be able to demonstrate duple and triple meter through movement and analyze the meter of a song or chant.</li> </ul> </li> <li>b. Standards           <ul style="list-style-type: none"> <li>i. <b>9.1.3.A</b> Know and use the elements and principles of each art form to create works in the arts and humanities.</li> <li>ii. <b>9.1.3.B</b> Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</li> <li>iii. <b>9.1.3.C</b> Recognize and use fundamental vocabulary within each of the art forms.</li> </ul> </li> </ul>



CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>VII. Movement</p> <ul style="list-style-type: none"> <li>I. Exploration (Laban movement)</li> <li>II. Form</li> <li>III. Beat</li> <li>IV. Dances/Circle Games</li> </ul>	<p>VII. Movement</p> <ul style="list-style-type: none"> <li>a. Objectives           <ul style="list-style-type: none"> <li>i. The student will be able to show Laban movement.</li> <li>ii. The student will be able to analyze and show form through identifying movements.</li> <li>iii. The student will be able to infer and demonstrate a steady beat while demonstrating duple and triple meters.</li> <li>iv. The student will be able to synthesize rhythms and movement in order to perform rhythms using body percussion or classroom percussion instruments.</li> <li>v. The student will be able to perform beginning folk dances and song games.</li> </ul> </li> <li>b. Standards           <ul style="list-style-type: none"> <li>i. <b>9.1.3.A</b> Know and use the elements and principles of each art form to create works in the arts and humanities.</li> <li>ii. <b>9.1.3.B</b> Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</li> <li>iii. <b>9.1.3.C</b> Recognize and use fundamental vocabulary within each of the art forms.</li> <li>iv. <b>9.1.3.E</b> Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.</li> <li>v. <b>9.3.3.B</b> Know that works in the arts can be described by using the arts elements, principles, and concepts.</li> <li>vi. <b>9.2.3.K</b> Identify, explain, and analyze traditions as they relate to works in the arts.</li> </ul> </li> </ul>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>VIII. Instrument Families            I. Strings            II. Woodwinds            III. Brass            IV. Percussion</p> <p>IX. Music Recognition            I. Feeling/Emotions/Moods</p>	<p>VIII. Instrument Families            a. Objectives                i. The student will be able to identify basic instrument families and connect an instrument to its sound/timbre.            b. Standards                i. <b>9.1.3.B</b> Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.                ii. <b>9.1.3.C</b> Recognize and use fundamental vocabulary within each of the art forms.</p> <p>IX. Music Recognition            a. Objectives                i. The student will be able to recognize important pieces of Classical music and connect that music to basic feelings and moods.            b. Standards                i. <b>9.3.3.A</b> Recognize critical processes used in the examination of works in the arts and humanities.                ii. <b>9.3.3.B</b> Know that works in the arts can be described by using the arts elements, principles, and concepts.                iii. <b>9.4.3.D</b> Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities.</p>