

# Elementary Music Curriculum Outline-2nd Grade

	Singing/Saying	Playing Instruments	Creating/Improvising	Reading/Writing	Listening/Analyzing	Movement	Vocabulary	
	Student Demonstrates	Student Demonstrates	Student Demonstrates	Student Demonstrates	Student Demonstrates	Student Demonstrates	Student Recognizes	
Pitch	** I can tunelessly sing melodic patterns by myself and in groups. ** I can sing music with melodic notation such as DRMSL.	** I can rhythmic patterns using classroom instruments. ** I can play melodic notation including DRMSL.	** I can create pentatonic melodic patterns and phrases using standard staff notation (DRMSL). ** I can explore new musical ideas in phrases using my voice.	** I can read and reproduce pentatonic melodic patterns using standard staff notation (DRMSL). ** I can read and audiate music using steps, skips, and repeats.	** I can recognize DRMSL in simple aural examples. ** I can distinguish between higher and lower in musical performances.	** I can move to show pitches as they move higher and lower.	** Pitch ** Do ** Re ** Mi * Sol ** La ** Step ** Skip ** Repeats ** Higher ** Lower.	
Harmony	** I can speak/sing partwork such as rhythmic and melodic ostinati.	** I can perform simple partwork on instruments including chord bordun, broken bordun, and rhythmic ostinati accompaniment.	** I can create and perform vocal explorations. ** I can create accompaniments using rhythmic ostinati.		** I can identify melody alone vs. melody with accompaniments.		** Ostinato ** Melody ** Accompaniment	
Beat, Rhythm, & Meter	** I can tunelessly sing rhythmic patterns by myself and in groups. ** I can sing music with notation including quarter notes/rests, half notes/rests, whole notes/rests, and paired eighth notes.	** I can melodic patterns using classroom instruments. ** I can play rhythmic notation including quarter notes/rests, half notes/rests, whole notes/rests, and paired eighth notes.	** I can create rhythmic patterns using standard notation in 2/4 meter including quarter/notes/rests, half notes/rests, whole notes, rests, and paired eighth notes. ** I can explore new musical ideas in phrases using classroom instruments.	** I can read and reproduce rhythmic patterns and phrases using standard notation in 2/4 meter including quarter notes/rests, half notes/rests, whole notes/rests, and paired eighth notes. ** I can read rhythmic phrases with a tie.	* I can recognize quarter notes/rests, half notes/rests, whole notes/rests, paired eighths, and steady beat in simple aural examples. ** I can distinguish between beat and rhythm in musical examples. ** I can use language to decipher the rhythm of the words to create music.	** I can move to show longer and shorter sounds. ** I can move to show duple and triple meter.	** Steady Beat ** Quarter Notes/Rests ** Half notes/Rests ** Whole notes/rests ** Paired Eighth Notes ** 2/4 Meter ** Meter in 2 ** Meter in 3 ** Rhythm	
Form			** I can organize rhythmic and melodic phrases to create elemental forms.	** I can read and interpret a repeat sign in musical examples.	** I can identify simple small forms such as AB, ABA, AABA, and ABAC. ** I can distinguish simple patterns in musical performances. ** I can identify a repeat sign.	** I can move to show repetition and contrast in aural examples. ** I can use movement to respond to short musical examples.	** Form ** Phrase ** Repeat Sign	
Expressive Qualities	** I can perform music in tempos such as presto, allegro, moderato, andante, and largo. ** I can perform dynamics such as forte, piano, fortissimo, and pianissimo.			** I can create music with tempo markings such as allegro and largo. ** I can create music with dynamics markings such as forte and piano. ** I can create sound exploration on pitched and unpitched instruments.	** I can read and reproduce tempo markings such as allegro and largo. ** I can read and reproduce dynamics markings such as forte and piano.	** I can move to show changes in tempo and dynamics.	** Tempo ** Presto ** Allegro ** Moderato ** Andante ** Largo ** Dynamics ** Forte ** Piano ** Fortissimo ** Pianissimo	
	** I can use expressive qualities in a speech piece.							
Timbre, Instruments, & Texture	I can perform tunelessly using my head voice.	* I can demonstrate efficiency in playing a multiple of classroom instruments.			** I can identify unison versus ensemble in aural examples. ** I can identify instruments aurally and visually.		** Unison ** Ensemble ** Instrument Families ** Woodwinds ** Brass ** Strings ** Percussion	
Historical/Cultural	** I can perform songs, rhymes, and musical games including patriotic, folk, and seasonal music.		** I can create phrases to add to cultural music.	** I can read and interpret rhythmic and melodic notation in the context of a historical/cultural song.	** I can differentiate between Western and Eastern music in simple examples.			
Response, Evaluation, & Technique	** I can exhibit proper stage etiquette during live performances. ** I can produce quality sounds with my singing voice.	** I can exhibit proper mallet technique while playing. ** I can alternate hands while playing keyboard instruments.			** I can exhibit proper audience etiquette in live and recorded performances.	** I can maintain personal space when moving. ** I can move by traveling and being stationary.		