

## CURRICULUM MAP MUSIC– GRADE TWO

August/September	October	November	December
<p><b>Historical, Cultural and Social Contexts</b> 2. Identify and describe contrasting music styles (e.g., marches and lullabies). 3. Sing, listen and move to music from various historical periods.</p> <p><b>Creative Expression and Communication</b> 1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch.</p> <p><b>Valuing Music/Aesthetic Reflection</b> 1. Participate in developmentally appropriate music activities.</p>	<p><b>Historical, Cultural and Social Contexts</b> 1. Identify and demonstrate rounds/canons.</p> <p><b>Creative Expression and Communication</b> 2. Use the head voice to produce a light, clear sound and maintain appropriate posture. 6. Read, write and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).</p> <p><b>Valuing Music/Aesthetic Reflection</b> 3. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.</p> <p><b>Connections, Relationships and Applications</b> 1. Respond to music using dance, drama and visual art.</p>	<p><b>Creative Expression and Communication</b> 3. Play, alone and with others, a variety of classroom instruments with proper technique.</p> <p><b>Analyzing and Responding</b> 1. Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege).</p> <p><b>Connections, Relationships and Applications</b> 2. Recognize similarities and differences among the arts, including music, dance, drama and visual art.</p>	<p><b>Historical, Cultural and Social Contexts</b> 5. Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).</p> <p><b>Analyzing and Responding</b> 2. Identify and respond to the patterns of same and different phrases in simple poems and songs.</p>

## CURRICULUM MAP MUSIC– GRADE TWO

January	February	March/April	May
<p><b>Creative Expression and Communication</b> 5. Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.</p> <p><b>Connections, Relationships and Applications</b> 3. Identify and describe connections between music experiences and other curricular subjects (e.g., English language arts, mathematics and social studies).</p>	<p><b>Valuing Music/Aesthetic Reflection</b> 4. Demonstrate how music communicates meaning of text, feelings and moods or images.</p> <p><b>Connections, Relationships and Applications</b> 4. Identify various uses of music in the United States.</p>	<p><b>Historical, Cultural and Social Contexts</b> 4. Identify, listen and respond to music of different composers.</p> <p><b>Creative Expression and Communication</b> 4. Improvise and compose simple rhythmic and melodic phrases.</p> <p><b>Connections, Relationships and Applications</b> 5. Identify the role of a musician.</p>	<p><b>Analyzing and Responding</b> 3. Identify selected music instruments (e.g., flute, trumpet, guitar, violin, sitar, congas, bagpipes, synthesizer). 4. Discuss individual and group music performance.</p> <p><b>Valuing Music/Aesthetic Reflection</b> 2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.</p>