



Vocal Music

2nd Grade

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Reviewed by Curriculum Advisory Committee on November 13, 2014

Presented to the Board of Education on January 13, 2015

COURSE TITLE: Vocal Music 2

GRADE LEVEL: Second Grade

CONTENT AREA: Music

Course Description:

In Second grade music, students explore the basic elements of music through singing, moving, listening, and playing classroom instruments. Students are rapidly developing their ability to describe music, and can communicate and understand music using icons. This is in line with developmental appropriateness.

Course Rationale:

Music is universal. In all societies, people sing, dance, and play instruments. All forms of music expression are keys to cultural heritage. People use music as a means of expressing their emotions. Music enhances the quality of life.

Music education contributes to the emotional, intellectual, aesthetic, and physical development of the child. Every child should have the opportunity to explore music, to develop a knowledge of musical concepts, to participate in musical performance, and to develop innate musical talents.

Music, by its very nature, encompasses all other core and non-core content areas. The cross-curricular connections are organic and authentic; they are inherently embedded in all music strands and activities.

A complete program of music education, while instilling an appreciation for all types of music, ensures that students have the knowledge necessary to make informed, intelligent decisions about the music they choose to have in their lives.

Course Scope and Sequence

Unit 1: Expressive Qualities (5 class periods)	Unit 2: Form (5 class periods)	Unit 3: Harmony/Texture (5 class periods)
Unit 4: History/Culture (5 class periods)	Unit 5: Melody (5 class periods)	Unit 6: Rhythm/Meter (5 class periods)
Unit 7: Timbre (5 class periods)		

Essential Terminology/Vocabulary

AB Form	Notation	Whole note/rest
African American	Ostinato	
Call/response	Patriotic	
Composition	Patterns	
Contour	Performance	
Cooperation	Piano	
Downward	Pitch	
Dynamics	Pitched percussion	
Eighth note pair	Quarter note/rest	
Fast	Question/answer	
Form	Refrain	
Forte	Repeat sign	
Half note/rest	Rhythm	
History	Singing games	
Introduction	Slow	
Italian	Socialization	
Leader	Soft	
Listening	Steady beat	
Loud	Tempo	
Melody	Upward	
Native American	Verse	
Non-pitched percussion		

Proposed Course Materials and Resources:

Online Learning Exchange Interactive Music, Published by Silver Burdett with Alfred, Copyright 2014

Midisaurus – Teacher Edition

All applicable audio/video recordings and internet sites as needed

All applicable technological devices, and the corresponding apps, including, but not limited to: ipods, ipads, android tablets, audio recording devices, midi devices (if available)

All applicable text resources and handouts

Classroom instruments

Guest Artists or Educators from professional performance companies, including, but not limited to: Saint Louis Symphony Orchestra, COCA, Opera Theatre of Saint Louis, The Sheldon Concert Hall, The Repertory Theatre of Saint Louis, Dance Saint Louis, The Black Rep, and any performers participating in the E. Des Lee Collaborative at the University of Missouri- Saint Louis

All applicable choral and instrumental sheet music to be performed or analyzed by students

Second Grade Vocal Music Scope and Sequence

	Expressive Qualities	Form	Harmony/ Texture	History/ Culture	Melody	Rhythm/ Meter	Timbre
2	<p>Demonstrate loud and soft dynamics [p, f] and fast and slow tempo PP1B2 PP2B2</p> <p>Identify p for piano and f for forte EP1C2</p> <p>Use prerequisite terms to describe personal response to a musical example-tempo AP2B2</p>	<p>Recognize basic forms and composition techniques: question/ answer, call/ response, AB, repeated patterns, verse/ refrain, repeat sign, introduction AP1A2</p> <p>Improvise short rhythmic and melodic patterns PP3A2</p>	<p>Perform/ Recognize ostinato PP1D2</p>	<p>Perform a varied repertoire of songs, including: patriotic, folk, seasonal, spirituals PP1C2 PP2C2</p> <p>Perform teacher-selected genres or styles: Patriotic, Native American, African American, Singing Games HC1A2 HC1B2 HC1C2</p>	<p>Apply accurate pitch relationships while singing in a limited range [la sol mi re do] PP1A2</p> <p>Identify melodies that move up, down, or stay the same EP1B2</p>	<p>Perform/read the following rhythmic patterns using standard or iconic notation: Whole note/rest Quarter note/rest Half note/ rest Eighth note pair PP2A2 EP1A2</p> <p>Create a rhythmic composition using icons PP4A2</p>	<p>Differentiate between classroom pitched/non-pitched percussion instruments AP1B2</p>