

**Second Grade**

<b>Elements &amp; National Core Arts Standards</b>	<b>Contents</b>	<b>Skills &amp; Procedures</b>	<b>Assessment Tools</b>	<b>Essential Questions</b>
<b>Expression</b>  <b>National Core Arts Standards: 1, 2, 3, 7, 8, 9, 11</b>	Dynamics Tempo Articulation Mood	Loud/soft Getting louder/softer Sudden changes in dynamics/accents Getting faster/slower Changes in tempo Smooth and connected/Short and detached Legato/staccato	Direct observation Uses appropriate voice to respond to music Responds to elements of music through movement Sing, say, dance, play	How do I react to and judge the quality of unfamiliar music? How does it affect me?
<b>Rhythm</b>  <b>National Core Arts Standards: 4, 8, 10, 11</b>	Beat Duration Meter Pattern	Fast/slow Changes in tempo Keep a steady beat Echo rhythm patterns Read notation (quarter note, eighth notes, half note)	Accuracy in rhythmic response Correctly identify meter in music Find and identify rhythm patterns in music Demonstrate understanding of duration in music	How does rhythmic accuracy keep us together? What is my appropriate body language response to rhythms of different styles and cultures?
<b>Form</b>  <b>National Core Arts Standards: 1, 4, 6, 7</b>	Phrase Form Section Form	Identify: Introduction/coda, interlude/verse/refrain Repetition/contrast: AB/ABA Solo/chorus Phrase: long and short	Singing Movement Manipulatives	Why do we have form in music? How is sound organized to make music?
<b>Melody</b>  <b>National Core Arts Standards: 1, 4, 6, 7</b>	Pitch and Direction Pattern Tonality	Sing with expanded pitch range Identify upward and downward melodic contour Movement by leaps and repeats Identify melodic patterns: Same/different Melodic ostinato	Imitate pitch sequence with accuracy Show up and down melodic contour with movement Show melodic direction on classroom instruments	How is melody created? What is the relationship between what we see in notation and what we hear? What is the connection

Portsmouth School Department: Elementary Music Curriculum Map

		Phrase endings Repeated phrases		between melodic contour and .the meaning of the lyrics?
<b>Timbre</b> <b>National Core Arts Standards: 1, 10, 11</b>	Environmental Vocal Instrumental Electronic	Identify various tone qualities of individuals and groups Identify male, female, and child voices Identify instrumental sounds Identify sounds found in nature	Correctly identify vocal, instrumental, and sounds found in nature Written and aural/oral assessments	Why does each voice and instrument have it's own timbre?
<b>Texture/Harmony</b> <b>National Core Arts Standards: 1, 2, 3, 5, 10</b>	Texture Harmony	Begin recognizing two or more pitches sounding simultaneously Accompaniment/no accompaniment Harmony/no harmony Ostinato and bordun Rounds	Listening maps Playing instruments Singing Listen and respond Use ostinati and borduns to accompany melody accurately	Is there good harmony and bad harmony? What does harmony add to music?
<b>History/Culture/ Appreciation</b> <b>National Core Arts Standards: 7, 8, 9, 10, 11</b>	Listen to, analyze & describe music	Perform songs and dances from diverse genre and cultures Demonstrate appropriate audience behavior and listening skills	Direct observation Discussion/ sharing Appropriate movement/body language in response to musical selections	In what ways have people used music to express their values and culture? How does culture affect music?

**Creating: Conceiving and developing new artistic ideas and work.**

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

**Performing: Realizing artistic ideas and work through interpretation and presentation**

**Presenting: Interpreting and sharing artistic work.**

**Producing: Realizing and presenting artistic ideas and work.**

4. Select, analyze and interpret artistic work for presentation
5. Develop and refine artistic techniques and work for presentation
6. Convey meaning through the presentation of artistic work.

**Responding: Understanding and evaluating how the arts convey meaning.**

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

**Connecting: Relating artistic ideas and work with personal meaning and external context.**

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.