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| **DOMAIN: PERFORM**  **Foundations**  **P1:** Select, analyze and interpret artistic work for performance.  **P2:** Develop and refine artistic techniques and work for performance.  **P3:** Convey and express meaning through the presentation of artistic work.  **Color Code Key**   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **G2 Q2 PERFORM DOMAIN RESOURCE LIST**  *As American As Apple Pie=AAAAP*  *Conversational Solfege Level One=CSL1*  *85 Engaging Movement Activities=85EMA*  *Mallet Madness Strikes Again=MMSA*  *Music for Children=MFC*  *Music for Creative Dance Contrast and*  *Continuum, vol. 1*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 = PP2*  *Second Rhyme Around=SRA*  Share the Music=STM  *Silver Burdett Making Music=SBMM*  Spotlight On Music=SOM  *Strike it Rich=SR!*  *Third Rhyme’s the Charm=TRTC*  *Tyme for a Rhyme=TFAR*  [*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)*  [*www.sfskids.org*](http://www.sfskids.org/)(San Francisco Symphony)  <http://www.nyphilkids.org/> *(New York Philharmonic)*  <http://teachingwithorff.com/>  <http://www.classicsforkids.com/>  <https://kids.usa.gov/art-and-music/index.shtml> |

| QUARTER 2 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **P1.A**  **Musical Concepts**  Demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections (such as performing songs and dances from various cultures and historical periods). | Discuss music of varied holiday and cultural traditions. | Observe as students participate in a group discussion and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit?usp=sharing) | "Frosty the Snowman" *STM 2*  "My Dreidel" *SOM 2*  "S'vivon Sov" *SOM1* | **2.SL.PKI.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  **2.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts. |
| **P1.B**  **Musical Contrasts**  Using voices, instruments, or movement, demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance. | Demonstrate beat vs. Rhythm by walking quarters and jogging eighths (one step or two steps to the beat) and then tapping the steady beat on your shoulders. | Observe and assess students’ ability to perform both beat and rhythm using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1tS8tC9sI9Kvla17WYA10uK6iuJ2WXbPzrRSLDJkmpiw/edit?usp=sharing). | [“Miss White Had a Fright” (See Appendix)](https://docs.google.com/document/d/1lGaSgvcUA7grtg0cbngt0ePAFaYeLf5HbPqR9UyPl_A/edit?usp=sharing)  “Xiao Yin Chaun” *SBMM* Gr. 2, p.14  [“Double Double This This” (See Appendix)](https://docs.google.com/document/d/18jN3EN0loFzXEqa9sqqOi3SWk1FBEVxIfl7i0jFuw5o/edit?usp=sharing)  "In the Hall of the Mountain King" *SBMM2* | **2.RI.CS.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |
| **P1.C**  **Expressive Qualities**  Demonstrate understanding of music’s expressive qualities and how creators use them to convey expressive intent. | Move to show sudden and gradual changes of tempo in music. Label tempo and tempo changes with appropriate musical terminology. | Assess students' ability to identify, label and respond to tempo changes using a teacher created or [district provided rubric.](https://docs.google.com/document/d/184ovtKGlYWT3cTIr7-VFjul53Ns-WZhTP_tKC_Li5ow/edit?usp=sharing) | Brahms *Hungarian Dance No. 5* (KCLKCM)  Brahms *Hungarian Dance No.* 6 (KCLMKCM) | **2.RI.CS.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |
| **P1.D**  **Notation**  When analyzing selected music, read and perform rhythmic patterns with voice, body percussion, and/or instruments using iconic or standard notation. | Echo four beat patterns consisting of quarter note, paired eighth notes, and quarter rest with body percussion and instruments  Perform speech/songs that only use quarter note, paired eighth notes, and quarter rest  Perform notated 4-beat patterns using quarter note, paired eighth notes, and quarter rest with body percussion and instruments from traditional notation  Perform L-S-M and/or M-R-D patterns notated on a 3 or 5 line staff.  Practice placing note heads on staff for La-Sol-Mi and/or Mi-Re-Do | Observe students echoing four-beat rhythms and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/12-PBi_17xMob64Sg-jCN89UGJ_bcNZFX7mtlXGI_Dpo/edit?usp=sharing).  Observe students’ performance of rhythm reading from notated patterns using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/12-PBi_17xMob64Sg-jCN89UGJ_bcNZFX7mtlXGI_Dpo/edit?usp=sharing).  Observe students' performance of notated melodic patterns using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1dk2oJiWf9bY-NVoRCFKVSv03KAGdLORQPPPLptDl6Jk/edit?usp=sharing).  Observe as students place note heads on staff. Assess understanding using a teacher-created or [district-provided rubric](https://drive.google.com/open?id=1SAkp9ZDnxRH_iMZr6kURUHYeWKiWM3w-vEmnEV6djTw). | “Bate, Bate, Chocolate” *SOM 2, p. 242/STM Gr.* 3, p.93  “I Bought Me a Cat” *SOM* Gr.2, p. 14  “Loose Tooth” *SOM 2 p. 28/STM1, 287*  Davy Dumpling PP 1  “Jim Along, Josie”, SOM Gr. 2, p. 194-195  “El Tren” SOM gr. 2, p.326-327  “Mix a Pancake” *STM* Gr. 1, p.255 (Walk steady beat to song/poem; then put rhythm of words in feet)  “Early in the Morning” SR! pp. 2-3”  “Australia’s on the Wallaby” *SOM Gr. 2, p. 106*  "Lucy Locket" *SOM 1*  "Bobby Shaftoe" *SOM K*  "Seven Up" *musicplayonline.com, Gr. 3*  "Hot Cross Buns" *musicplayonline.com, Gr. 2,* Use "concept slides" and "Solfa Challenge" for extended practice with Mi Re Do on staff  “Away for Rio” *SOM Gr. 2, p. 170* | Phonics/Word Work: Matching Game  Create a set of cards that has notated rhythmic phrases from a song and a set of cards that has the corresponding lyrics. Challenge students or teams of students to match the most correct pairs.  Phonics: Rhyming words  Students identify and predict rhyme pairs.  Phonics: Reinforce sight words using text visuals.  **2.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.  **2.FL.F.5** Read with sufficient accuracy and fluency to support comprehension. |
| **P2.A**  **Apply Feedback**  Apply established criteria to judge student rehearsal and/or performance. | Maintain correct unpitched instrument technique.  Use self-assessment, peer or teacher feedback to refine a performance. | Observe as students perform on unpitched instruments. Assess technique accuracy using a teacher-created or [district-provided rubric](https://drive.google.com/open?id=1-W7pk8OuhteZf8Ym8HjFWkqP6mHDHyGd_N0ym507oZM).  Assess as students restate and apply appropriate feedback using teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1crXQBXfok9maXmfDdvE0lmTIi0Os8FvLximPQT4dYGA/edit?usp=sharing) | “Wake Up the Sun” *SOM Gr. 2, p. 124*  “Shoheen Sho” *SOM Gr. 2, p. 140* | When listening to feedback, apply ELA standard 2.SL.CC.3: Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood. |
| **P2.B**  **Rehearse and Refine**  Rehearse, identify, and apply strategies to address performance challenges. | Rehearse and refine a performance of a broken chord bordun accompaniment for a pentatonic song | Observe as students perform a broken chord bordun accompaniment for a pentatonic song using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1m7zuxiGrxItpmklkAEjaVLHh6KNCnAcGTI21UFs5OZY/edit?usp=sharing) | “Donkey Donkey Song” *STM Gr. 2*  “Wibbleton to Wobbleton” *TFAR, p.14* | Give an in-class performance complete with a verbal introduction of the piece.  **2.SL.PKI.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| **P3.A**  **Singing**  Sing alone and with others, with expression and skill.  Specified Second Grade skills: Echo songs, pitch-matching games, la-sol-mi-re-do patterns on neutral syllables and with pitch names, songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation, ostinatos, simple canons, partner songs. | Sing pentatonic and diatonic ascending and descending patterns  Identify la-sol-mi-re-do patterns in songs and label them using hand signs. | Observe as students individually echo sing patterns sung by the teacher (Sol-Mi, La-Sol-Mi) and  assess singing/pitch matching using a teacher-created or  [district-provided rubric](https://drive.google.com/open?id=1l5Hqo7uHnFNHF9Y-shJONlCCSKH89CeYXYiOaI3RbSQ).  Observe as students use hand signs to convey their understanding of Mi-Re-Do patterns. Assess understanding using a teacher-created or [district-provided rubric](https://drive.google.com/open?id=1SAkp9ZDnxRH_iMZr6kURUHYeWKiWM3w-vEmnEV6djTw) | “Lone Star Trail” *SBMM Gr. 2, p.21*  “Amen” *STM Gr. 3, p.283*  "Closet Key" *STM 3*  ["Sleep, Baby, Sleep](http://www.bethsnotesplus.com/2015/08/sleep-baby-sleep.html)"  ["Down by the Station"](http://www.bethsnotesplus.com/2013/02/down-by-station.html)  ["Seven Up" musicplayonline](https://musicplayonline.com/search_list/?song_search=mi-re-do&meter_stat=false)  ["Salish Hand Game" musicplayonline](https://musicplayonline.com/search_list/?song_search=mi-re-do&meter_stat=false)  For game directions, view [video](https://www.youtube.com/watch?v=_BBHge8wzR0&feature=related) | Vocabulary: Sight Words  When students are examining notated melodies to find ascending and descending patterns, have them circle unfamiliar words in the text and underline sight words. Use decoding skills and phonics to pronounce unfamiliar words and context clues to define them.  **2.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.  **2.FL.F.5c.** Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. |
| **P3.B**  **Instruments and Body Percussion**  Using body percussion and/or instruments, perform, alone and with others, with expression and skill.  Specified Second Grade skills: Maintaining a steady beat, rhythm patterns, iconic notation and standard notation, chord bordun, ostinatos, with a song/story/poem/recording. | Play short notated Sol-Mi-La and Mi-Re-Do patterns on barred instruments with correct mallet technique  Perform broken chord bordun beat accompaniment for a pentatonic song | Observe as students name pitches in short Sol-Mi-La notated patterns. Assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1SAkp9ZDnxRH_iMZr6kURUHYeWKiWM3w-vEmnEV6djTw/edit?usp=sharing).  Observe students for accuracy in rhythm and pitch with correct mallet technique. Assess using teacher-created of [**district-provided rubric**](https://docs.google.com/document/d/1fQexktP-AMYv_MsFMul-lxf8xjxlw6iGCWS3Ny6cY9U/edit?usp=sharing).  Observe students performing broken chord bordun accompaniments for pentatonic songs and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1m7zuxiGrxItpmklkAEjaVLHh6KNCnAcGTI21UFs5OZY/edit?usp=sharing). | “Lemonade” *SOM* Gr. 2, p.19  “I See” *SOM* Gr. 2, pp. 346-352, STM Songs to Sing and Read, p. 50  “Little Miss Muffet”, TRTC p. 16-17  “Create” STM Resource Masters gr. 1 p. 64  “Donkey Donkey Song” *STM Gr. 2*  “Wibbleton to Wobbleton” *TFAR, p.14*  Davy Dumping *PP1* | Fluency and Public Speaking:  During the B section of Wibbleton to Wobbleton, encourage enunciation, expressive speech, and a balance, dynamic level and tempo conducive to an audience. Divide the class in half and have the “audience half” listen with their eyes closed to help them analyze the performance based on these elements.  **2.FL.F.5** Read with sufficient accuracy and fluency to support comprehension. |
| **P3.C**  **Performance Etiquette**  Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette. | Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience. | Observe student performance etiquette assess using teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1OUHym7RMq9DkwSATVq2o1ldgwWju9he32NhgOx6kdyA/edit?usp=sharing) | [Concert Etiquette Video 1 (General)](https://www.youtube.com/watch?v=aYofTwnpGyA&list=PL2qS5BbUyFS15sT1Ou-Ba7UZrjP4ClUDe&index=3)  [Concert Etiquette Video 2 (Choral)](https://www.youtube.com/watch?v=pqRuA_xl1ik)  [Ten Performance Etiquette Tips for Musicians](https://blog.sheetmusicplus.com/2013/07/11/10-performance-etiquette-tips-for-musicians/)  [Performance Practices by Grade Level](https://docs.google.com/document/d/1910a7ZQPwxWiEjkGfsXGz4nD2jlvOkgdLFiKUn7Hi0c/edit?usp=sharing) | **2.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.  **2.SL.CC.3** Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood. |
| **P3.D**  **Audience Etiquette**  Demonstrate appropriate audience behavior, and evaluate student behavior during a performance. | Demonstrate proper audience etiquette and evaluate audience behavior during performances | Observe student behavior during performances and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1RJLJOyOjiXLVtb1hkAgD7w4Kzy2IXWQLGr672T2JPTs/edit?usp=sharing) | [Audience Etiquette Video](https://www.youtube.com/watch?v=re_SypFujRk)  [Audience Etiquette Self-Evaluation](https://docs.google.com/document/d/1RJLJOyOjiXLVtb1hkAgD7w4Kzy2IXWQLGr672T2JPTs/edit?usp=sharing)  [List of live, local, free or low-cost events, field trip grants and how to apply for them.](https://docs.google.com/document/d/1IZSLG-11fyvRxVphyJZ0mHcpShJ_TMM_k2qebUsivlc/edit?usp=sharing) | **2.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.  **2.SL.CC.3** Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood. |

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| **DOMAIN: CREATE**  **Foundations**  **Cr1:** Generate and conceptualize artistic ideas and work.  **Cr2:** Organize and develop artistic ideas and work.  **Cr3:** Refine and complete artistic work.   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **G2 Q2 CREATE DOMAIN RESOURCE LIST**  *As American As Apple Pie=AAAAP*  *Conversational Solfege Level One=CSL1*  *85 Engaging Movement Activities=85EMA*  *Mallet Madness Strikes Again=MMSA*  *Music for Children=MFC*  *Music for Creative Dance Contrast and*  *Continuum, vol. 1*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 = PP2*  *Second Rhyme Around=SRA*  Share the Music=STM  *Silver Burdett Making Music=SBMM*  Spotlight On Music=SOM  *Strike it Rich=SR!*  *Third Rhyme’s the Charm=TRTC*  *Tyme for a Rhyme=TFAR*  [*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)*  [*www.sfskids.org*](http://www.sfskids.org/)(San Francisco Symphony)  <http://www.nyphilkids.org/> *(New York Philharmonic)*  <http://teachingwithorff.com/>  <http://www.classicsforkids.com/>  <https://kids.usa.gov/art-and-music/index.shtml> |

| QUARTER 2 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **Cr1. A**  **Musical Concepts**  Use pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise rhythmic/melodic patterns and movement. | Vocally improvise Sol-Mi-La and Mi-Re-Do patterns  Improvise rhythmic patterns using rhythm of the words using body percussion or unpitched instruments. | Listen to students to determine if they are singing on pitch. Assess using a teacher-created rubric or choose the district-provided rubric below that most closely aligns with your objective:  [Melodic Improvisation Rubric](https://docs.google.com/document/d/1v4rSwcwbSqlCdQgsoZILEUe2YLcZXZWMMe0TxT-MkpE/edit?usp=sharing)  [Solfege Technique Rubric](https://docs.google.com/document/d/1SAkp9ZDnxRH_iMZr6kURUHYeWKiWM3w-vEmnEV6djTw/edit?usp=sharing)  [Singing Rubric](https://docs.google.com/document/d/1l5Hqo7uHnFNHF9Y-shJONlCCSKH89CeYXYiOaI3RbSQ/edit?usp=sharing)  Observe as students improvise rhythms and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/180hjNPVUoIgKPbj-FuYboB3XEWpQdmf8h1AvV7SdPjY/edit?usp=sharing). | “Recorded Lesson – Category Game” *STM* Gr. 2, p. 32  “I See” SOM Gr. 2, p. 266  "What Will You Eat on Thanksgiving?" (WMD question and answer exercise: Teacher speaks and plays rhythm for question, Students improvise answers, speaking and performing rhythm of the words) | Spelling and Alphabetical Order  Game: Teacher sings “What Would You See at the Circus?” (Sol-Mi-La). Students, seated in a circle, individually sing responses, each beginning with the next letter of the alphabet. (e.g., S1: “’I’d see acrobats”, S2: “I’d see bears, S3: “I’d see clowns”, etc.) Advanced classes can be challenged to add an adjective that creates alliteration (“I’d see active acrobats”, “I’d see balancing bears”, “I’d see cute clowns,” etc.)  **2.FL.VA.7b** Demonstrate understanding of word relationships and nuances in word meanings. |
| **Cr1.B**  **Varied Timbres**  Use body percussion, instruments, movement, singing, and/or vocal timbres to generate musical ideas (such as rhythm patterns, pentatonic melodies, etc.) | Read and create 4-beat patterns using standard notation, performing with body percussion and unpitched instruments  Create movement using high, medium, and low levels  Create Mi-Re-Do melody  Improvise a 4 beat rhythmic pattern either by answering a question with rhythm of the words or using previously learned rhythms. | Observe students as they read their original patterns of one sound and no sound to the beat using iconic notation.  Observe students as they create high and low body shapes and statues and assess using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1QpG7MEIsLW6nYg9OKh7oidXM-Fn84CpLThcG3kYG8yk/edit?usp=sharing). | “Jim Along Josie” SOM Gr. 2, p. 194  “La bella hortelana (The Beautiful Gardener)” SOM Gr. 2, p. 208  “Artichokes” SOM Gr. 2, p. 314  “We Wish You a Merry Christmas” SOM Gr. 2, p. 358  Simple Simon *AAAP (transfer created word chain to pitched instruments to create a mi-re-do melody)*  Closet Key *PP2*  *WMD* What’s your name?  Barber, Barber *PP1* Improvisation | Use an illustrated children's book or illustrated visual to support student composition/improvisation. Ask students to explain which elements of the story inspired their creative ideas. **2.W.TTP.3** Write narratives recounting an event or short sequence of events. |
| **Cr2.A**  **Selecting Musical Ideas**  Using short musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas. | Vocally improvise answers to teacher’s sung question using La-Sol-MI-Re-Do | Observe as students individually improvise answers to questions sung by the teacher (Mi-Re-Do) and  assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1S2Y-qvggm4gceRMPouh41SltnukLNiugJf2KBMZ8pZI/edit?usp=sharing) | “Duck Song” SOM Gr. 2, p. 101  “Who Has Seen the Wind (Music Skills)” SOM Gr. 2, pp. 136-137 | **2.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.  **2.SL.CC.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| **Cr2.B**  **Notating Ideas**  Use iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such as four-beat rhythm/melodic patterns, introduction, coda, etc.) | Using “beat boxes” and manipulatives, create and clap a 4-beat pattern of quarter note, paired eighth notes, and quarter rest | Observe students’ original 4-beat patterns and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1r6Mqp6VxX3aOr1qcq7MS9HAWSYmHIs6_DPwug9msd7k/edit?usp=sharing). | Take a Reading Walk (Conversational- Create Extension)  Conversational Solfege Unit 1 pp. 85-13  Conversational Solfege TM 40 and 41 –Steps 7-8: Reading-Decode  Moving to a Rhyme. P.114 85EMA (chose walking and jogging – quarter notes and eighth notes  Pick a rhyme that uses only quarter notes and eighth notes | Comprehension: Fluency  Notate a composition and check the efficacy of your notation by having another person perform it.  **2.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **Cr3.A**  **Refining Musical Ideas**  Interpret and apply feedback, using vocabulary such as voices/instruments, same/different, introduction, sequence, and coda, to revise personal music. | Listen to examples that illustrate songs with an introduction and/or coda  Perform introduction and/or coda for poems and songs using speaking/singing and instruments  Describe coda as a special ending or the “tail” of the music | Observe as students listen to and identify the introduction and/or coda to a song.  Ask students to describe the connection between the introduction and the main section of the music. Choose from one of the following:   1. the introduction is part of the song 2. the song is a sound related to the main idea of the song, i.e., traffic noises in “Waiting for the Traffic Light” 3. the music is not part of the song, but blends with it (same harmonic structure, rhythmic structure, etc.)   [district-provided rubric](https://drive.google.com/open?id=1TVvv6mx33bp-M3-TPpfIyIWBcvJthboRRXNn7UoDTrQ) | “Sleigh Ride” Leroy Anderson *SBMM Gr. 2*  *“Sing a Rainbow”, SBMM, Gr. 2, p.166*  *“Waiting for the Traffic Light” SBMM Gr. 2, p. 107* | Writing  Have students create a listening map for “Sleigh Ride” or refer to a teacher created/provided map. Then, have students create a story about what might be happening in each section and act it out as the music is played.  **2.W.PDW.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing. |
| **Cr3.B**  **Demonstrate Musical Ideas**  Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces. | With guidance, create and perform songs or poems in verse-refrain, ABA, AA’ or AB form  Perform student-created movements to songs or poems | Assess students’ understanding using of verse-refrain form using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1Z8dxUEJlV-hLToz3LIRNU4qtXkQ0TrskjBZB0TwqWlE/edit?usp=sharing). | “Chirri Bim” SOM Gr. 2, p. 70  “Mr. Frog” SOM Gr. 2, p. 257  “This Is Halloween” SOM Gr. 2, p. 346 | **2.W.PDW.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing. |

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| **DOMAIN: RESPOND**  **Foundations**  **R1:** Perceive and analyze artistic work.  **R2:** Interpret intent and meaning in artistic work.  **R3:** Apply criteria to evaluate artistic work.   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **G2 Q2 RESPOND DOMAIN RESOURCE LIST**  *As American As Apple Pie=AAAAP*  *Conversational Solfege Level One=CSL1*  *85 Engaging Movement Activities=85EMA*  *Mallet Madness Strikes Again=MMSA*  *Music for Children=MFC*  *Music for Creative Dance Contrast and*  *Continuum, vol. 1*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 = PP2*  *Second Rhyme Around=SRA*  Share the Music=STM  *Silver Burdett Making Music=SBMM*  Spotlight On Music=SOM  *Strike it Rich=SR!*  *Third Rhyme’s the Charm=TRTC*  *Tyme for a Rhyme=TFAR*  [*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)*  [*www.sfskids.org*](http://www.sfskids.org/)(San Francisco Symphony)  <http://www.nyphilkids.org/> *(New York Philharmonic)*  <http://teachingwithorff.com/>  <http://www.classicsforkids.com/>  <https://kids.usa.gov/art-and-music/index.shtml> |

| QUARTER 2 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **R1.A**  **Musical Preferences**  Identify and explain how personal interests and experience influence musical selection; list and explain personal musical interests. | As a class, with the teacher's guidance, select three to five songs, instrumental pieces or dances that would represent a variety of holidays for a performance, either in-class or formal. | Observe as students participate in a group discussion and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit?usp=sharing) | [R1.A Musical Preferences Resource](https://docs.google.com/document/d/10yoIWM4Ih3nGaxA5f-s0D6RtTHDlrEf0oJdUE-cwuY4/edit?usp=sharing) | **2.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts. |
| **R1.B**  **Musical Concepts**  Describe how specific music concepts are used to support a specific purpose in music; demonstrate and identify how specific musical concepts are used in various styles of music (such as meter and timbre). | Aurally identify 4-beat notated patterns of quarter note, paired eighth notes, and quarter rest  Respond to tempo changes with movement (including mirror movement) and label directions of travel: clockwise/counterclockwise, forward, in/ out; perform scissor step  Describe changes in tempo between two performances of a rhyme or song  Describe changes within a listening example | Observe student demonstration of tone color. Assess using a teacher-created or [district-provided rubric](https://drive.google.com/open?id=12Nf6PfxRX2bMi3QdMMC5sypGddP3w2xKKE-1Sx0KIgo) 1 or [district-provided rubric](https://drive.google.com/open?id=1hYJ2xdOxZSDrcRaeNz9pQSQ4azE5qtfOyfb5tmlg-fM) 2. | [“Cats Sleep Anywhere” Eleanor Farjeon, Random House Book of Poetry for Children, (Adapted, See Appendix)](https://docs.google.com/document/d/1QESXc8p1m4rtuGXjWHQxPGnH1H7KZb0S35S2_Vg9jeg/edit?usp=sharing)  [“Miss White Had a Fright” (See Appendix, also B section)](https://docs.google.com/document/d/1lGaSgvcUA7grtg0cbngt0ePAFaYeLf5HbPqR9UyPl_A/edit?usp=sharing)  “1, 2, 3, 4, 5” *TRTC, p.25*  “Three Little Penguins” p. 112 SOM  “Effie Goes Folk Dancing” *SOM Gr. 2, p. 168*  “Merry Go Round” *SOM Gr. 2, p.267*  “Fjaskern” *Rhythmically Moving 2*  “Olympic Fanfare” *STM Gr. 2, p.14*  “Miss Mary Mack” *SBMM Gr. 2, p.42*  “In the Hall of the Mountain King” from *Peer Gynt, STM Gr 2, p.14*  *“Merry-Go-Round” SOM, gr. 2, p. 267*  *“Ton Moulin” STM, Gr. 3 p.228*  *“Hungarian Dance” no. 18 First Steps to Classical Music. CD* | Vocabulary  After teaching musical terms for varied tempi and tempo changes, create a tic-tac-toe board in which each square has a tempo related vocabulary word. Divide students into teams and compete to be the first team to correctly identify three terms in any row, column or diagonal.  **2.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.  Vocabulary: Prefixes and Suffixes  Identify the musical prefix “mezzo” and suffix “-issimo” and use them to help identify other terms.  **2.FL.VA.7b** Demonstrate understanding of word relationships and nuances in word meanings |
| **R2.A**  **Musical Characteristics**  Demonstrate how interest, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life). | Describe the mood of a piece of music using grade-appropriate music vocabulary. | Observe student description of the mood of the piece of music and assess using a teacher-created or [district-provided rubric](https://drive.google.com/open?id=1J3Uas_zW39dUz7f34HInc-cgo4MsX0rWRiAQOy9l2As). | “Moulinet” *SOM Gr. 2, p. 53*  “What A Wonderful World” *SOM Gr. 2, p. 84* | **2.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. |
| **R3.A**  **Evaluating Artistic Work**  Apply personal preferences in the evaluation of music; discuss a musical performance using grade-appropriate vocabulary. | Explore categorization of unpitched instruments into families | Observe student categorization of unpitched instruments. Assess using a teacher-created [district-provided rubric](https://drive.google.com/open?id=1RFf-U1f-RHICu_Q1TsAwfnJY5gv18Wgcn4LKNgdcMS0) 1 or  [district-provided rubric](https://drive.google.com/open?id=1b78WRqEVOnYZaDSyrW33WFQGkm61qWfWYnZuX7Mey4Q) 2. | “Antarctica” *SOM Gr. 2, p. 110*  “Minuet” *SOM Gr. 2, p. 145* | **2.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.  **3.W.TTP.2.b.** Group related information together, including illustrations when needed to provide clarity to the reader. |

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| **DOMAIN: CONNECT**  **Foundations**  **Cn1:** Synthesize and relate knowledge and personal experiences to artistic endeavors.  **Cn2:** Relate artistic ideas and works with societal, cultural, and historical context.   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **G2 Q2 CONNECT DOMAIN RESOURCE LIST**  *As American As Apple Pie=AAAAP*  *Conversational Solfege Level One=CSL1*  *85 Engaging Movement Activities=85EMA*  *Mallet Madness Strikes Again=MMSA*  *Music for Children=MFC*  *Music for Creative Dance Contrast and*  *Continuum, vol. 1*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 = PP2*  *Second Rhyme Around=SRA*  Share the Music=STM  *Silver Burdett Making Music=SBMM*  Spotlight On Music=SOM  *Strike it Rich=SR!*  *Third Rhyme’s the Charm=TRTC*  *Tyme for a Rhyme=TFAR*  [*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)*  [*www.sfskids.org*](http://www.sfskids.org/)(San Francisco Symphony)  <http://www.nyphilkids.org/> *(New York Philharmonic)*  <http://teachingwithorff.com/>  <http://www.classicsforkids.com/>  <https://kids.usa.gov/art-and-music/index.shtml> |

| QUARTER 2 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **Cn1.A**  **Music and Personal Experiences**  Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life). | Discuss how music traditions are passed on from person to person. | Observe student participation in the discussion/ of musical traditions. Assess using a teacher-created or [district-provided rubric](https://drive.google.com/open?id=1ujp0d8hQOXmfUlicUyYeVYnB3Ry5LQCz1lEuYQZwsNc). | “School to Home” *SOM Gr. 2, p. 72* | 2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts. |
| **Cn2.A**  Society, Culture and History  Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connections between art and music). | Perform songs and dances from various cultures and historical periods in scattered formation | Observe student performances of folk dances and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1MmCutEB9KepbVySWJ8ntcOgvoJkmFleqHFclMJinb7s/edit?usp=sharing)  Observe student vocal performances of world music and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1ujp0d8hQOXmfUlicUyYeVYnB3Ry5LQCz1lEuYQZwsNc/edit?usp=sharing).  Ask students to describe the differences between the instruments and/or the movement used in “La Raspa” and “Yankee Doodle” (or two other dances) using a Venn Diagram. Assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1pUvzypAT9UuovA-aD23Shya4eFBxLFrvexjkHTPswo0/edit?usp=sharing). | Teaching Movement and Dance, pp. 136-137 Two-Part Dance  “La Raspa” RM3  Yankee Doodle Teaching Movement and Dance, pp.138-139  “El Juego Chirimbolo” *SBMMGr. 1, p.103* | Fluency and Public Speaking  Prepare short introductory paragraphs for songs and dances being learned in class, and divide them amongst two to three students like speaking roles in a program. Allow students to perform their introductions at the “final” in-class performance. Be sure to repeat the process during the year so that all students have a turn to be readers.  2.W.TTP.2 Write informative/explanatory texts. a. Introduce a topic. |