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| **Introduction**  In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance.  The District is committed to these goals, as further described in our strategic plan, Destination 2025.   By 2025, * 80% of our students will graduate from high school college or career ready
* 90% of students will graduate on time
* 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.

 To achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction.  Designed with the teacher in mind, the Performing Arts Education Curriculum Maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.   A high-quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence.   This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.  The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: Perform, Create, Respond, and Connect. **How to Use the Arts Education Curriculum Maps**  The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework: * Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.
* Activities and Outcomes- Generally phrased like “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.
* Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.
* Resources and Correlations- In these columns, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Tennessee English Language Arts Standards that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

 Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom.  In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.  |

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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
 | **RESOURCE LIST**Share the Music=STM*Silver Burdett Making Music=SBMM*Spotlight On Music=SOM*Tyme for a Rhyme=TFAR**Second Rhyme Around=SRA**Third Rhyme’s the Charm=TRTC**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**Strike it Rich=SR!* [*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 1 |
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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 how media (TV, internet, movies and radio) affects our selection of music. | Observe as students participate in a group discussion about music and media. Assess understanding using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit?usp=sharing) | ["What is That Song?" (prescreen any YouTube link you intend to use in class)](http://www.whatisthatsong.net/commercials/commercialsa-z.html)[Songs from Kid Movies 2017](https://www.youtube.com/playlist?list=PLw-VjHDlEOgsUrmrm3961nTbBGXgNxMVh)“Scherzo and Tarantella” *SOM Gr. 2, p. 160* | **2.SL.CC.1** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups  |
| **P1.B****Musical Contrasts**Using voices, instruments, or movement, demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance. | Perform movements that include musical contrasts learned in Kindergarten and First Grade (fast/slow, high/low, loud/soft, etc.)Identify La as higher than Sol and Mi as lower than Sol Distinguish between beat and rhythm of the words of song or poem | Observe as students demonstrate understanding of musical contrasts through movement. Assess understanding using a teacher-created or [District-provided rubric.](https://docs.google.com/document/d/14NlkFSJK8CYgrDUIig8nop_Rue-B3iQppCrQw_3h4x4/edit?usp=sharing)Observe as students use movement to show high, middle and low using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1QpG7MEIsLW6nYg9OKh7oidXM-Fn84CpLThcG3kYG8yk/edit?usp=sharing)Observe students as they perform the rhythm with a poem or song and assess using a teacher-created or [district-created rubric.](https://docs.google.com/document/d/1tS8tC9sI9Kvla17WYA10uK6iuJ2WXbPzrRSLDJkmpiw/edit?usp=sharing) | “Riqui Ran (Sawing Song)” *SOM Gr. 2, p. 21*“Chichipapa (The Sparrows’ Singing School)” *SOM Gr. 2, p. 22*“Tinga Layo” *SOM Gr. 2, p. 50*“Good Night, Sleep Tight” *SOM Gr. 2, p. 76*“Shake the Papaya Down” *SOM Gr. 2, p. 90*“Sorida” *SOM Gr. 2, p. 96*“Pizza, Pizza, Daddy-O” *SOM 2/STM Gr. 2* p. 62“Engine, Engine Number Nine” *SOM 2, p. 13/STM Gr. 1*“Little Sally Walker” *SOM Gr. 2, p. 249*“Acka Backa” *SOM gr. 1, p. 256/STM Gr. 1, p.188*“Rain, Rain, Go Away” *SBMM Gr. 1, p.54*“Clouds of Gray” *SBMM Gr. 2, p. 56*[“Lucy Locket” SBMMGr. 2, p.27, “Lucy Locket” assessment Orff Appendix gr.2 1st quarter](https://docs.google.com/document/d/1mps1WkE03kjV67s468Z-gSYjab7-SpaP-N-pyqGOjw4/edit?usp=sharing)“Bounce High, Bounce Low” *SBMM Gr. 1, p.152*[“Coffee Grows on White Oak Trees”](https://docs.google.com/document/d/1W5p7AdkEPRustBQc0Ozgf0yVCdsLkA2U7XOG8QtjuSI/edit?usp=sharing) (See Appendix)[“Sally on the Seesaw”](https://docs.google.com/document/d/1smkSL17s74XkbTx489vxy4xtcN23jYUujs0jmcs5njo/edit?usp=sharing) (See Appendix)“Two Little Sausages” *STM Gr. 2, p.221*[“Way Down South” (See Appendix)](https://docs.google.com/document/d/1dloPQI2N1tFpsUTKdy87tkptB3EDdtma7xeisWlnVN4/edit?usp=sharing) | **2.SL.CC.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **2.RI.CS.4** Determine the meaning in words and phrases in a text relevant to a grade two topic or a subject area.  |
| **P1.C****Musical Context**Demonstrate understanding of music’s expressive qualities and how creators use them to convey expressive content. | Perform a piece with unpitched percussion and discuss why a composer would select those timbres. | 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) | *"Lucy Locket" OS1**"John Had Great Big Waterproof Boots On" BBB**"The Cat and The Fiddle" TFAR* | **2.RI.CS.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| **P1.D****Notation**When analyzing selected music, read and perform rhythmic patterns with voice, body percussion, and/or instruments using iconic or standard notation. | Read and perform 4-beat patterns from traditional notation, using body percussion and unpitched instrumentsIdentify line and space notes Sing Sol-Mi-La or Mi-Re-Do patterns from iconic notation Sing La-Sol-Mi-Re-Do or Sol-Mi-La patterns from staff notationPractice placing note heads on staff for La-Sol-Mi-Re-Do | Observe students as they perform 4-beats pattern of sound and no sound using body percussion and unpitched instruments. Assess the above skills using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/12-PBi_17xMob64Sg-jCN89UGJ_bcNZFX7mtlXGI_Dpo/edit?usp=sharing). | “In and Out” *SOM Gr. 2, p. 245/STM Gr. 1, p.330**CSL1 p. 40 and 41**TM**"Baa, Baa, Black Sheep" 2RA*Pattern set 1A, *CSL1* TM p. 87 (quarter and eighth note patterns)Pattern set 1B, Conversational Solfege Level 1B (quarter and eighth note patterns)["Note Racer Lines and Spaces" SMART Notebook Lesson](http://express.smarttech.com/?url=http://exchangedownloads.smarttech.com/public/content/24/2419fe05-f4eb-498a-af04-6d78225dcfcc/Note%20Racer%20Lines:Spaces.notebook)["I Knew You Were Treble"](https://youtu.be/U2TLtRu6Hqk)[*"Lemonade / Bounce High Bounce Low" SMART Notebook Lesson*](http://express.smarttech.com/?url=http://exchangedownloads.smarttech.com/public/content/3b/3b123543-393a-4c0d-b70c-6ed11963ce42/lemonade.notebook)[*"Rain, Rain" SMART Notebook lesson*](http://exchange.smarttech.com/details.html?id=5d0ec6b8-9741-4cc9-bd25-00b8fb5c2c2c)Sally Go ‘Round the Sun pg. 268 SOM Gr. 2Little Sally Walker (Literacy) PP1 | Comprehension: Fluency*Conversational Solfege*- Extend activity 6, “Take a Reading Walk” to include some plates that have traditional rhythmic notation and some plates that have four-beat text phrases. Play the game as indicated in the Teacher’s Manual, but when students arrive at a plate with a text phrase, they should speak the text while clapping rhythm of the words.**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. | Perform dances from 1st grade (review) and **evaluate** as a class according to teacher-created rubric. | Allow students to observe a video of their own folk dance performance and guide them to assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1MmCutEB9KepbVySWJ8ntcOgvoJkmFleqHFclMJinb7s/edit?usp=sharing) | “Dance, Dance, Dance” *SOM Gr. 2, p.5**Kye, Kye Kule, STM Gr. 2, p.21*[“Les Saluts” Rhythmically Moving 1 Teaching Movement and Dance p.125](https://www.youtube.com/watch?v=G4r8c9f6ddM)“City Traffic” ” p. 329 SOM (play beat only) | **2.SL.CC.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups  |
| **P2.B****Rehearse and Refine**Rehearse, identify, and apply strategies to address performance challenges. | Rehearse and refine singing using songs with La-Sol-Mi and Mi-Re-Do | Assess as students apply feedback and strategies to refine their singing using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1crXQBXfok9maXmfDdvE0lmTIi0Os8FvLximPQT4dYGA/edit?usp=sharing) | *"*Jack*" TFAR**"*Bye Baby Bunting*" 3RTC**"*Little Miss Muffet*" 3RTC**“Little Sally Walker” PP1**“The King’s Land” PP2* | Ask individual students to speak a short introduction to a final performance of a short song. **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. | Demonstrate good vocal tone while singing a simple, narrow-range songs Echo-sing alone and with a group La-Sol-Mi and Mi-Re-Do Show Sol-Mi-La and Mi-Re-Do patterns with body scale transitioning to hand signs | Assess as students echo sing SM or LSM or sing simple songs using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1l5Hqo7uHnFNHF9Y-shJONlCCSKH89CeYXYiOaI3RbSQ/edit?usp=sharing).The teacher plays a So-Mi or So-Mi-La pattern on a keyboard or a recorder. Students demonstrate the pattern using the body scale. Teacher assesses using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1SAkp9ZDnxRH_iMZr6kURUHYeWKiWM3w-vEmnEV6djTw/edit?usp=sharing).Assess students' ability to sing Sol-Mi-La patterns using body scale using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1SAkp9ZDnxRH_iMZr6kURUHYeWKiWM3w-vEmnEV6djTw/edit?usp=sharing) | Tonal Rubric and Rhythm Rubric in *CSL1*“Dance, Dance, Dance” *SOM Gr. 2**“W*aiting for the Traffic Light” SBMM Gr. 2, p. 107“Columbus Sailed With Three Ships”,SOM Gr. 2, p. 344“Che Che Koolay”, SBMM gr. 2, p.266(call and response) “Lemonade” *SOM Gr. 2/STM Gr. 2., p.19*“Pizza, Pizza, Daddy-O” *SOM 2/STM Gr. 2* p. 62*“Little Sally Walker” PP1**“The King’s Land” PP2*Sally Go ‘Round the Sun pg. 268 SOM Gr. 2“Engine, Engine Number Nine” *SOM 2, p. 13/STM Gr. 1*“Little Sally Walker” *SOM Gr. 2, p. 249*“Acka Backa” *SOM gr. 1, p. 256/STM Gr. 1, p.188*“Rain, Rain, Go Away” *SBMM Gr. 1, p.54*“Clouds of Gray” *SBMM Gr. 2, p. 56*[“Lucy Locket” SBMMGr. 2, p.27, “Lucy Locket” assessment Orff Appendix gr.2 1st quarter](https://docs.google.com/document/d/1mps1WkE03kjV67s468Z-gSYjab7-SpaP-N-pyqGOjw4/edit?usp=sharing)“Bounce High, Bounce Low” *SBMM Gr. 1, p.152*“I See” SOM Gr. 2 p. 266*“Little Sally Walker” PP1**“The King’s Land” PP2*Sally Go ‘Round the Sun pg. 268 SOM Gr. 2 | Vocabulary Skills: Verb TenseIn a given song, ask students to identify the words that tell when the action took place (sailed=past tense, walking=present tense, sleep=future tense, etc.) What part of speech are these words?**2.FL.F.6D**. Form and use the past tense of frequently occurring irregular verbs.Comprehension: Sequencing“Chook, Chook”-Photocopy and cut apart visual provided in *SRA* or draw the images on index cards. Mix them up and ask student to use sequencing skills to recall the order of the song.**2.RI.KID.1** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. Comprehension: Cause and EffectAsk students to describe cause and effect in a song such as “Little Miss Muffet”**2.RI.KID.1** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.  |
| **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. | Perform beat accompaniment for song or poem with body percussion or instrumentsPerform 4-beat echo patterns made of quarter, two eighths, and quarter rest Perform rhythm patterns that include quarter notes, eighth notes, and rests.Perform a chord bordun beat accompaniment for a Sol-Mi-La and/or Mi-Re-Do song using correct mallet techniqueDemonstrate correct unpitched instrument technique  | Observe students as they perform the beat with the poem or song and assess their beat competence using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/10TV9fyO_oyiZibzKoYO-lSneflciMMkPf7hxe04dPww/edit?usp=sharing).Assess students' ability to echo and/or perform 4-beat rhythm 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 for accuracy as they play bordun beat accompaniment for a Sol-Mi-La song using correct mallet technique. Assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1m7zuxiGrxItpmklkAEjaVLHh6KNCnAcGTI21UFs5OZY/edit?usp=sharing).Assess students’ unpitched percussion technique using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1-W7pk8OuhteZf8Ym8HjFWkqP6mHDHyGd_N0ym507oZM/edit?usp=sharing). | “Say Your Name” SOM Gr. 2, p. 343“Play Your Name”, STM [/ 31“Sheep in the Meadow”, SOM Gr. 2 p.8 “I Bought Me a Cat” SOM Gr. 2, p.14 (play the animal sounds only)*"Fishes Swim" 3RTC*“Acka Backa” *SOM Gr. 2/SBMM Gr. 1* [“Lucy Locket” SBMM Gr. 2, p. 27, “Lucy Locket” assessment Orff Appendix gr.2 Q1](https://docs.google.com/document/d/1mps1WkE03kjV67s468Z-gSYjab7-SpaP-N-pyqGOjw4/edit?usp=sharing) **“**Chook, Chook” *SRA”, pp. 14-`7* | Literary devicesLucy Locket- Ask students to find alliteration and rhyming words.**2.FL.PWR.3-** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. |
| **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) | Define and identify multiple uses of the word conductor.**2.FL.VA.7a**- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.  |
| **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 Self-Evaluation](https://docs.google.com/document/d/1RJLJOyOjiXLVtb1hkAgD7w4Kzy2IXWQLGr672T2JPTs/edit?usp=sharing)[Audience Etiquette Video](https://www.youtube.com/watch?v=re_SypFujRk)[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) | Discuss how audience etiquette impacts a performance.**2.SL.CC.1** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups |

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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
 | **RESOURCE LIST**Share the Music=STM*Silver Burdett Making Music=SBMM*Spotlight On Music=SOM*Tyme for a Rhyme=TFAR**Second Rhyme Around=SRA**Third Rhyme’s the Charm=TRTC**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**Strike it Rich=SR!* [*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 1 |
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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 short Sol-Mi-La or Mi-Re- Do patternsExplore and create high and low body shapes and statues Improvise an introduction using long/short, fast/slow, loud/soft sounds on unpitched percussion using teacher-given or class-established parameters. | Assess as students improvise short melodies using a teacher-created rubric or a district provided[Melodic Improvisation Rubric](https://docs.google.com/document/d/1v4rSwcwbSqlCdQgsoZILEUe2YLcZXZWMMe0TxT-MkpE/edit?usp=sharing)Observe students as they explore 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). | “Recorded Lesson – Category Game” *STM* Gr. 2, p. 32“I See” SOM Gr. 2, p. 266“The Noble Duke of York” *Music For Little People**Low or high, 85EMA, p. 20 an 21*Using *“W*aiting for the Traffic Light” SBMM Gr. 2, p. 107 as an example, ask students to create an introduction for“Engine, Engine Number Nine” *SOM 2, p. 13/STM Gr. 1* | Spelling and Alphabetical OrderGame: 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.PWR.3-** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. |
| **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.) | Create and perform 4-beat patterns using traditional notation, performing with body percussion and unpitched instruments Create movement using high and low levels | 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). | Country Gardens” play-along map *SOM Gr/ 2, p.16**Music for Creative Dance vol. 1, “Levelance”**"Deep and Wide" ASCL* | Continue to infuse lessons with academic vocabulary pertaining to music. **2.SL.CC.1** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups |
| **Cr2.A****Selecting Musical Ideas**Using short musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas. | Create movements based on musical ideas such as melodic direction, dynamics or timbres. Discuss why you chose the movements for those expressive qualities. | Assess students' ability to use movement to show musical concepts using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/14NlkFSJK8CYgrDUIig8nop_Rue-B3iQppCrQw_3h4x4/edit?usp=sharing)Assess students as they participate in a group discussion using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit?usp=sharing) | *"Deep and Wide" ASCL**"Up So High" JB**"Sixty Inches of Rain" JB* | Vocabulary: When performing movement activities, review positional and directional words (over, above, under, through, around, left, right, clockwise, counterclockwise, etc.)**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.  |
| **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 perform a 4-beat pattern of quarter note, eighth note, and quarter rest using multiple unpitched percussion timbres. | Observe as students create 4-beat patterns. Assess understanding using a teacher-created or [district-provided rubric](https://drive.google.com/open?id=1r6Mqp6VxX3aOr1qcq7MS9HAWSYmHIs6_DPwug9msd7k). | “Bate, Bate (Stir, Stir)” *SOM Gr. 2, p. 242* | **2.W.TTP.2** Write informative/ explanatory text in which they introduce a topic, use facts, and definitions to develop points and provide a concluding section or statement.  |
| **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. | As a class, create a B-section for poems and songs using speaking/singing and instruments that draws from elements of the text using collaborative discussion to refine the final product. | Assess as students refine their rhythmic and/or melodic compositions using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1W5OQ63Qw3n-zYbzUIFblZs8qSWP1IMMy38crrQInoDA/edit?usp=sharing) | “Creative Unit Project” *SOM Gr. 2, p. 205**"25. There Was an Old Woman" MFC1**"27. The North Wind" MFC1**"The Ship Goes Sailing" IAKOWKMM* | **2.W.TTP.2** Write informative/ explanatory text in which they introduce a topic, use facts, and definitions to develop points and provide a concluding section or statement. **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. | After applying feedback and refining the work, present a final performance of a student-created B section or other student composition. | Assess as students refine their rhythmic and/or melodic compositions using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1W5OQ63Qw3n-zYbzUIFblZs8qSWP1IMMy38crrQInoDA/edit?usp=sharing) | “Creative Unit Project” *SOM Gr. 2, p. 205**"25. There Was an Old Woman" MFC1**"27. The North Wind" MFC1**"The Ship Goes Sailing" IAKOWKMM* | Ask students to speak a short introduction to a final performance of a created song, ex. "We will now perform my composition \_\_\_\_\_\_\_, which is scored for (x instruments)"**2.SL.PKI.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  |

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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
 | **RESOURCE LIST**Share the Music=STM*Silver Burdett Making Music=SBMM*Spotlight On Music=SOM*Tyme for a Rhyme=TFAR**Second Rhyme Around=SRA**Third Rhyme’s the Charm=TRTC**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**Strike it Rich=SR!* [*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 1 |
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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. | Express a preference for particular unpitched instruments or families of unpitched instruments, citing reasons about their characteristics, use or timbres. | Observe as students participate in a group discussion. Assess understanding using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit?usp=sharing) |  [“Way Down South” (See Appendix)](https://docs.google.com/document/d/1dloPQI2N1tFpsUTKdy87tkptB3EDdtma7xeisWlnVN4/edit?usp=sharing) | **2.SL.CC.1** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups  |
| **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). | Categorize unpitched instruments into families (woods, metals, membranes). Discuss types or styles of music where each might be used. |  Assess students’ categorization of unpitched instruments by family using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1RFf-U1f-RHICu_Q1TsAwfnJY5gv18Wgcn4LKNgdcMS0/edit?usp=sharing) | “Country Gardens” *SOM Gr. 2, p.16*“Play Rhythm Instruments” *SOM* Gr. 2, p. 24 (Use activity suggested)[“Way Down South” (See Appendix)](https://docs.google.com/document/d/1dloPQI2N1tFpsUTKdy87tkptB3EDdtma7xeisWlnVN4/edit?usp=sharing) | Vocabulary Prepare several baskets with 5 or 6 small, unpitched percussion instruments each and index cards with corresponding instrument names written on them. Challenge groups of students to correctly identify each instrument by name and then to group their instruments into families. Allow each student to select one instrument and ask him/her to identify its name and family to the class or demonstrate and describe the proper technique for playing it.**2.RI.CS.4** Determine the meaning in words and phrases in a text relevant to a grade two topic or a subject area.  |
| **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 why the student or class chose particular timbres in creating a B section for a song or poem. | Observe as students participate in a group discussion. Assess understanding using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit?usp=sharing) | Refer to Cr3.A“Assembly Required” *SOM Gr. 2, p. 36*“You’ve Got a Friend in Me” *SOM Gr. 2, p. 44*  | **2.SL.CC.1** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups **2.SL.PKI.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| **R3.A****Evaluating Artistic Work**Apply personal preferences in the evaluation of music; discuss a musical performance using grade-appropriate vocabulary. | Listen to a piece of music that has a vocal version and an instrumental version. Express a preference for one or the other, contrasting them using musical vocabulary.  | Observe as students participate in a group discussion. Assess understanding using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit?usp=sharing) | “The Flight of the Bumblebee” *SOM Gr. 2, p. 40* (Tuba)*"*Flight of the Bumblebee" *SBMM 1* (Orchestral)["Flight of the Bumblebee"](https://youtu.be/nxr6Gu31Qms) (Bobby McFerrin and Yo-Yo Ma | **2.SL.CC.1** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups **2.SL.PKI.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

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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
 | **RESOURCE LIST**Share the Music=STM*Silver Burdett Making Music=SBMM*Spotlight On Music=SOM*Tyme for a Rhyme=TFAR**Second Rhyme Around=SRA**Third Rhyme’s the Charm=TRTC**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**Strike it Rich=SR!* [*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 1 |
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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 likes and dislikes of a piece of music. | Observe as students participate in a group discussion. Assess understanding using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit?usp=sharing) | “Packington’s Pound” *SOM Gr. 2, p. 200* | **2.SL.CC.1** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups **2.SL.PKI.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| **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 using the movement vocabulary “clockwise, counter-clockwise, forward, in/out” | 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). | Teaching Movement and Dance, pp. 136-137 Two-Part Dance“La Raspa” RM3Yankee Doodle Teaching Movement and Dance, pp.138-139[“Les Saluts” *Rhythmically Moving 1; Teaching Movement and Dance p.125*](https://www.youtube.com/watch?v=G4r8c9f6ddM)*“Baby Nodja” SOM, 154-155, Movement p. 155, (156 CD;8:10 (Native American)* | Fluency and Public SpeakingAllow students to speak brief introductions to each piece 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.SL.PKI.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.Vocabulary: Reinforce the concept of synonyms and antonyms. Differentiate between high/low and loud/soft as antonym pairs.**2.RI.CS.4** Determine the meaning in words and phrases in a text relevant to a grade two topic or a subject area.  |