

# Grade 2 Music Overview

Content Area: **Music**  
Course(s): **MUSIC-2**  
Time Period:  
Length: **N/A**  
Status: **Published**

## Course Overview

The nature of this course provides students with the musical experiences that foster a level of musical literacy as well as an appreciation for the arts. Music at the elementary level supports the retention of the student's natural music aptitude while helping acquire musical skills. The following musical elements are addressed: Rhythm, melody, harmony, form, expression, timbre/tone color, vocal technique, music history and technique. The New Jersey Student Learning Standards for Visual and Performing Arts provide cumulative Progress Indicators, defining the desired level of understanding or skill that should be achieved. Over the course of Grade 2, students will continue to develop and refine skills through a wide array of activities such as singing, creative movement, rhythmic games, folk dances, playing instruments, improvisation, and composition.

## PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

| NJ Student Learning Standards    |   | NJ Student Learning Standards |   | NJ Student Learning Standards                         |   |
|----------------------------------|---|-------------------------------|---|---|---|
| 1. Visual and Performing Arts    | P | 5. Science                    |   | 9. Career Education and Consumer/ Family/ Life Skills | S |
| 2. Health and Physical Education | S | 6. Social Studies             | S |   |   |
| 3. Language Arts Literacy        | S | 7. World Languages            | S |   |   |
| 4. Mathematics                   | S | 8. Technology Literacy        |   |   |   |

## Textbooks and other resources

## COURSE RESOURCES

- Textbook: *The Music Connection*, Silver Burdett Ginn, 1995
- Listening library from appropriate grade levels as related to textbook
- Videos/dvd's
- Books
- Magazines
- Educational Literature

## Standards

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### COURSE SCOPE AND SEQUENCE CHART

| Sequential Unit Description   | Associated CPI's to be Achieved  | Marking Period Guide | Other Pacing Guide References | Proficiency (Summative) Assessments            |
|---|--|----------------------|-------------------------------|--|
| <b><u>Unit 1 Rhythm</u></b><br><br>Identify, perform and create the steady beat and the division of the beat. | 1.1.2.B.1 (M)<br>1.1.2.B.2 (M)<br>1.1.2.B.3 (M)<br>1.1.2.B.4 (M)<br>1.3.2.B.1 (M)<br>1.3.2.B.2 (M)<br>1.3.2.B.3 (M)<br>1.3.2.B.4 (M)<br>1.3.2.B.5 (M)<br>1.3.2.B.6 (M) | 1-4                  | Ongoing                       | Performance assessment/<br>Teacher observation |

|   |   |     |         |  |
|---|---|-----|---------|--|
|   | 1.3.2.B.7 (M)<br>2.5.4.A.3 (D)<br>2.5.8.A.3 (D)<br>2.MD.2 (D)<br>2.MD.4 (D)<br>1.MD.4 (D)<br>7.1.2.NM.A.2(D)<br>7.1.2.NM.A.6(D)   |     |         |  |
| <b><u>Unit 2 Melody</u></b><br>Identify, perform and create a single line of tones that moves upward, downward and repeats. | 1.1.2.B.1 (M)<br>1.1.2.B.2 (M)<br>1.1.2.B.3 (M)<br>1.1.2.B.4 (M)<br>1.3.2.B.1 (M)<br>1.3.2.B.2 (M)<br>1.3.2.B.3 (M)<br>1.3.2.B.4 (M)<br>1.3.2.B.5 (M)<br>1.3.2.B.6 (M)<br>1.3.2.B.7 (M)<br>7.1.2.NM.A.2(D)<br>7.1.2.NM.A.6(D) | 1-4 | Ongoing | Performance assessment/<br>Teacher observation |
| <b><u>Unit 3 Harmony</u></b><br>Identify, perform and create two or more tones simultaneously.                              | 1.1.2.B.1 (M)<br>1.1.2.B.2 (M)<br>1.1.2.B.3 (M)<br>1.3.2.B.1 (M)<br>1.3.2.B.2 (M)<br>1.3.2.B.4 (M)<br>1.3.2.B.5 (M)   | 1-4 | Ongoing | Performance assessment/<br>Teacher observation |

|   |   |     |         |  |
|---|---|-----|---------|--|
|   | 1.3.2.B.6 (M)<br>1.3.2.B.7 (M)<br><i>7.1.2.NM.A.2(D)</i><br><i>7.1.2.NM.A.6(D)</i>  |     |         |  |
| <b><u>Unit 4 Form</u></b><br><br>Identify, perform and create the basic structure of a musical selection.   | 1.1.2.B.1 (M)<br>1.1.2.B.2 (M)<br>1.1.2.B.3 (M)<br>1.3.2.B.1 (M)<br>1.3.2.B.6 (M)<br><i>7.1.2.NM.A.2(D)</i><br><i>7.1.2.NM.A.2(D)</i>                                   | 1-4 | Ongoing | Performance assessment/<br>Teacher observation |
| <b><u>Unit 5 Expression</u></b><br><br>Identify and communicate the interpretive elements of music.   | 1.1.2.B.1 (M)<br>1.1.2.B.2 (M)<br>1.3.2.B.1 (M)<br>1.3.2.B.2 (M)<br>1.3.2.B.4 (M)<br>1.3.2.B.5 (M)<br>1.3.2.B.7 (M)<br><i>7.1.2.NM.A.2(D)</i><br><i>7.1.2.NM.A.6(D)</i> | 1-4 | Ongoing | Performance assessment/<br>Teacher observation |
| <b><u>Unit 6 Timbre/ Tone Color</u></b><br><br>Recognize and identify the quality of vocal and instrumental sounds.                                       | 1.1.2.B.1 (M)<br>1.1.2.B.2 (M)<br>1.1.2.B.3 (M)<br>1.1.2.B.4 (M)<br><i>7.1.2.NM.A.2(D)</i><br><i>7.1.2.NM.A.6(D)</i>  | 1-4 | Ongoing | Performance assessment/<br>Teacher observation |
| <b><u>Unit 7 Vocal Technique</u></b><br><br>Differentiate among and perform different voices distinguishing between proper and improper vocal production. | 1.1.2.B.1 (M)<br>1.1.2.B.2 (M)<br>1.1.2.B.3 (M)   | 1-4 | Ongoing | Performance assessment/<br>Teacher observation |

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|  | 1.3.2.B.1 (M)<br>1.3.2.B.2 (M)<br>1.3.2.B.4 (M)<br>1.3.2.B.7 (M)  |     |         |  |
| <b><u>Unit 8 Music History</u></b><br><br>Recognize and identify various musical styles and genres within various social and/or historical contexts. | 1.2.2.A.1 (M)<br>1.2.2.A.2 (M)<br>1.4.2.A.2 (M)<br><i>6.2.2.E.3 (D)</i><br><i>7.1.2.NM.A.2(D)</i><br><i>7.1.2.NM.A.6(D)</i><br><i>9.1.4.A.2 (D)</i>                 | 1-4 | Ongoing | Performance assessment/<br>Teacher observation |
| <b><u>Unit 9 Critique</u></b><br><br>Observe, analyze, and respectfully communicate opinions of musical selections.                                  | 1.4.2.A.1 (M)<br>1.4.2.A.2 (M)<br>1.4.2.A.3 (M)<br>1.4.2.A.4 (M)<br>1.4.2.B.1 (M)<br>1.4.2.B.2 (M)<br>1.4.2.B.3 (M)<br><i>9.2.4.B.2 (D)</i><br><i>9.2.4.B.3 (D)</i> | 1-4 | Ongoing | Performance assessment/<br>Teacher observation |

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| LA.RL.2.1     | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.   |
| LA.RL.2.4     | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  |
| MA.2.MD.A.2   | Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.  |
| MA.2.MD.A.4   | Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.  |
| MA.1.MD.C.4   | Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. |
| WL.7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s).  |
| HPE.2.5.4.A.3 | Explain and demonstrate movement sequences, individually and with others, in response  |

to various tempos, rhythms, and musical styles.

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|---------------|--|
| HPE.2.5.8.A.3 | Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).                                       |
| VPA.1.1.2.B.1 | Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.  |
| VPA.1.1.2.B.2 | Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.  |
| VPA.1.1.2.B.3 | Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.  |
| VPA.1.1.2.B.4 | Categorize families of instruments and identify their associated musical properties.   |
| VPA.1.2.2.A.1 | Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.                            |
| VPA.1.2.2.A.2 | Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.  |
| VPA.1.3.2.B.1 | Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.   |
| VPA.1.3.2.B.2 | Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.  |
| VPA.1.3.2.B.3 | Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.  |
| VPA.1.3.2.B.4 | Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.                                     |
| VPA.1.3.2.B.5 | Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.   |
| VPA.1.3.2.B.6 | Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.                 |
| VPA.1.3.2.B.7 | Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.   |
| VPA.1.4.2.A.1 | Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). |
| VPA.1.4.2.A.2 | Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.  |
| VPA.1.4.2.A.3 | Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).                     |
| VPA.1.4.2.A.4 | Distinguish patterns in nature found in works of dance, music, theatre, and visual art.  |
| VPA.1.4.2.B.1 | Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.  |
| VPA.1.4.2.B.2 | Apply the principles of positive critique in giving and receiving responses to performances.   |
| VPA.1.4.2.B.3 | Recognize the making subject or theme in works of dance, music, theatre, and visual art.   |

## Grading and Evaluation Guidelines

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### GRADING PROCEDURES

In terms of proficiency level the East Brunswick grades equate to:

- **+: Special Commendation**
- **√: Steady Progress**
- **-: Needs Improvement**

Assessments of student progress are reported to parents as follows:

- Parent conferences are held twice a year
- Standards-based report cards are sent home four times a year
- Students are evaluated through a variety of assessments. Specific Music skills are outlined and assessed both informally in verbal and written form.

### COURSE EVALUATION

In Elementary Music Grade Two, the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (S or better) relative to the NJSL set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

### Other Details

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#### #4502 General Music Grade 2 – All Elementary Schools

| Projected Number of Students | School #'s | Course Level | Course Length | Grade Level | Credits | Min. Per Week | Elective/Required | Initial Course Adopted |
|------------------------------|------------|--------------|---------------|-------------|---------|---------------|-------------------|------------------------|
| 700                          | AE         | A            | F             | 2           | 0.00    | 60            | R                 | 4/21/1986              |

