

Pine Hill Public Schools Curriculum

Content Area:		Music	
Course Title/ Grade Level:		Music / Grade 2	
Unit 1:	Fundamentals	Month:	1 month
Unit 2:	Decoding	Month:	1 month
Unit 3:	Musical Elements	Month:	3 months
Unit 4:	Decoding unfamiliar	Month:	2 months
Unit 5:	Musical Forms	Month:	4-8 weeks multiple times throughout year
Unit 6:	Culture	Month:	Disbursed over 6 months
Unit 7:	Rhythmic Reading/Writing	Month:	6months
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools
Music Curriculum**

Unit Title: Fundamentals		Unit #: 1
Course or Grade Level: Music Grade 2		Length of Time: 1 month
Date Created:		BOE Approval Date:
Pacing		
Essential Questions	How can we label tonal and rhythm patterns?	
Content	Tonal and Rhythmic development Pattern labeling Various songs/chants in duple meter (macro/micro beats) while reinforcing major tonality	
Skills	Identify and label patterns as major and minor tonic/dominant and duple and triple macro/micro Chant tonal and rhythm patterns with syllables Sing in solo and in groups Sing and chant while maintaining a steady beat (macro/micro) Chanting, singing, moving and playing instrument to different meters, tonalities and time periods Sing in a round and chant ostinati patterns	
Assessments	Teacher observation of performance and labeling of tonal and rhythmic patterns Observation of performance in listening, movement, chanting/singing and instrument play activities Solo singing Respond to questions	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individual attention after class time • Student modeling & mentors • 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts (poem) 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Conversational Solfege, Various songs and poems, rhythm instruments, pattern evaluation sheet 	
2009 NJCCCS		
Standard: 1.1 The Creative Process 1.2 History of Arts and Culture 1.3 Performance 1.4 Aesthetic Response & Critique Methodologies		
Strand(s): B. Music A. History of Arts and Culture A. Aesthetic Response B. Critique Methodologies		
Content Statement(s):		CPI # / CPI(s):

Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	1.1.2.B.1
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	1.1.2.B.2
Proper vocal production/ vocal placement requires an understanding of basic anatomy and the physical properties of sound.	1.3.2.B.2
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.	1.3.2.B.4
Improvise short tonal and rhythmic patterns over ostinatos , and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.	1.3.2.B.5
Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.	1.3.2.B.
Apply the principles of positive critique in giving and receiving responses to performances.	1.4.2.B.2

**Pine Hill Public Schools
Music Curriculum**

Unit Title: Decoding		Unit #: 2 October
Course or Grade Level: Music Grade 2		Length of Time: 1 month
Date Created:		BOE Approval Date:
Pacing		
Essential Questions	How do you convert a pattern from a neutral sound to a rhythm syllable in a familiar song? How do you sing/chant independent parts simultaneously within a group?	
Content	Tonal and Rhythmic development Pattern labeling Duple meter pattern decoding – familiar song (oral) Various songs/chants in duple meter (macro/micro beats) while reinforcing tonalities	
Skills	Identify and label patterns as major and minor tonic/dominant and duple and triple macro/micro Identifying song/chant as being in duple or triple meter Decoding duple meter – familiar song (orally) Chanting, singing, moving and playing instrument to different meters, tonalities and time periods	
Assessments	Teacher observation of performance, labeling and decoding of tonal and rhythmic patterns Observation of performance in listening, movement, chanting/singing and instrument play activities Solo singing Respond to questions Performance of music with at least two independent parts Respond visually to aural prompt from the tone poem	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individual attention after class time • Student modeling & mentors • 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts (poems & stories) 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Conversational Solfege, Various songs and poems, rhythm instruments, pattern evaluation sheet, 	

2009 NJCCCS

Standard: 1.1 The Creative Process
1.2 History of Arts and Culture
1.3 Performance
1.4 Aesthetic Response & Critique Methodologies

Strand(s): B. Music
A. History of Arts and Culture
A. Aesthetic Response
B. Critique Methodologies

Content Statement(s):	CPI # / CPI(s):
Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	1.1.2.B.1
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	1.1.2.B.2
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.	1.1.2.A.1
Proper vocal production/ vocal placement requires an understanding of basic anatomy and the physical properties of sound.	1.3.2.B.2
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.	1.3.2.B.4
Improvise short tonal and rhythmic patterns over ostinatos , and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.	1.3.2.B.5
Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.	1.3.2.B.7
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.).	1.4.2.A.1

Pine Hill Public Schools Music Curriculum	
Unit Title: Musical Elements	Unit #: 3
Course or Grade Level: Music Grade 2	Length of Time: 3 months
Date Created:	BOE Approval Date:
Pacing	
Essential Questions	How does dynamics and tempi effect the music? How do we perform music with multiple parts?
Content	Dynamics Tempo Multi-part music Form
Skills	Identify varying levels of dynamics Move in response to dynamically diverse music Move in response to varying tempi Perform songs and chants with multiple parts (ostinato)

Assessments	Observation of performance in listening, movement, chanting/singing and instrument play activities Solo singing Respond to questions Performance of music with at least two independent parts
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individual attention after class time • Student modeling & mentors •
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts (poems & stories) • Geography
Lesson resources / Activities	<ul style="list-style-type: none"> • \ rhythm instruments, pattern, Discovering music 2, chordal & melodic instruments, Making Music Your Own.,

2009 NJCCCS

Standard: 1.1 The Creative Process
1.3 Performance

Strand(s): B. Music

Content Statement(s):	CPI # / CPI(s):
Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	1.1.2.B.1
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	1.1.2.B.2
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.	1.1.2.A.1
Proper vocal production/ vocal placement requires an understanding of basic anatomy and the physical properties of sound.	1.3.2.B.2
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.	1.3.2.B.4
Improvise short tonal and rhythmic patterns over ostinatos , and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.	1.3.2.B.5
Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.	1.3.2.B.7

**Pine Hill Public Schools
Music Curriculum**

Unit Title: Decoding unfamiliar		Unit #: 4
Course or Grade Level: Music Grade 2		Length of Time: 2 months
Date Created:		BOE Approval Date:
Pacing		
Essential Questions	How do you convert a pattern from a neutral sound to a rhythm syllable in an unfamiliar song?	
Content	Tonal and Rhythmic development Pattern labeling Duple meter pattern decoding – unfamiliar song (oral) Various songs/chants in duple meter (macro/micro beats) while reinforcing tonalities	
Skills	Chanting, singing, moving and playing instrument to different meters, tonalities and time periods Sing chord progressions and melody of a song with help of conducted cues creating a polyphonic texture Perform chord progressions on instruments while singing the melody	
Assessments	Teacher observation of performance, labeling and decoding of tonal and rhythmic patterns Observation of performance in listening, movement, chanting/singing and instrument play activities Solo singing Respond to questions	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individual attention after class time • Student modeling & mentors • 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts (poems & stories) • Geography • Culture 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Conversational Solfege, Various songs and poems, rhythm instruments, pattern evaluation sheet, 	

2009 NJCCCS

Standard: 1.1 The Creative Process
1.2 History of Arts and Culture
1.3 Performance
1.4 Aesthetic Response & Critique Methodologies

Strand(s): B. Music
A. History of Arts and Culture
A. Aesthetic Response
B. Critique Methodologies

Content Statement(s):	CPI # / CPI(s):
Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	1.1.2.B.1
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	1.1.2.B.2
Categorize families of instruments and identify their associated musical properties.	1.1.2.B.4
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.	1.1.2.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.	1.2.2.A.1
Proper vocal production/ vocal placement requires an understanding of basic anatomy and the physical properties of sound.	1.3.2.B.2
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.	1.3.2.B.4
Improvise short tonal and rhythmic patterns over ostinatos , and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.	1.3.2.B.5
Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.	1.3.2.B.7
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.).	1.4.2.A.1

Pine Hill Public Schools Music Curriculum	
Unit Title: Musical Forms	Unit #: 5
Course or Grade Level: Grade 1	Length of Time: 4-8 weeks multiple times throughout year
Date Created:	BOE Approval Date:
Pacing	

Essential Questions	What is a Symphonic poem? What is Ballet? What is Suite? What is a Symphony
Content	Stories told within a Symphonic Poem, Ballet and Suite Various movement activities Various listening activities
Skills	Identify a symphonic poem Identify Suite Identify Ballet Identify Symphonic movements Move/act out the story based on the music Illustrate story told through music Identify melodic material of a given piece of music
Assessments	Participate in listening activities, Act out song by moving Answer questions to identify actions within the music Identify forms
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individual attention after class time • Student modeling • Teacher modeling • Repetition
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts
Lesson resources / Activities	<ul style="list-style-type: none"> • Sorcerer’s Apprentice audio and story, The Nutcracker audio video & Story, Haydn (Surprise/Toy/Clock/Farewell Symphonies), composer bios,

2009 NJCCCS

Standard: 1.1 The Creative Process
1.2 History of Arts and Culture
1.4 Aesthetic Response & Critique Methodologies

Strand(s): B. Music
A. History of Arts and Culture
A. Aesthetic Response

Content Statement(s):

CPI # / CPI(s):

Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

1.1.2.B.1

Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

1.1.2.B.2

Categorize the families of instruments and identify their associated musical properties

1.1.2.B.4

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

1.1.2.A.1

periods and world cultures.	
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.	1.2.2.A.1
Identify aesthetic qualities of <u>exemplary works</u> 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.).	1.4.2.A.1

Revised: January 22, 2013

**Pine Hill Public Schools
Music Curriculum**

Unit Title: Culture		Unit #: 6
Course or Grade Level: Grade 1		Length of Time: dispersed over 6 month
Date Created:		BOE Approval Date:
Pacing		
Essential Questions	What role does music play in holidays? What role does music play in various cultures (dance, ceremony, ect.)?	
Content	Music of various cultures Music of various holidays	
Skills	Move to music of various cultures Dramatization in movement while listening to various pieces of music Relate music with it's appropriate holiday Discuss the background of various holidays and how that is illustrated through music Cultural dances	
Assessments	Teacher questions Teacher observation of student performance Solo and group performance	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Repetition • Visual/Auditory/Kinesthetic instruction 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Art • History • Geography • Literature 	
Lesson resources / Activities	Works of art from related time period, New Years (Auld Lang Sine), MLK story and related songs Gr. 2, songs of various holidays, patriotic songs, Irish songs (McNamera's Band), Dance-Australia	
2009 NJCCCS		
Standard: 1.1 The Creative Process 1.2 History of Arts and Culture 1.4 Aesthetic Response & Critique Methodologies		
Strand(s): B Music A History of Arts and Culture A Aesthetic Response B Critique Methodologies		
Content Statement(s):		CPI # / CPI(s):
Categorize the families of instruments and identify their associated musical properties		1.1.2.B.4
Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes		1.2.2.A.1

of family and community, from various historical periods and world cultures.	
Identify aesthetic qualities of <u>exemplary works</u> 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.).	1.4.2.A.1
Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.	1.4.2.A.2
Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	1.4.2.A.4
Recognize the making subject or theme in works of dance, music, theatre, and visual art.	1.4.2.B.3

**Pine Hill Public Schools
Music Curriculum**

Unit Title: Rhythmic Reading/Writing **Unit #: 7**

Course or Grade Level: Grade 2 **Length of Time:** 6 months

Date Created: **BOE Approval Date:**

Pacing

Essential Questions
 How do we create a duple/triple rhythmic pattern?
 How do we decode rhythms of unfamiliar songs?
 How do we read and write familiar duple/triple rhythm patterns

Content
 Rhythmic development
 Pattern decoding
 Pattern creating
 Rhythmic pattern reading/writing
 Various songs/chants in various meter (macro/micro beats) while reinforcing tonalities

Skills
 Decode unfamiliar songs/patterns in duple and triple
 Echo read familiar patterns in duple and triple
 Read independently familiar patterns
 Write familiar patterns in duple/triple meter
 Rhythmic dictation of duple/triple rhythms
 Organize rhythmic symbols into dictated patterns
 Create rhythmic ostinati using Orff instruments

Assessments
 Teacher observation of performance,
 Written evaluation
 Observation of performance in listening, movement, chanting/singing and instrument play activities
 Solo singing
 Respond to questions

Interventions / differentiated instruction

- Individual attention after class time
- Student modeling & mentors

Inter-disciplinary Connections

Lesson resources / Activities

- Feierabend Conversational Solfege Lvl. 1, Gordon learning theory, rhythm symbol manipulatives, recorded classical music with written score

2009 NJCCCS

Standard: 1.1 The Creative Process
 1.3 Performance

Strand(s): B. Music

Content Statement(s): **CPI # / CPI(s):**

Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	1.1.2.B.1
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	1.1.2.B.2
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.	1.1.2.B.3
Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	1.3.2.B.1
Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.	1.3.2.B.3
Improvise short tonal and rhythmic patterns over ostinatos , and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.	1.3.2.B.5

Revised: 1/22/13