

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

SINGING AND PERFORMING ALONE AND WITH OTHERS

STANDARD 1: SINGING AND PERFORMING ALONE AND WITH OTHERS

Learners will demonstrate singing, instrument playing, and movement skills alone and with others.

SECOND GRADE

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>1.1 Learners sing and move to a variety of music.</p> <p>Learners will:</p> <p>1.1.1 sing and memorize simple songs with good pronunciation; (Essential)</p> <p>1.1.2 move to music using locomotor and non-locomotor movement; (Essential)</p> <p>1.1.3 use patterned dances or sequenced movement in simple singing games and action songs. (Essential)</p>	<p>1.1.1 Observe student participation during music class.</p> <p>1.1.2 Student will demonstrate developmentally appropriate locomotor (walk, jog, hop, skip, etc.) and non-locomotor movements (pat, stamp, clap, snap, sway, twist, shake, wiggle, etc.)</p> <p>1.1.3 Students will demonstrate appropriate movement(s) that accompany singing games and action songs.</p>	<p>Look for appropriate songs in the Second Grade book of “Share the Music - MacMillian” (STM), “Music and You” and other textbooks.</p> <p>Use songs from the folk song repertoire such as Bill Grogan’s Goat, Jennie Jenkins, John Jacob Jingleheimer Schmidt, The More We Get Together, Pop! Goes the Weasel, Sally Go Round the Sun, Shoo Fly, Skinnamarink, Who’s That Tapping At My Window?</p> <p>Refer to the movement glossary in the TE of STM and movement skills in the STM classified index.</p> <p>Action Songs: Head and Shoulders Baby, Kye Kye Kule, Sailor Went Out to Sea Sea Sea, Take Me Out To The Ballgame, Ten in a Bed, etc.</p> <p>Dances: Simple Line (Bunny Hop), Partner, and Round Dances. Refer to “Teaching Folk Dances” by Phyllis Weikart.</p>

SINGING AND PERFORMING ALONE AND WITH OTHERS

Second Grade Music

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>1.2 Learners use good posture and vocal sound when singing.</p> <p>Learners will:</p> <p>1.2.1 demonstrate the difference between a speaking voice and a singing voice; (Essential)</p> <p>1.2.2 sing with a relaxed voice quality, not forces or shouted; (Essential)</p> <p>1.2.3 match pitch in the appropriate vocal range; (Essential)</p> <p>1.2.4 do vocal warm-ups (Essential)</p> <p>1.2.5 sing with good posture; (Essential)</p>	<p>1.2.1 Student should be able to distinguish between the speaking and singing voice by listening; should be able to correct self and others while learning new songs.</p> <p>1.2.2 Observe and evaluate individuals for vocal quality, individual should be able to adjust tone quality if shouting.</p> <p>1.2.3 The student will listen and correctly match pitch while singing songs.</p> <p>1.2.4 The students will correctly echo vocal warm-ups using good vocal tone quality.</p> <p>1.2.5 Observe that the student has a straight back and that the head is not bent down.</p>	<p>Use recordings of songs that have children singing so that students can hear good singing being modeled.</p> <p>Have good singers in the class model for others in the class.</p> <p>Have the students echo sing three to five note patterns in small melodic skips and stepwise scale patterns. Use segments of songs being studied.</p> <p>Use pitch warm-up activities such as exploring vocal range and imitating sirens.</p>
<p>1.3 Learners use variation in voice inflection when reciting chants, poems, and rhymes.</p>		<p>Use children’s literature that has a variety of characters that the student(s) can dramatize using their voices and different inflections.</p>

<p>Learners will:</p> <p>1.3.1 speak in a high voice, regular voice or a low voice; (Essential)</p> <p>1.3.2 speak in a loud, soft, shouting, and whispering voice; (Essential)</p>	<p>1.3.1 As part of a story dramatization, have the student speak in a variety of voices to bring life to a character.</p> <p>1.3.2 As part of a story dramatization, have the student speak in a variety of dynamic levels as appropriate to the story plot.</p>	<p>Refer to Dramatizations/Pantomimes in the classified index of the Second Grade TE of STM.</p>
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SINGING AND PERFORMING ALONE AND WITH OTHERS

<i>Second Grade Music</i>		
<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>1.3.3 speak in a voice which is getting louder/getting softer; (Essential)</p> <p>1.3.4 demonstrate speech at a very fast, fast medium, slow and very slow speed; (Expected)</p> <p>1.3.5 demonstrate gradual changes in speech tempo. (Expected)</p>	<p>1.3.3 Student can demonstrate control over vocal volume as part of a poetry recitation such as “The Arrival of Winter” in Share The Music series.</p> <p>1.3.4 Student can recite chants or speech pieces at varying tempos.</p>	<p>Use speech pieces such as The Arrival of Winter, Bate Bate, Say Your Name, Donkey Donkey, A Turkey Named Bert.</p>
<p>1.4 Learners develop a steady beat.</p> <p>Learners will:</p> <p>1.4.1 use locomotor and non-locomotor movement to show a steady beat in songs, chants, and rhymes. (Essential)</p>	<p>1.4.1 Have the student find, or set, the beat in a piece of music or chant and have them demonstrate that beat using their body.</p>	<p>Use a wide variety of recorded music to demonstrate beat and steady tempo to the students. Consider using music that the students are very familiar with such as music of the radio or music from hit movies and TV shows.</p>
<p>1.5 Learners participate in appropriate performance opportunities.</p>		<p>Provide performance opportunities that involve students singing, playing instruments, and moving as a whole group</p>

<p>Learners will:</p> <p>1.5.1 participate and or perform in appropriate programs and performances; (Essential)</p> <p>1.5.2 develop confidence to perform as a soloist or in a small group. (Essential)</p>	<p>1.5.1 Observe students in appropriate performance situations.</p>	<p>and as soloists.</p> <p>Performance opportunities can be students performing for each other, another class, another grade level, or formal presentations for the PTA, etc.</p>	
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**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

CREATING WITH MUSIC

STANDARD 2: CREATING WITH MUSIC

Learners will create with music and through music

SECOND GRADE

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>2.1 Learners compose, arrange, or improvise through music activities</p> <p>Learners will:</p> <p>2.1.1 create lyrics, sound effects, and movements for chants, poems, rhymes, and music. (Essential)</p>	<p>2.1.1 Observe student(s) creating original words/text, music, movement (locomotor and non-locomotor) to accompany activities and learning situations.</p>	<p>Refer to the movement glossary in the Second Grade TE of STM and movement skills in the STM classified index.</p> <p>Elicit ideas for new verses to songs the students know or make up new chants using rhyming words, poetry, or parts of a favorite story.</p>

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

READING AND RESPONDING TO MUSIC

STANDARD 3: READING AND RESPONDING TO MUSIC

Learners will respond visually and aurally to music




SECOND GRADE

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>3.1 Learners respond to simple melodic and rhythmic patterns.</p> <p>Learners will:</p> <p>3.1.1 recognize and respond to melodic direction; (Essential)</p> <p>3.1.2 echo/imitate short, simple rhythmic phrases; (Essential)</p> <p>3.1.3 echo/imitate short, simple melodic phrases. (Essential)</p>	<p>3.1.1 Have student indicate melodic direction using their arm or by doing a line drawing to duplicate highs and lows in a melody.</p> <p>3.1.2 Student will correctly echo rhythmic phrases involving ta () and ti-ti (), one beat rests (Z), o , and o.</p> <p>3.1.3 Student will correctly echo back five to eight note melodic phrases.</p>	<p>Use melodic direction activities as listed in the STM classified index under pitch in the second grade TE.</p> <p>Refer to the Pitch and Rhythm index in the second grade TE of STM for songs containing specific rhythm patterns.</p> <p>Use or make-up pitch and rhythm matching games where students have to correctly echo back patterns in order to gain points, etc.</p>
<p>3.2 Learners identify and respond to volume, tempo, and duration contrasts.</p> <p>Learners will:</p> <p>3.2.1 describe tempo as fast or slow; (Essential)</p>	<p>3.2.1 Student will correctly describe a piece of music using any of the following descriptors: very fast, fast, medium, slow, medium slow, very slow.</p>	<p>Play lots of music for reflective listening activities that focus on tempo and dynamics (volume.)</p> <p>Refer to Tempo, Duration/Rhythm, and Dynamics in the classified index of the Second Grade TE of STM.</p>

3.2.2 describe music as loud or soft. (Essential)	3.2.2 Student will correctly describe a piece of music using any of the following descriptor: very loud, loud, medium loud, medium soft, soft, very soft.	
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READING AND RESPONDING TO MUSIC

Second Grade Music

<p>3.2.3 describe rhythm as short and long notes (Essential)</p> <p>3.2.4 notate simple rhythm patterns. (Expected)</p>	<p>3.2.3 Given a particular rhythm pattern, the student will visually show the rhythm using long and short lines and/or aurally using long and short sounds on a neutral syllable.</p> <p>3.2.4 Student will correctly write 2 four beat rhythm patterns</p>	<p>Translate word patterns or names into rhythm patterns, i.e.; carrots peas =  strawberry shortcake =  Kay Martin = </p> <p>Translate short and long sounds of rhythm patterns into movement (e.g. big step and small steps, tip toes and large strides, hand movements, etc.)</p>
<p>3.3 Learners follow and read words in a song.</p> <p>Learners will:</p> <p>3.3.1 read simple song lyrics; (Essential)</p> <p>3.3.2 incorporate musical activities or sounds with stories. (Expected)</p>	<p>3.3.1 Student accurately reads the text of a song, follows the actions associated with the text, or can relate the general theme or idea in the text.</p>	<p>Use action songs listed in the classified index of the Second Grade TE of STM.</p> <p>Have students draw pictures that depict the action in a song text.</p> <p>Have students find repeated word patterns, rhyming words, new vocabulary within a song text or create new words or verses to an existing melody.</p>
<p>3.4 Learners identify and respond to music form.</p> <p>Learners will:</p> <p>3.4.1 identify verse-refrain, ABA, and</p>	<p>3.4.1 While listening to a song or piece of</p>	<p>Refer to Form in the classified index of the Second Grade TE of STM.</p> <p>Discuss verse-refrain, call and response, cumulative song forms, AB, ABA, Rondo, and echo forms.</p>

<p>rondo* form in music. (Essential)</p> <p><i>While verse- refrain and rondo may appear to be the same, remember that verse-refrain is text based and rondo is melody based.</i></p> <p>3.4.2 understand and follow simple listening maps.</p>	<p>music, the student will correctly identify verse-refrain, ABA , and rondo form.</p> <p>3.4.2 While listening to a piece of music, the student will successfully identify various musical elements and the form of the music depicted on a listening map.</p>	<p>Move to different sections in a variety of ways; i.e., A=locomotor, B= non-locomotor, A=locomotor</p> <p>Use the listening maps from the second grade TE of STM.</p>
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**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

LISTENING, ANALYZING, AND DESCRIBING MUSIC

STANDARD 4: LISTENING, ANALYZING, AND DESCRIBING MUSIC

Learners will listen to, analyze, and describe music.

SECOND GRADE

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>4.1 Learners discuss characteristics in a variety of music.</p> <p>Learners will:</p> <p>4.1.1 listen to a variety of music (Essential)</p> <p>4.1.2 discuss musical performances heard (Essential)</p>	<p>4.1.1 Student will be asked to pick a piece of music and tell why they like or dislike it while referring back to the piece of music</p> <p>4.1.2 Student will discuss and or highlight at least two aspects of a musical performance such as large or small ensemble group, number of soloists,</p>	<p>Play a wide variety of recorded music as part of the student’s music lessons, as background music for reflective and non-reflective listening.</p> <p>Play music from many time periods and as well as contemporary styles.</p> <p>Refer to listening lessons and recordings that are part of the Second Grade level STM series.</p> <p>Encourage students to develop criteria for</p>

<p>4.1.3 discuss the mood of a musical selection. (Expected)</p> <p>4.1.4 discuss the purpose of various types of music (dances, marches, lullabies.) (Expected)</p>	<p>types of instruments played, or descriptions of music performed (see 4.1.1 above)</p> <p>4.1.3 Students will describe the mood or emotions represented in a piece of music.</p> <p>4.1.4 Student can identify music that has a specific purpose such as a march, dance, lullaby, hymn, etc.</p>	<p>selecting music for listening pleasure (i.e., quiet music for relaxing, strong beat for dancing, etc.)</p>
<p>4.2 Learners identify and discuss different types of instruments.</p> <p>Learners will:</p> <p>4.2.1 develop the use of body percussion as part of keeping a steady beat and music-making; (Essential)</p>	<p>4.2.1 Student will keep a steady beat with hands, fingers, and feet.</p>	<p>Have rhythm band instruments available for students to explore and use in musical activities.</p>

LISTENING, ANALYZING, AND DESCRIBING MUSIC

Second Grade Music

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>4.2.2 recognize the different tonal qualities in the singing voice of an adult male, adult female, and a child; (Essential)</p>	<p>4.2.2 Student can correctly identify a man’s voice, women’s voice, and a child’s voice.</p>	<p>Refer to lessons on tone and instruments in the classified index of the Second Grade TE of the STM series.</p>
<p>4.2.3 identify, by sight and sound, metal instruments; (Essential)</p>	<p>4.2.3 Student will correctly label a triangle, finger cymbals, bells, cymbals, and jingle bells.</p>	<p>Various drums and non-pitched instruments are available for check-out at the ARTS Center.</p>
<p>4.2.4 identify, by sight and sound, wooden instruments; (Essential)</p>	<p>4.2.4 Student will correctly label rhythms sticks, wood blocks, claves, sandblock.</p>	<p>Use poster visual and books to show the students instrument from various world cultures.</p>

<p>4.2.5 identify and classify various types of drums from different world cultures; (Extended)</p> <p>4.2.6 identify and classify various shaker type instruments from various world cultures. (Extended)</p>	<p>4.2.5 Student will correctly identify wooden drums, basket drums, steel drums and the cultures they are associated with.</p> <p>4.2.6 Student will correctly identify the maracas, cabasa, shekere, and various tambourines and the cultures they are associated with.</p>	
<p>4.3 Learners model appropriate audience behavior.</p> <p>Learners will:</p> <p>4.3.1 be aware of appropriate concert/performance behavior as a listener and as a participant. (Essential)</p>	<p>4.3.1 Observe student exhibiting proper behavior, listening attentively, and/or actively participating in a performance.</p>	<p>Provide opportunities for students to practice good audience behavior.</p>
<p>4.4 Learners identify form in music.</p> <p>The learner will:</p> <p>4.4.1 identify verse-refrain, ABA and rondo form in music. (Essential)</p>	<p>4.4.1 While listening to a song or piece of music, the student will correctly identify verse-refrain, ABA, and rondo form.</p>	

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

UNDERSTANDING THE RELATIONSHIP BETWEEN MUSIC AND OTHER CONTENT AREAS

STANDARD 5: UNDERSTANDING THE RELATIONSHIP BETWEEN MUSIC AND OTHER CONTENT AREAS

Learners will make connections to other content areas through musical activities

SECOND GRADE

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
5.1 Learners demonstrate proper care for musical equipment		

<p>Learners will: 5.1.1 use proper care with music equipment. (Essential)</p>	<p>5.1.1 Student will demonstrate appropriate care with musical equipment.</p>	
<p>5.2 Learners develop an awareness of other cultures.</p> <p>Learners will: 5.2.1 Listen to and sing songs from various cultures and in other languages with an emphasis on the music of New Mexico (Essential)</p> <p>5.2.2 sing songs in a variety of styles (patriotic, lullabies, folk songs, etc.); (Essential)</p>	<p>5.2.1 Observe student singing songs in other languages and appropriate songs from the cultures in New Mexico (Spanish, Native American, African American.) Discuss similarities and differences to other music they've studied.</p> <p>5.2.2 Student can tell about the subject matter, origin, and/or purpose of song being studied.</p>	<p>Introduce simple songs in other languages such as Frère Jacques, Mi Cuerpo, A La Puerta del Cielo, Mos Mos, etc.</p> <p>Refer to the Folk Song, Non-English Languages, and Holiday-Seasonal-Patriotic sections of the classified index of Second Grade TE of STM.</p> <p>Sing patriotic songs such as My Country T'is of Thee (America), Chorus from This Land is Your Land, Yankee Doodle, George Washington.</p>
<p>5.3 Learners develop an awareness that music is part of daily life.</p> <p>Learners will: 5.3.1 identify where music is found in own daily life. (Essential)</p>	<p>5.3.1 Student will identify and at least three places that music is found and used in daily life.</p>	<p>Discuss different music making opportunities found in their lives and in the community. (School, church, home, store, entertainment, movies, TV, etc.)</p>

UNDERSTANDING THE RELATIONSHIP BETWEEN MUSIC AND OTHER CONTENT AREAS

Second Grade

<p>5.4 Learners develop an awareness of the connections between music and</p>		<p>Refer to Curriculum Integration in the classified index of the Second Grade TE</p>
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<p>other content areas.</p> <p>The learner will:</p> <p>5.4.1 incorporate musical concepts with children’s literature</p>	<p>5.4.1 Observe student using poetry and stories as basis for a musical activity or as song text.</p>	<p>of STM.</p>
<p>5.5 Learners develop an awareness of the vocational and avocational possibilities in music.</p> <p>Learners will;</p> <p>5.5.1 understand that music and music-making can be used for personal satisfaction and as a means of making a living. <i>(Essential)</i></p> <p>5.5.2 find examples of people making music in the community</p>	<p>5.5.1 The student will find at least one example of music making in grade level literature</p> <p>5.2.2 The student can cite at least one example of people making music in the community.</p>	<p>Discuss different music making opportunities found in their lives and in the community. (School, church, entertainment, movies, TV, etc.)</p> <p>Refer to the Careers section of the classified index in the Second Grade TE of STM.</p>