

**LITCHFIELD PUBLIC SCHOOLS**  
**Core Curriculum Scope and Sequence**  
**MUSIC-SECOND GRADE**

**Focus Standard 1: Students will sing, alone and with others, a varied repertoire of music**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
	<p>1a Sing independently on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo</p> <p>1b Sing expressively, with appropriate dynamics, phrasing, and interpretation</p> <p>1c Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures</p> <p>1d Sing ostinatos, partner songs and rounds</p> <p>1e Sing in groups, blending vocal timbres, matching dynamic levels, and responding to cues of a conductor</p>	<p>Solo sing phrases and verses of songs, maintaining pitch and rhythm with appropriate timbre, diction, and posture.</p> <p>Sing with increased accuracy, confidence and level of difficulty.</p> <p>Strong students will lead the class as soloist for solo/response songs and will model for other students 1a</p> <p>Learn and build a repertoire of a variety of songs to be sung in class, with their grade level, and with the entire student body 1b,c</p> <p>Experience singing partner songs and a round. 1d</p> <p>Continue to develop the ability to follow conductor gestures for entrances, tempo, and cut-offs for rests and endings. 1e</p>	<p>Teacher observation and verbal feedback of student performance</p> <p>Solo singing and group singing assessments</p> <p>Progress reports</p>	<p>Amidon Collections: Jump Jim Joe, and Down Through the Valley</p> <p>Second grade series books</p> <p>Third grade series books</p> <p>Flag Day collection</p> <p>Holiday collection</p> <p>Program songs</p> <p>Feierabend collections</p> <p>Do-Re-Mi songs</p>

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**Focus Standard 2: Students will play, alone and with others, a varied repertoire of instrumental music**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
	<p>2a Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo</p> <p>2b Perform easy, rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments</p> <p>2c Perform expressively a varied repertoire of music representing diverse genres and styles</p> <p>2d Echo short rhythms and melodic patterns</p> <p>2e Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor</p> <p>2f Perform independent instrumental parts while other students sing or play contrasting part</p>	<p>Perform a simple rhythmic ostinato while the class sings the melody. 2b,f</p> <p>Play in ensembles and maintain macro, micro and the rhythm of the words on a variety of classroom instruments to accompany singing. Instruments will be appropriate for the style of the music. 2c,e,f</p> <p>Play or speak using Kodaly syllables, four beat rhythm patterns in response to the teacher’s prompt. 2d</p>	<p>Teacher observation and verbal feedback of student performances</p> <p>Written assessments</p> <p>Progress reports</p>	<p>Classroom percussion instruments</p> <p>Folk songs from World of Music second grade music series</p> <p>Patriotic and Holiday song collections</p> <p>Rhythm charts and flash cards</p>

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**Focus Standard 3: Students will improvise melodies, variations and accompaniments**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
	<p>3a Improvise “answers” in the same style to given rhythmic and melodic phrases</p> <p>3b Improvise simple rhythmic and melodic accompaniments</p> <p>3c Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies</p> <p>3d Improvise short songs and instrumental pieces, using a variety of soundsources, nontraditional sounds available in the classroom, body sounds and sounds produced by electronic means</p>	<p>Create simple four beat contrasting rhythmic answers to teacher’s rhythmic question using Kodaly syllables with voice, percussion instruments, or body percussion.3a</p>	<p>Teacher observation and verbal feedback</p>	<p>Conversational Solfege four beat rhythm patterns in duple</p>

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**GRADE 2-MUSIC**  
**Focus Standard 5: Students will read and notate music**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
	<p>5a Read whole, half, dotted half, quarter and eighth note rhythms using rhythmic syllables, clapping, marching etc.</p> <p>5b Use a system(syllables, numbers of letters) to read simple pitch notation in the treble clef in major keys</p> <p>5c Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing</p> <p>5d Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher</p>	<p>Read and draw whole, half, dotted half, quarter notes, and quarter rests and will perform the beat values using their hands as instruments. They will discover them as they occur in songs they sing, and music they listen to. Read, perform and decode four beat patterns of quarter and eighth note rhythms using Kodaly rhythmic syllables. 5a</p> <p>Follow music and identify staff, treble clef sign, meter signature, measure, barline, repeat sign, and D.C. al fine. 5a,c</p> <p>Begin to read DRM patterns on flash cards and song charts in F and possibly G in the treble clef. 5b</p> <p>Continue to understand and apply the terms tempo, forte, piano, andante, allegro, presto, fermata, crescendo, staccato, and pizzicato as they listen to and perform music. 5c</p> <p>Begin to write noteheads on the staff 5d</p>	<p>Teacher observation and verbal feedback</p>	<p>Conversational Solfege flashcards</p> <p>Second and third grade music series books</p> <p>Do Re Mi song charts</p> <p>Flannels and noteheads</p> <p>Popsicle sticks for dictation</p> <p>Rhythm charts</p> <p>Written activity sheets</p>

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**Focus Standard 6: listen to, describe and analyze music**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
	<p>6a Identify simple music forms when presented aurally</p> <p>6b Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures</p> <p>6c Use appropriate terminology in explaining music, music notation, music instruments and voices, and music</p> <p>6d Identify the sounds of a variety of instruments, including many orchestra and band instruments and instruments from various cultures, as well as children’s voices and male and female adult voices</p> <p>6e Respond through purposeful movement to selected prominent music characteristics or to specific music.</p>	<p>Continue to hear and understand form or design in music through directed listening activities and movement and by analyzing song forms in their music books. 6a</p> <p>Listen and continue to develop the ability to determine the style, performing medium, meter, mood, and culture of the music. 6b</p> <p>Continue to learn to use music terminology such as tempo, forte, piano, orchestra, vocal, and jazz to describe stylistic differences in music. 6c</p> <p>Identify and review the timbre of previously learned instruments and concentrate on the oboe, clarinet, bassoon, French horn and timpani 6d</p> <p>Demonstrate their understanding of forte, piano, tempo, and duple and triple meter in various ways while listening to music. 6e</p>	<p>Teacher observation and verbal feedback</p> <p>Teacher directed group discussions following listening activities</p>	<p>World of Music second grade series books and recordings</p> <p>Various classical CDs</p> <p>Peter and the Wolf book and CD</p> <p>The Orchestra video</p> <p>Amidon folk dance books and CDs</p> <p>Conversational Solfege CD: Grieg’s “ In the Hall of the Mountain King”</p>

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**Focus Standard 8: Students will make connections between music, other disciplines and daily life.**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
	<p>8a Identify similarities and differences in the meanings of common terms used in the various arts</p> <p>8b Identify ways in which the principles and subject matter of music and other disciplines taught in school are interrelated</p>	<p>Make a connection between reading and music by following a listening map, and by listening to the story of Peter and the Wolf. Begin to understand the term theme as it relates to melodies using Grieg's In the Hall of the Mountain King.</p> <p>Read along as they sing and enjoy literature that is sung.</p> <p>Make a connection between the values of notes and rests and math.</p> <p>Make a connection between patterns in art and patterns in music using Grieg's In the Hall of the Mountain King 8a,b</p>		<p>World of Music second grade music series Shostakovich's Golden Age Polka listening map</p> <p>Peter and the Wolf book and CD</p> <p>Rhythm charts and flashcards</p> <p>In the Hall of the Mountain King CD and rhythm chart</p> <p>Pictures in Music DVD Dallas Symphony</p>

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**Focus Standard 9: Students will understand music in relation to history and culture.**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
	<p>9a Identify by genre or style aural examples of music from various historical periods and cultures.</p> <p>9b Describe in simple terms how elements of music are used in music examples from various cultures of the world.</p> <p>9c Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.</p> <p>9d Identify and describe roles of musicians in various music settings.</p> <p>9e Demonstrate audience behavior appropriate for the context and style of music performed.</p>	<p>Learn the history of patriotic songs such as “America the Beautiful” and “Yankee Doodle” 9a,c</p> <p>Learn a Mexican, Jamaican and Brazilian song and enjoy a short, musical trip to each country by way of video. See the role music plays in the daily life of these cultures. 9</p> <p>Demonstrate appropriate behavior when listening to music. 9e</p>	<p>N.A.</p>	<p>Yankee Doodle and America the Beautiful books and CDs</p> <p>Second and third grade series books and recordings and CDs</p> <p>Children’s Songs Around the World video</p> <p>Peter and the Wolf book and CD</p>

