


Elementary Music Curriculum Outline - Grade 2

	Singing/ Saying <i>Student Demonstrates:</i>	Playing Instruments: <i>Student Demonstrates:</i>	Creating/ Improv. <i>Student Demonstrates:</i>	Reading/ Writing <i>Student Demonstrates:</i>	Listen/ Analyze: <i>Student Demonstrates:</i>	Vocabulary: <i>Student recognizes:</i>	
Pitch	Tuneful Singing	Identify Instruments Visually & Aurally		Reading SML on 3 Line Staff	Higher vs. Lower pitches	*Continue to use previously learned vocabulary Pentatonic Scale Do - Re 2/4 Meter Measure Time Signature Pianissimo Fortissimo Tempo Andante Moderato Presto Unison vs. Choral Voices Allegro/Largo Forte/Piano Barline Double Barline Repeat Sign Crescendo Decrescendo Phrase Ostinato Call & Response 3 Line Staff Half Note/ Half Rest AB, AABA, ABAC Form	
	Melodics phrases using known rhythms and pitches						
	Simple Part Work: Vocal Ostinato		Simple Part Work: Vocal Ostinato	Step, Skip, Leap			
	Canons				Melodic Direction		
	Call and Response						Repetition/Contrast
	Do Re						
Standard Notation for Pentatonic Scale (Do, Re, Mi, Sol, La)							
Rhythm/ Meter							
		Rhythmic phrases using known rhythms					
	2/4 Meter				Distinguish between rhythms		
Harmony	Simple Part Work: singing, speaking, chanting	Simple Part Work: Rhythmic ostinati					
	Parnter Songs/Canons						
Form	Small structures: aaba, abac, aba						
	Call & Response						
Expressive Qualities	Tempo: Presto, Moderato, Andante				Faster vs. slower tempos		
	Dynamics: Fortissimo, Pianissimo				Louder vs. softer dynamics		
					Audience Etiquette		
Movement	Locomotor and Non- Locomotor movements	Start and Stop Following a cue	Structred and creative movement to reinforce melody, rhythm, form, expression		Represent form of short examples through movement		
		Instrument Technique: Chord Bordun; Broken Bordun	Movement in 2/4 Meter				
			Folk Dances & Play Parties				