

Subject Area: Music

Grade 2

Content & Substance			Organization of Knowledge	Sunshine State Standards Addressed & Mastery Level Indicator	Clear & Compelling Standards
What students will know and be able to do			Recommended Lessons with Supporting Resources	Introduce - I Reinforce - R Master - M	Assessment
Essential Questions	Content	Skills			

4th 9 weeks					
How can I use my voice to sing alone and with others?	Vocal Technique	Sings melodic patterns and songs alone and with others and matching pitch within a 7-note range. (M)		MU.A. 1.1.1	
		Echoes simple melodic patterns, using sol, la mi, re and do accurately, and maintaining the tonal center. (M)		MU.A. 1.1.1	
What do I do to blend my voice with others ?	Vocal Application	Sings simple unison songs with and without accompaniment using accurate pitch, accurate rhythm and appropriate tone quality. (M)		MU.A. 1.1.2	
Do I have to change the way I sing when I sing songs from other cultures and styles?	Vocal Expression	Sings alone and with others a diverse repertoire representing various cultures and styles. (M)		MU.A. 1.1.3	
		Demonstrates expressive qualities appropriate to the music in regards to phrasing (I)		MU.A. 1.1.3	
Why is it important to maintain a steady beat when I perform rhythms?	Instrumental Technique	Maintains a steady beat independently within simple melodic patterns. (M)		MU.A. 2.1.1	
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<p>???????</p> <p>When I play an instrument, how can I change the way it sounds to match the music I am playing?</p> <p>How does notation represent what I hear and play?</p>	<p>Instrumental Application</p> <p>Notation</p> <p>Pitch</p>	<p>Echoes rhythmic patterns using quarter notes, two eighth notes (M), and quarter rests (M), half notes and half rests (R).</p> <p>Maintain a simple melodic pattern on instruments in combination with other patterns to accompany poems, chants, and songs, and stories (I).</p> <p>Demonstrates expressive qualities of dynamics and tempo appropriate to the music while playing classroom and ethnic instruments. (R)</p> <p>Reads and performs quarter note, 2 eighth note (M) quarter rest (M), half notes, and half rest (R) rhythmic patterns.</p> <p>Reads and performs simple melodic patterns from traditional and non traditional notation using pentatonic scale (R).</p> <p>Writes notation using manipulative and visual representation for simple melodic patterns using sol, la, mi (I).</p>	<p></p> <p>MU.A.2.1.2</p> <p>MU.A. 3.1.1</p> <p>MU.A. 3.1.3</p> <p>MU.A. 3.1.2</p>	
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When I hear a musical phrase, how can I create my own phrase to compliment the one I hear? How can I create my own patterns to go along with a song, poem or story? How can I move my body to represent the changes of the shape of the music? When I hear or see an instrument, how can I tell what it is and to what family it belongs?	Improvisation: Q & A Improvisation: Accompaniment Composition Critical Analysis: Movement Critical Analysis: Aural Differentiation	Improvises melodic “answer phrases” in the same style as “question” phrases (I). Improvises melodic patterns to accompany songs, poems, or stories (I). Creates simple accompaniments using classroom instruments for songs, poems, and stories (R). Responds to the melodic contour of a phrase, and form by using purposeful movement (R). Classifies classroom instruments by sound source when presented visually and aurally (I).		MU.B. 1.1.1 MU.B .1.1.2 MU.B. 2.1.1 MU.D. 1.1.1 MU.D. 1.1.2	
		Classifies instrument by family when presented both visually and aurally (I).		MU.D. 1.1.2	
How can I describe the music I hear and play?	Critical Analysis:	Describes specific characteristics of melodic contour, and form (I).		MU.D. 1.1.3	
		Describes how expressive qualities are used to convey feelings, images, moods, and events through music (R.).		MU.D. 1.1.4	

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	Life Applications: The Arts	Demonstrates basic understanding of how concepts within and among music, theater, musical arts, and dance are similar (I).		MU.E .1.1.1	
	Life Application: Cross-Curricular Connections	Identifies ways in which Language Arts, Math, Social Studies, and Science relate to music (R).		MU.E. 1.1.2	
How should I behave when I am attending a performance?	Life Application: Audience Etiquette	Demonstrates appropriate audience behavior in such settings as classroom, school, public performance (R).		MU.E .2.1.2	