

MSAD #54 Music Curriculum

Content Area: Music
Unit: Disciplinary Literacy

Grade: Grade 2
MLR Span: PreK-2

MLR Content Standard: A: Disciplinary Literacy – Music
Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.

*Assessment

Disciplinary Literacy	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Music Difficulty	1. Students accurately perform a short musical selection, both instrumentally and vocally, while modeling proper posture and technique, alone or with others.	Students will: sing songs confidently, independently, and voluntarily in a variety of settings and styles. sing with good diction and good posture. sing or play a piece with correct pitches and rhythms. sing a repertoire of songs with age appropriate vocal range, rhythmic complexity, and text expression.	Various songs Classroom instruments
Notation and Terminology	2. Students identify and read musical notation, symbols, and terminology of dynamics. a. Read whole and half notes in 4/4 meter signatures. b. Identify symbols and traditional terms referring to dynamics.	Students will: sing a repertoire of songs with age appropriate vocal range, rhythmic complexity, and text expression (style). perform steady beat at varied tempo with others and alone identify music as sound (highs and lows). introduce age appropriate vocabulary as musical examples.	Iconic symbols Oversize staff Various texts Percussion instruments Music K-8 Listening maps Notation

<p>Listening and Describing</p>	<p>3.Students listen to and identify elements of music including meter and simple form and attributes including loud/soft, fast/slow, high/low, and long/short beat and steady/strong beat.</p>	<p>Students will: listen attentively, describe or answer questions about a wide variety of musical examples that are appropriate in length and complexity.</p> <p>compare two examples using appropriate criteria</p>	<p>Listening maps</p> <p>Various recordings</p> <p>Classroom instruments</p>
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MSAD #54 Music Curriculum

Content Area: Music
Unit: Creation/Expression

Grade: Grade 2
MLR Span: PreK-2

MLR Content Standard: **B:Creation, Performance, and Expression-Music**
Students create, perform, and express, through the art discipline.

*Assessment

Creation/ Expression	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Style/Genre	1.Students create or perform short musical selections of various styles and genres accurately applying selected knowledge and skills of: proper posture and technique; notation; symbols; and terminology of dynamics.	<p>Students will:</p> <p>sing songs confidently, independently, and voluntarily in a variety of settings and styles.</p> <p>sing with good diction and good posture.</p> <p>sing or play a piece with correct pitches and rhythms.</p> <p>sing a repertoire of songs with age appropriate vocal range, rhythmic complexity, and text expression.</p> <p>echo and play short rhythmic patterns.</p> <p>play independent instrumental parts using a varied repertoire confidently.</p>	<p>Various songs</p> <p>Classroom instruments</p>

<p>Composition</p>	<p>2.Students use knowledge and skills of standard and non-standard notation, symbols, and terminology of dynamics.</p>	<p>Students will:</p> <p>echo and play short rhythmic patterns.</p> <p>play independent instrumental parts using a varied repertoire confidently.</p> <p>use a variety of sound sources to express musical ideas: pitch, rhythm, tempo, timbre, and dynamics.</p> <p>invent systems to record their own and others' musical ideas: Melodic and rhythmic.</p> <p>identify simple music notation using symbols.</p>	<p>Use classroom percussion instruments</p> <p>Music K-8</p> <p>Various texts from Silver Burdett and MacMillan</p> <p>Use Orff instruments</p> <p>Plain and staff paper with pencils</p>
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MSAD #54 Music Curriculum

Content Area: Music
Unit: Problem Solving

Grade: Grade 2
MLR Span: PreK-2

MLR Content Standard: C: Creative Problem Solving
Students approach artistic problem-solving using multiple solutions and the creative process.

*Assessment

	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Application of Creative Process	<p>1. Students identify and demonstrate creative problem-solving skills.</p> <p>a. Improvise to solve problems in the performing arts.</p> <p>b. Imagine and share possible solutions to apply to challenges in creating art.</p>	<p>Students will:</p> <p>sing songs confidently, independently, and voluntarily in a variety of settings and styles.</p> <p>improvise sound, sound stories vocally and instrumentally as well as improvise simple songs through singing and playing.</p> <p>use a variety of sound sources to express musical ideas: pitch, rhythm, tempo, timbre, and dynamics.</p>	<p>Various songs</p> <p>Use classroom percussion instruments</p> <p>Use Orff instruments</p>

MSAD #54 Music Curriculum

Content Area: Music
Unit: Aesthetics

Grade: Grade 2
MLR Span: PreK-2

MLR Content Standard: D: Aesthetics and Criticism
Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

*Assessment

	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
Aesthetics and Criticism	<p>1. Students observe, listen to, describe and ask questions about art forms.</p> <p>a. Describe the art form by applying grade span appropriate arts concepts, terminology, skills and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Ask questions about the art form to further understand how the artist created/performed the work of art.</p> <p>c. Recognize a variety of purposes for making making/performing art works, including telling a story and communicating emotions and ideas.</p>	<p>Students will:</p> <p>sing songs confidently, independently, and voluntarily in a variety of settings and styles.</p> <p>listen attentively, describe or answer question about a wide variety of musical examples.</p> <p>respond or create through movement to express what they hear in music.</p> <p>compare two examples using appropriate criteria.</p>	<p>Various songs</p> <p>Music K-8</p> <p>Seasonal songs</p> <p>Multi-cultural songs</p> <p>Listening maps</p>

MSAD #54 Music Curriculum

Content Area: Music
Unit: Connections

Grade: Grade 2
MLR Span: PreK-2

MLR Content Standard: E: Visual and Performing Arts Connections
Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

*Assessment

Connections	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
The Arts and History and World Culture	1.Students identify family or community symbols and celebrations in the visual/performing arts from different world cultures.	Students will: identify timbre of various musical sounds: voices and other cultures participate in folk dance and singing games. use expressive and rhythmic elements in music interpretive readings: poems, chant, and folk tales.	Various books, songs, poems, and dance resources Songs in other languages
The Arts and Other Disciplines	2.Students identify connections between and among the arts and other disciplines.	Students will: identify timbre of various musical sounds: voices and other cultures participate in folk dance and singing games as well as songs in other languages. explain how music reflects historic and social events. use expressive and rhythmic elements in music interpretive readings: poems, chant, and folk tales. identify and explain at least 2 examples of elements shared by the arts.	Various songbooks Dances, poems, folk tales Art prints

<p>Goal Setting</p>	<p>3.Students identify choices that lead to success in the arts.</p>	<p>Students will: use previously learned skills and concepts to make and attain goals.</p>	<p>Various percussion instruments</p> <p>Various movement activities</p>
<p>Impact of the Arts on Lifestyle and Career</p>	<p>4. Students identify the arts in life experiences.</p> <p>a. Identify the activities and careers of a visual or performing artist.</p> <p>b. Describe common arts activities.</p> <p>c. Describe the way the arts can make people feel.</p>	<p>Students will: listen to recordings of performers and musicians discussing their careers and how they worked to be a musician.</p> <p>view various performers and several different genres.</p>	<p>Various recordings</p> <p>Share the Music CD's</p> <p>Various videos</p>
<p>Interpersonal Skills</p>	<p>5.Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical</p>	<p>Students will: demonstrate the positive skills and teamwork necessary to participate in the arts.</p>	<p>Various dances and movement activities</p> <p>Various games</p> <p>Various classroom instruments</p>

	<p>behavior</p> <p>h.Following established rules/etiquette for observing to art</p> <p>i.Demonstrating safe behavior</p>		
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