Vision Statement of Volusia County Schools
Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.
The School District of Volusia County

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Dr. Monty R. Musgrave
Interpreting the Curriculum Maps

**Measurement Topic:** The overarching organizational structure used to group content/concepts within the curriculum map for assessment purposes.

**Pacing:** The recommended time period within the year for instruction related to the essential questions to occur.

**Essential Questions:** The overarching question(s) that will serve to guide instruction and to push students to higher levels of thinking. Essential questions should guide students to the heart of the big idea or content and should meet the following characteristics:

- **A.** Endurance: important for the long term
- **B.** Leverage: applicable to or connected with many academic disciplines or concepts
- **C.** Readiness for the next level of learning: prepares students for success in the next grade/course
- **D.** Clarity: provides clear and common understanding
- **E.** Measurable: able to be assessed

**Concepts/Content:** A list of the big ideas, broad topics, or major underlying concepts covered in the development of the essential questions.

**Learning Targets/Skills:** The content knowledge, processes, and enabling skills that will ensure successful mastery of the essential questions.

**Benchmarks:** The Sunshine State Next Generation Standards aligned with the learning targets and skills (see next page).

**Key Terminology:** The content vocabulary and other key terms and phrases with which students should be familiar and that support mastery of the learning targets, skills and essential questions.

**Activities and Resources:** A suggested listing of high quality, appropriate materials, strategies, lessons, textbooks, videos and other media sources that are aligned with the learning targets, skills and essential questions.

**Assessment:** A list of district-required and optional classroom assessments aligned with the learning targets, skills and essential questions. Assessments should include formative assessments to monitor progress and inform instruction as well as summative assessments for grading and reporting purposes.

The curriculum maps for elementary music are divided into four sections, which align with the Big Ideas of the NGSSS: C – Critical Thinking and Reflection; S – Skills, Techniques, and Processes; O – Organizational Structure; H – Historical and Global Connections; F – Innovation, Technology, and the Future. It is common practice that many or most of the Big ideas, and the concepts associated with them, are taught simultaneously in every lesson (hence the “Spiral Curriculum”). The purpose of delineation into separate sections is for assessment purposes. Teachers are encouraged to use most or all the maps simultaneously. Further, the lessons provided in each map (which align with the Organizing Principles) are suggestions; teachers may use additional or substitute lessons/materials provided the learning targets, vocabulary, standards, and essential questions are addressed. It is hoped that by using this format, teachers will focus assessments guided by the learning targets of the maps while continuing to provide a comprehensive course of music study.
FOR ALL USERS:

A coding system is used in all curriculum guides to identify NGSSS and Course Content Statements.

Benchmark Code:

For easy reference, each strand, standard, and benchmark has been assigned a unique identification code.

For example:

MU.2.C.1.1

Content Area  Grade Level  Big Idea  Enduring Understanding  Standard

Big Ideas
C – Critical Thinking and Reflection
S – Skills, Techniques, and Processes
O – Organizational Structure
H – Historical and Global Connections
F – Innovation, Technology, and the Future

The first two letters of the code identify the content area (e.g., MU for music). The next number(s) identify the grade level. The next letter (C, S, O, H, or F) identifies the big idea. The next number identifies the enduring understanding, and the last number identifies the benchmark under the grade cluster within the standard.
## ELEMENTARY MUSIC CURRICULUM MAP
### 2nd Grade

<table>
<thead>
<tr>
<th>MEASUREMENT TOPIC:</th>
<th>Exploring Rhythm</th>
<th>PACING:</th>
<th>Nine Weeks (Map A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEARNING TARGETS:</strong></td>
<td>Maintain a steady beat?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student...</td>
<td>Sing and play songs with rhythmic accuracy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognize various rhythmic combinations and patterns, both aurally and visually?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read and write rhythms in various meters?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CONCEPTS / CONTENT

<table>
<thead>
<tr>
<th>Beat</th>
<th>Activities</th>
<th>Standards</th>
<th>Key Terminology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singing</td>
<td>Sing various songs while maintaining steady beat and rhythm</td>
<td>*MU.2.C.1.1</td>
<td>Steady beat / no beat</td>
</tr>
<tr>
<td></td>
<td>Perform songs, finger plays, or games and notice rhythmic pattern</td>
<td>*MU.2.S.1.1</td>
<td>Beat / rhythm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*MU.2.S.1.2</td>
<td>Beat / offbeat</td>
</tr>
<tr>
<td>Playing</td>
<td>Play an accompaniment while maintaining a steady beat</td>
<td>*MU.2.O.1.1</td>
<td>Beat / silent beat (rest)</td>
</tr>
<tr>
<td></td>
<td>Play rhythm patterns in meters of 2 and 3</td>
<td>#*MU.2.H.3.1</td>
<td>Long / short sounds</td>
</tr>
<tr>
<td>Moving</td>
<td>Perform steady beat and melodic rhythm using movement and body percussion</td>
<td>*assess</td>
<td>Tie</td>
</tr>
<tr>
<td></td>
<td>Move to show meter in 2 and 3</td>
<td>#performing item</td>
<td>( \uparrow ) ( \uparrow ) ( \uparrow )</td>
</tr>
<tr>
<td>Listening</td>
<td>Perform a dance to a cultural song, maintaining a steady beat</td>
<td>Meter in 2 (2/4) and 3 (3/4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listen and move to show rhythm and meter changes</td>
<td>Time signature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listen and label rhythmic elements in folk or composed music</td>
<td>Bar Line</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Perform rhythms from notation that include ( \uparrow ) ( \uparrow )</td>
<td>Measure</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Notate an original rhythm composition using ( \uparrow ) ( \uparrow )</td>
<td>Repeated patterns</td>
<td></td>
</tr>
<tr>
<td>Creating</td>
<td>Improvise a short rhythmic answer to a musical question</td>
<td>Rhythmic patterns, including ( \uparrow ) ( \uparrow ) ( \uparrow )</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create and perform rhythmic ostinati for songs or poems</td>
<td>Ostinato</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create new verses for a song that fit the melodic rhythm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzing</td>
<td>Describe the meter of a song by moving to it</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compare and contrast various rhythmic patterns and meters with patterns in other subject areas.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# ELEMENTARY MUSIC CURRICULUM MAP
## 2nd Grade

### MEASUREMENT TOPIC: Exploring Rhythm

#### Suggested Modules & Lessons

<table>
<thead>
<tr>
<th>Module 1 - Beat</th>
<th>Module 2 - Meter</th>
<th>Module 3 - Rhythm</th>
<th>Module 7 - Notes and Rests</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Welcome to Music</strong></td>
<td><strong>Meter Review 2/4 and 4/4</strong></td>
<td><strong>Beat Against Rhythm 2</strong></td>
<td><strong>Note Durations</strong></td>
</tr>
<tr>
<td>Reinforce the basics of beat, establish rules and procedures for music class and concert etiquette.</td>
<td>Develop students’ ability to recognize and perform musical activities related to meters of 2, 3, or 4.</td>
<td>Develop students’ ability to feel and count, and perform rhythms along with a steady beat.</td>
<td>Introduce quarter note, half note, quarter rest, and half rest.</td>
</tr>
<tr>
<td><strong>Steady Beat</strong></td>
<td><strong>Meter in 3/4</strong></td>
<td><strong>Singing, Play, &amp; Move to Rhythm 2</strong></td>
<td><strong>Accent Marks</strong></td>
</tr>
<tr>
<td>Expand students’ ability to understand and perform steady beat using a variety of music.</td>
<td>Experience a meter of 3 with a variety of activities.</td>
<td>Improve students’ ability to feel and internalize rhythms through singing, moving, and playing instruments.</td>
<td>Understand the need for accent marks in music through singing, moving, and playing instruments.</td>
</tr>
<tr>
<td><strong>Strong and Weak Beats</strong></td>
<td><strong>Identifying Meters</strong></td>
<td><strong>Ostinatos 2</strong></td>
<td><strong>Writing Notes and Rests</strong></td>
</tr>
<tr>
<td>Promote students’ ability to identify and perform strong and weak beats.</td>
<td>Develop students’ ability to recognize and feel meters of 2, 3, and 4.</td>
<td>Gain more experience creating, performing, and improvising over simple ostinatos.</td>
<td>Recognize and use notation correctly through listening.</td>
</tr>
<tr>
<td><strong>Assessment: Lesson 3 (9) Beat</strong></td>
<td><strong>Assessment: Lesson 6 (6) Meter</strong></td>
<td><strong>Assessment: Lesson 9 (7) Rhythms</strong></td>
<td><strong>Assessment: Lesson 21 (7) Notes and Rests</strong></td>
</tr>
</tbody>
</table>

### Nine Weeks (Map A)

#### Benchmark Descriptions

- **MU.2.C.1.1** Identify appropriate listening skills for learning about musical examples selected by the teacher.
- **MU.2.S.1.1** Improvise short phrases in response to a given musical question.
- **MU.2.S.1.2** Create simple ostinati to accompany songs or poems.
- **MU.2.O.1.1** Identify basic elements of music in a song or instrumental excerpt. #MU.2.H.3.1 Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.

### NOTES
## ELEMENTARY MUSIC CURRICULUM MAP

### 2nd Grade

<table>
<thead>
<tr>
<th>MEASUREMENT TOPIC: Exploring Tone Color</th>
<th>PACING: Nine Weeks (Map B)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEARNING TARGETS:</strong></td>
<td></td>
</tr>
<tr>
<td>Does the student...</td>
<td></td>
</tr>
<tr>
<td>- Aurally recognize various vocal and instrumental sounds and families?</td>
<td></td>
</tr>
<tr>
<td>- Aurally and visually recognize various musical ensembles?</td>
<td></td>
</tr>
<tr>
<td>- Aurally and visually identify instruments from various cultures?</td>
<td></td>
</tr>
<tr>
<td>- Demonstrate appropriate vocal/instrumental techniques?</td>
<td></td>
</tr>
<tr>
<td>- Recognize various composers/performers?</td>
<td></td>
</tr>
<tr>
<td>- Recognize various musical styles?</td>
<td></td>
</tr>
<tr>
<td>- Recognize various musical textures?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONCEPTS/CONTENT</th>
<th>ACTIVITIES</th>
<th>STANDARDS</th>
<th>KEY TERMINOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timbre</strong></td>
<td>Singing</td>
<td>*MU.2.C.1.1</td>
<td>adult male, adult female, child voices</td>
</tr>
<tr>
<td>Vocal</td>
<td>- Sing with appropriate tone quality</td>
<td>*MU.2.C.1.3</td>
<td>Solo, chorus</td>
</tr>
<tr>
<td></td>
<td>- Sing a variety of songs and games from different cultures</td>
<td>*MU.2.C.1.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sing songs of celebration from variety of American and other cultures</td>
<td>*MU.2.O.1.1</td>
<td></td>
</tr>
<tr>
<td>Playing</td>
<td>- Play a multi-layered percussion accompaniment</td>
<td><strong>MU.2.H.1.1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Play a Bordun and rhythmic ostinatos to accompany songs from America and other world cultures</td>
<td>MU.2.H.1.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Play and classify metal, membrane, shaker, and wooden unpitched percussion</td>
<td>MU.2.H.2.1</td>
<td></td>
</tr>
<tr>
<td>Moving</td>
<td>- Move or dance to music from other cultures</td>
<td>*MU.2.S.1.2</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>- Listen and identify male, female, child, (solo, and chorus) timbres</td>
<td>*assess</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Listen and identify string, woodwind, brass, and percussion timbres</td>
<td>#performing item</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identify thick and thin textures</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identify unison and two-part singing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Singing</td>
<td>*MU.2.C.1.1</td>
<td>adult male, adult female, child voices</td>
</tr>
<tr>
<td>Writing</td>
<td>- Create soundscapes using percussion to accompany a story</td>
<td>*MU.2.C.1.3</td>
<td>Solo, chorus</td>
</tr>
<tr>
<td>Creating</td>
<td>- Create stylistically appropriate accompaniments on percussion instruments</td>
<td>*MU.2.C.1.4</td>
<td></td>
</tr>
<tr>
<td>Analyzing</td>
<td>- Compare and contrast instruments of different cultures</td>
<td>*MU.2.O.1.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Compare and contrast lives and music of composers</td>
<td><strong>MU.2.H.1.1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Compare and contrast folk music and composed music</td>
<td>MU.2.H.1.2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Instrumental</strong></th>
<th>*MU.2.H.2.1</th>
<th>**MU.2.S.1.2</th>
<th>*assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic</td>
<td>- Compare and contrast lives and music of composers</td>
<td>#performing item</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Compare and contrast folk music and composed music</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Texture</strong></th>
<th>*MU.2.S.1.2</th>
<th>*assess</th>
<th>#performing item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocal</td>
<td>- Compare and contrast lives and music of composers</td>
<td>#performing item</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Compare and contrast folk music and composed music</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Key Terminology:
- **Timbre**:
  - Adult male, adult female, child voices
  - Solo, chorus

- **Instrumental**:
  - String, woodwind, brass, percussion, keyboard

- **Electronic**:
  - Metals, membranes, shakers, wooden

- **Texture**:
  - Bow, pluck, struck, vibrate

- **Unpitched percussion families**:
  - Metals, membranes, shakers, wooden

- **Bordun**
**Elementary Music Curriculum Map**

**2nd Grade**

**Measurement**

**Exploring Tone Color**

**Suggested Modules & Lessons**

<table>
<thead>
<tr>
<th>Module 4 - Singing</th>
<th>Module 9 - Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Voice is an Instrument</td>
<td>Instruments of the Orchestra</td>
</tr>
<tr>
<td>Singing Solfège</td>
<td>Introduce the orchestra seating chart and role of the conductor.</td>
</tr>
<tr>
<td>Singing Partner Songs</td>
<td>The Brass Family</td>
</tr>
<tr>
<td>Initiative singing in harmony and strengthen note reading skills.</td>
<td>Discover the members of the Brass Family.</td>
</tr>
</tbody>
</table>

**Module 6 - The Baroque Period**

<table>
<thead>
<tr>
<th>The Baroque Period</th>
<th>Science of Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce students to the Baroque Period music, art, and composers.</td>
<td>Discover the science of sound production.</td>
</tr>
<tr>
<td>Baroque Period Music</td>
<td></td>
</tr>
<tr>
<td>Introduce musical ornamentation used in Baroque music.</td>
<td></td>
</tr>
<tr>
<td>Baroque Composers and Orchestra</td>
<td></td>
</tr>
<tr>
<td>Introduce students to famous Baroque composers and orchestra.</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment: Lesson 11 (10) Singing**

**Assessment: Lesson 27 (9) Instruments**

**Benchmark Descriptions**

MU.2.C.1.1 Identify appropriate listening skills for learning about musical examples selected by the teacher.

MU.2.C.1.3 Classify unpitched instruments into metals, membranes, shakers, and wooden categories.

MU.2.C.1.4 Identify child, adult male, and adult female voices by timbre.

MU.2.O.1.1 Identify basic elements of music in a song or instrumental excerpt.

#MU.2.H.1.1 Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.

MU.2.H.1.2 Identify the primary differences between composed and folk music.

MU.2.H.2.1 Discuss how music is used for celebrations in American and other cultures.

MU.2.S.1.2 Create simple ostinati to accompany songs or poems.

**NOTES**
**ELEMENTARY MUSIC CURRICULUM MAP**  
**2nd Grade**

<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>Exploring Melody, Harmony, and Form</th>
<th>PACING: Nine Weeks (Map C)</th>
</tr>
</thead>
</table>
| LEARNING TARGETS: Does the student... | Recognize the difference between high and low sounds visually, aurally and/or through movement?  
Recognize same/different pitch patterns visually, aurally and/or through movement?  
Recognize differences / similarities in musical forms visually, aurally and/or through movement?  
Demonstrate attempts to sing on pitch with appropriate tone quality? | |

<table>
<thead>
<tr>
<th>CONCEPTS / CONTENT</th>
<th>ACTIVITIES</th>
<th>STANDARDS</th>
<th>KEY TERMINOLOGY</th>
</tr>
</thead>
</table>
| **Pitch and Direction** | Singing  
• Sing with an open, relaxed sound (head voice) and maintain pitch  
• Sing songs of various forms (AB, ABA)  
• Sing songs in do pentatonic | *MU.2.C.1.1  
MU.2.S.1.1 | Pitch direction  
Skips, steps, repeated notes |
| **Tonality** | Playing  
• Improvise short pentatonic answer to melodic question  
• Play do pentatonic melodic ostinati  
• Play and compare form in songs, fingerplays, or rhymes | *MU.2.C.1.1  
*MU.2.S.3.1  
*MU.2.S.3.2  
*MU.2.S.3.3  
*MU.2.S.3.4  
*MU.2.S.3.5 | Tonal Center  
do – pentatonic |
| **Pattern** | Moving  
• Move to show various song forms  
• Move arm, prop, or chalk to show melodic contour | *MU.2.O.1.1  
*MU.2.O.1.2  
*MU.2.H.3.1 | Same / different  
la, so, mi, re, do and combinations |
| **Harmony** | Listening  
• Identify skips, leaps, steps, and repeated pitches in a song and listening selection  
• Listen to short la-so-mi-do patterns and compare to written examples | *MU.2.O.1.1  
*MU.2.O.1.2  
*MU.2.H.3.1 | Repetition / contrast  
AB, ABA  
Solo / Chorus  
Phrase  
Verse, Refrain, Coda, Section  
D.C. Al Fine |
| **Form** | Reading  
• Identify so, mi, la, re, do in different staff locations  
• Sing from notation a do pentatonic song with pitch syllables  
• Read and perform D.C. al Fine in a song | *MU.2.C.1.1  
*MU.2.S.1.1  
*MU.2.S.3.1  
*MU.2.S.3.2  
*MU.2.S.3.3  
*MU.2.S.3.4  
*MU.2.S.3.5 | |
| **Creating** | Creating  
• Create do pentatonic melodies given rhythms  
• Create call-and-response patterns | *MU.2.C.1.1  
*MU.2.S.1.1  
*MU.2.S.3.1  
*MU.2.S.3.2  
*MU.2.S.3.3  
*MU.2.S.3.4  
*MU.2.S.3.5 | |
| **Analyzing** | Analyzing  
• Describe differences between sections of songs (i.e. A and B sections) | | |
## Module 4 - Singing

### My Voice is an Instrument
Promote understanding of home tone and use of diaphragm for breathing.

### Singing Solfège
Introduction to the five line staff and Do-Mi-So.

### Singing Partner Songs
Initiate singing in harmony and strengthen note reading skills.

## Module 5 - Melody

### Melodic Direction
Experience the movement of melodies by steps, skips, or repeated notes.

### Melodic Phrases
Develop a deeper understanding of phrase and melody.

### The Pentatonic Scale
Introduce the pentatonic scale and experience its usefulness, especially for improvising.

## Module 11 - Form

### AB Form and Repeat Sign
Experience and review AB form and the repeat sign.

### ABA Form
Discover and gain a basic understanding of ABA form.

### ABACA Form
Utilize understanding of previously taught forms to gain an understanding of rondo form.

## Benchmark Descriptions

MU.2.C.1.1 Identify appropriate listening skills for learning about musical examples selected by the teacher.

MU.2.S.1.1 Improvise short phrases in response to a given musical question.

MU.2.S.1.2 Create simple ostinati to accompany songs or poems.

MU.2.O.1.1 Identify basic elements of music in a song or instrumental excerpt.

#MU.2.H.3.1 Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.

## Notes
## ELEMENTARY MUSIC CURRICULUM MAP

### 2nd Grade

<table>
<thead>
<tr>
<th>MEASUREMENT TOPIC</th>
<th>Exploring Expressive Qualities</th>
<th>PACING:</th>
<th>Nine Weeks (Map D)</th>
</tr>
</thead>
</table>
| **LEARNING TARGETS:** Does the student... | • Recognize and demonstrate differing dynamics, tempos, and articulations?  
• Recognize and demonstrate concepts of mood aurally or through purposeful movement?  
• Recognize and demonstrate expressivity through musical performance?  
• Recognize and demonstrate appropriate performance behaviors (as participants and audience)?  
• Demonstrate how to evaluate performances and compositions? | | |
| **CONCEPTS / CONTENT** | **ACTIVITIES** | **STANDARDS** | **KEY TERMINOLOGY** |
| Dynamics | Singing  
• Sing songs with appropriate dynamics  
• Sing a song using legato and staccato articulation  
• Perform a variety of songs with appropriate dynamic and mood contrasts and evaluate strengths and weaknesses | *MU.2.C.1.1  
MU.2.C.1.2  
*MU.2.C.2.1  
MU.2.C.3.1 | Piano, forte, mezzo piano, mezzo forte  
Crescendo, decrescendo  
Sudden changes |
| | Playing  
• Play a variety of songs on pitched and non-pitched instruments, using appropriate dynamic, tempo, and mood contrasts | *MU.2.S.2.1  
*MU.2.O.1.1  
*MU.2.O.3.1 | Faster/slower  
Tempo markings: Allegro, Adagio  
Fermata  
Tempo Changes |
| Tempo | Moving  
• Move to show changes in tempo  
• Move to show accented and unaccented beats  
• Move to show legato and staccato  
• Move to show changes in dynamics | *MU.2.F.1.1  
*MU.2.F.2.1  
*MU.2.F.3.1  
*MU.2.S.1.1 | Legato, staccato  
Accents |
| Articulation | Listening  
• Listen and identify changes in dynamics, tempos, and/or articulations | | |
| Mood | Reading  
• Read and identify dynamic, tempo, and/or articulation markings | | |
| | Writing  
| Creating  
• Create a musical sound carpet that brings a story to life | | |
| | Analyzing  
• Compare and contrast moods of different songs  
• Listen /observe and develop criteria for musical evaluations  
• Respond and compare personal interpretations of a piece of music  
• Discuss how different people participate in music | | |
## ELEMENTARY MUSIC CURRICULUM MAP
### 2nd Grade

<table>
<thead>
<tr>
<th>MEASUREMENT TOPIC:</th>
<th>Exploring Expressive Qualities</th>
<th>Nine Weeks (Map D)</th>
</tr>
</thead>
</table>

### Suggested Modules & Lessons

**Module 8 - Dynamics**
- **Adding “issimo”**
  - Introduce “issimo” as a part of dynamic vocabulary.

**Module 10 - Composing**
- **Composing Rhythm**
  - Explore creating expressive elements to poems, speech pieces, stories, and songs.
- **Composing Melody**
  - Explore chanting, singing in unison, and starting at different times.
- **Composing Lyrics**
  - Explore creating new rhythmic and melodic ideas using percussion instruments and chants.

### Benchmark Assessments
- **MU.2.C.1.1** Identify appropriate listening skills for learning about musical examples selected by the teacher.
- **MU.2.C.1.2** Respond to a piece of music and discuss individual interpretations.
- **MU.2.C.2.1** Identify strengths and needs in classroom performances of familiar songs.
- **MU.2.C.3.1** Discuss why musical characteristics are important when forming and discussing opinions about music.
- **MU.2.S.1.1** Improvise short phrases in response to a given musical question.
- **MU.2.S.2.1** Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.
- **MU.2.O.1.1** Identify basic elements of music in a song or instrumental excerpt. **MU.2.O.3.1** Describe changes in tempo and dynamics within a musical work. **MU.2.F.1.1** Create a musical performance that brings a story or poem to life. **MU.2.F.2.1** Describe how people participate in music.
- **MU.2.F.3.1** Collaborate with others in a music presentation and discuss what was successful and what could be improved.

### NOTES
# Elementary Music Curriculum Map - 2nd Grade

## First Nine Weeks (Module 1 - Beat)
- **Welcome to Music**
  - Reinforce the basics of beat, establish rules and procedures for music class and classroom etiquette.
- **Steady Beat**
  - Expand student's ability to understand and perform steady beat using a variety of music.
- **Strong and Weak Beats**
  - Promote student's ability to identify and perform strong and weak beats.

## Second Nine Weeks (Module 4 - Singing)
- **My Voice is an Instrument**
  - Promote understanding of phrase timing and use of dynamics for breathing.
- **Singing Solfège**
  - Introduction to the five line staff and De Mi Si.
- **Singing Partner Songs**
  - Initiate singing in harmony and strengthen music reading skills.

## Third Nine Weeks (Module 7 - Notes and Rests)
- **Note Durations**
  - Introduce quarter note, half note, quarter rest, and half rest.
- **Accent Marks**
  - Understand the need for accent marks in music through singing, moving, and playing instruments.
- **Writing Notes and Rests**
  - Recognize and use notation correctly through listening.

## Fourth Nine Weeks (Module 10 - Composing)
- **Composing Rhythm**
  - Explore creating expressive elements to powers, speech places, stories, and songs.
- **Composing Melody**
  - Explore chanting, singing in unison, and starting at different times.
- **Composing Lyrics**
  - Explore creating new rhythmic and melodic ideas using percussion instruments and chants.

## Module 2 - Meter
- **Motor Review 2/4 and 4/4**
  - Develop students' ability to recognize and perform musical activities related to measures of 2, 3, 5, or 4.
- **Motor in 3/4**
  - Experience a meter of 3 with a variety of activities.
- **Identifying Meters**
  - Develop students' ability to recognize and feel meters of 2, 3, and 4.

## Module 5 - Melody
- **Melodic Direction**
  - Experience the movement of melodies by steps, slurs, or repeated notes.
- **Melodic Phrases**
  - Develop a deeper understanding of phrases and melody.
- **The Pantatonic Scale**
  - Introduce the pantatonic scale and experience its usefulness, especially for improvising.

## Module 8 - Dynamics
- **Adding “fresno”**
  - Introduce “fresno” as a part of dynamic vocabulary.
- **Crescendo and Decrescendo**
  - Explore the use of crescendo and decrescendo in music.
- **Dynamics Create Interest**
  - Reinforce the need for dynamics in music.

## Module 3 - Rhythm
- **Beat Against Rhythm 2**
  - Reinforce students' ability to feel, count, and perform rhythms along with a steady beat.
- **Singing, Play, & Move to Rhythm 2**
  - Improve students' ability to feel and internalize rhythms through singing, moving, and playing instruments.
- **Clap atons 2**
  - Gain more experience creating, performing, and improving over simple rhythms.

## Module 6 - The Baroque Period
- **The Baroque Period**
  - Introduce students to the Baroque Period music, art, and composers.
- **Baroque Period Music**
  - Introduce an easy introduction to Baroque music.
- **Baroque Composers and Orchestras**
  - Introduce students to famous Baroque composers and orchestras.

## Module 9 - Instruments
- **Instruments of the Orchestra**
  - Introduce the orchestra seating chart and roles of the conductors.
- **The Brass Family**
  - Discover the members of the Brass Family.
- **Science of Sound**
  - Discover the science of sound production.

## Module 11 - Form
- **AB Form and Repeat Sign**
  - Experience and review AB form and the repeat sign.
- **ABA Form**
  - Discover and gain a basic understanding of ABA form.
- **ABACA Form**
  - Utilize understanding of previously taught forms to gain an understanding of rondo form.

## Module 12 - Year-End Review
- **Keyword and Activity Review**
  - Review keywords and favorite songs learned during the school year through singing, playing, and moving.
- **Year-End Assessment and Favorite Song Review**
  - Assess students' knowledge of keywords and concepts learned during the school year.
- **Family Day**
  - Showcase student's musical progress made during the course of the school year.
Links to Educational Websites

- American Orff-Schulwerk Association
  http://aosa.org/
- Central Florida Orff
  http://www.centralfloridaorff.org/
- Classics for Kids
  http://www.classicsforkids.com/
- Dalcroze Society of America
  http://www.dalcrozeusa.org/
- Dallas Symphony for Kids
  http://www.dsokids.com/
- Florida Elementary Music Education Association
  http://femea.fimeude.org/
- Music is Elementary
  http://www.musiciselementary.com/store/
- Music K-8
  http://musick8.com/
- Music Theory
  http://www.musictheory.net/lessons
- National Association for Music Education
  http://www.nafme.org/
- New York Philharmonic for Kids
  http://www.nyphilkids.org/games/main.phtml?
- North Florida Orff
  http://www.northfloridaorff.org/
- Organization of American Kodaly Educators
  http://www.oake.org/
- PBS Kids Games
  http://pbskids.org/games/music/
- Teaching with Orff
  http://teachingwithorff.com/
- Watch-Know-Learn
  http://www.watchknowlearn.org/Category.aspx?CategoryId=7872
- West Music
  http://www.westmusic.com/

Suggested Resources

**CPALMS Access Points (for students with cognitive disabilities)**

http://www.cpalms.org/Public/search/AccessPoint#0

- Gameplan - Jeff Kriske and Randy DeLelles
- Mallet Madness - Artie Almeida
- Music Play – Denise Gagne
- Silver Burdett - Making Music
- Music for Children – Carl Orff
- In the Modes – Chris Judah-Lauder
- Canya Conga - Chris Judah-Lauder
- Hand Drums on the Move - Chris Judah-Lauder
- Hot Jams for Recorder – Jim Solomon
- Monkey Business – Jim Solomon
- Recorder Karate - Teresa and Paul Jennings
- Music Moves Me – Wesley Ball
ELEMENTARY MUSIC CURRICULUM MAP
2nd Grade

Florida Standards Benchmarks

LAFS.2.RI.1 Key Ideas and Details
LAFS.2.RI.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

DA.2.O.3.1 Use movement to interpret feelings, stories, pictures, and songs.
TH.2.C.1.1 Describe a character in a story and tell why the character is important to the

LAFS.2.SL.1 Comprehension and Collaboration
LAFS.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LAFS2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

MAFS.K12.MP Mathematical Practices
MAFS.K12.MP.5 Use appropriate tools strategically.
MAFS.K12.MP.6 Attend to precision.
MAFS.K12.MP.7 Look for and make use of structure

PE.2.M.1.9 Perform one folk or line dance accurately.
PE.2.C.2.2 Identify safety rules and procedures for selected physical activities.
PE.2.R.6.2 Discuss the relationship between skill competence and enjoyment.
PE.2.R.6.3 Identify ways to contribute as a member of a cooperative group
<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Points (ADVANCED)</td>
<td>A score of four is a response in which the student demonstrates a thorough understanding of the music concepts and/or procedures embodied in the task. The student has responded correctly to the task, used musically sound procedures, and provided clear and complete explanations and interpretations.</td>
</tr>
<tr>
<td>3 Points (PROFICIENT)</td>
<td>A score of three is a response in which the student demonstrates a proficient understanding of the music concepts and/or procedures embodied in the task. The students’ response to the task is essentially correct with the musical procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of musical procedures or indications of some misunderstanding of the underlying music concepts and/or procedures.</td>
</tr>
<tr>
<td>2 Points (BASIC)</td>
<td>A score of two indicates that the student has demonstrated only a partial understanding of the music concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students’ work lacks an essential understanding of the underlying music concepts.</td>
</tr>
<tr>
<td>1 Point (EMERGING)</td>
<td>A score of one indicates that the student has demonstrated a very limited understanding of the music concepts and/or procedures embodied in the task. The students’ response is incomplete and exhibits many flaws. Although the students’ response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete.</td>
</tr>
</tbody>
</table>
Course Number: 5013080
Course Path: TBA
Course Title: Music - Grade Two
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: Music - Grade Two
Course Length: Year
Course Status: DRAFT – State Board approval pending

Course Description: Second-grade students in music class continue exploration of their world as they strengthen their musical skills, techniques, and processes. Student’s working vocabulary and musical literacy and understanding deepen with the ability to use unique musical language to communicate their own ideas. Connections with the arts and other disciplines allow students to transfer knowledge and skills to and from other fields of study. As students sing, play, move, and create together, they continue to build such important skills as teamwork, acceptance, respect, and responsibility that will help them be successful in the 21st century.

General Note: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts. Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

<table>
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<tbody>
<tr>
<td>MU.2.C.1.1</td>
<td>Identify appropriate listening skills for learning about musical examples selected by the teacher.</td>
</tr>
<tr>
<td>MU.2.C.1.2</td>
<td>Respond to a piece of music and discuss individual interpretations.</td>
</tr>
<tr>
<td>MU.2.C.1.3</td>
<td>Classify unpitched instruments into metals, membranes, shakers, and wooden categories.</td>
</tr>
<tr>
<td>MU.2.C.1.4</td>
<td>Identify child, adult male, and adult female voices by timbre.</td>
</tr>
</tbody>
</table>

Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

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<tr>
<td>MU.2.C.2.1</td>
<td>Identify strengths and needs in classroom performances of familiar songs.</td>
</tr>
</tbody>
</table>

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

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<tr>
<td>MU.2.C.3.1</td>
<td>Discuss why musical characteristics are important when forming and discussing opinions about music.</td>
</tr>
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</table>

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<table>
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<tr>
<td>MU.2.S.1.1</td>
<td>Improvise short phrases in response to a given musical question.</td>
</tr>
<tr>
<td>MU.2.S.1.2</td>
<td>Create simple ostinati to accompany songs or poems.</td>
</tr>
</tbody>
</table>

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

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<tbody>
<tr>
<td>MU.2.S.2.1</td>
<td>Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.</td>
</tr>
</tbody>
</table>
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

| MU.2.S.3.1 | Sing songs in an appropriate range, using head voice and maintaining pitch. |
| MU.2.S.3.2 | Play simple melodies and/or accompaniments on classroom instruments. |
| MU.2.S.3.3 | Sing simple la-sol-mi-do patterns at sight. |
| MU.2.S.3.4 | Compare aural melodic patterns with written patterns to determine whether they are the same or different. |
| MU.2.S.3.5 | Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else. |

**ORGANIZATIONAL STRUCTURE:** Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

| MU.2.O.1.1 | Identify basic elements of music in a song or instrumental excerpt. |
| MU.2.O.1.2 | Identify the form of a simple piece of music. |

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

| MU.2.O.3.1 | Describe changes in tempo and dynamics within a musical work. |

**HISTORICAL and GLOBAL CONNECTIONS:** Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

| MU.2.H.1.1 | Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures. |
| MU.2.H.1.2 | Identify the primary differences between composed and folk music. |

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

| MU.2.H.2.1 | Discuss how music is used for celebrations in American and other cultures. |

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

| MU.2.H.3.1 | Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts. |

**INNOVATION, TECHNOLOGY, and the FUTURE:** Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

| MU.2.F.1.1 | Create a musical performance that brings a story or poem to life. |

Careers in and related to the arts significantly and positively impact local and global economies.

| MU.2.F.2.1 | Describe how people participate in music. |

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

| MU.2.F.3.1 | Collaborate with others in a music presentation and discuss what was successful and what could be improved. |