



## G-E-T Elementary Curriculum

### Align, Explore, Empower

Scope and Sequence

Music - Second Grade

Unit 1 - (Note Reading)

(Length of Unit - Ongoing)

- Students start to read basic solfege using aural, written, and hand sign techniques

In this unit, students will ...

-Students can read, write, and perform solfege in the pentatonic scale using a five line staff.

#### Standards for (Course Title Goes Here)

MG2.P.5.e: Explore music through both reading and aural approaches.

MG3.R1.e: Recognize and respond to foundational musical elements.

Unit 2 - (Dynamics)

(Length of Unit - Ongoing)

- Students will use aural cues, movement, and games to apply basic dynamics to different kinds of music.

In this unit, students will ...

-Students can identify and apply f, p, mf, mp.

#### Standards for Dynamics

MG2.P.2.e: Discover how to express a piece of music to convey its meaning.

MG3.R1.e: Recognize and respond to foundational musical elements.

MG3.R.3.e: Utilize music terminology in the analysis and evaluation of musical performances, recordings, and compositions.

MG3.R.2.e: Express musical ideas through verbal, movement, written, or artistic means.

Unit 3 - (Time - Rhythm/Meter)

(Length of Unit - Ongoing)

- Students start to apply basic rhythms to classroom songs

In this unit, students will ...

- Students can read, write, and perform half note, whole note, half rest, and whole rest rhythms.

#### Standards for Time- Rhythm/Meter

MG3.R1.e: Recognize and respond to foundational musical elements.

MG2.P.5.e: Explore music through both reading and aural approaches.

Unit 4 - (Form)

(Length of Unit - Ongoing)

- Students will start to understand the organization of music into sections

In this unit, students will ...

- Students can identify ABA, ABC form
- Students can identify and perform repeats

#### Standards for Form

MG3.R1.e: Recognize and respond to foundational musical elements.

Unit 5 - (Tempo)

(Length of Unit - Ongoing)

- Students will use classroom songs to practice music at different speeds

In this unit, students will ...

- Students can identify and apply allegro, largo, andante, and moderato tempo markings.

### Standards for Tempo

- MG3.R.2.e: Express musical ideas through verbal, movement, written, or artistic means.
- MG4.Cn.3.e: Explore musical connections, similarities, and differences.

Unit 6 - (Performance)

(Length of Unit - Ongoing)

- Students perform in class and in a concert setting

In this unit, students will ...

- Perform in a classroom setting within a small group
- Practice proper concert etiquette for a variety of musical settings

### Standards for Performance

- MP2.P.1.e: Explore and identify the meaning of a song through its text by singing and/or playing an instrument.
- MP2.P.2.e: Discover how to express a piece of music to convey its meaning
- MP2.P.3.e: Examine and share the performance with class and teacher.
- MP2.P.4.e: Identify the persons serving in the roles of performer and audience.
- MP2.P.5.e: Explore music through both reading and aural approaches.
- MP2.P.6.e: Perform in a classroom setting.
- MP2.P.7.e: Perform in a classroom setting within a small group
- MP2.P.8.e: Practice proper concert etiquette for a variety of musical settings.

Unit 7 - (Composition/Improvisation)

(Length of Unit - Ongoing)

- Students start to do very basic improvisation and composition using teacher guided activities

In this unit, students will ...

- Students will improvise instrument accompaniment to short pieces of music
- Students will create short compositions using non-standard notation

### Standards for Composition/Improvisation

MP1.Cr.3.e: Explore the creation of short pieces using standard and/or alternative notation.

MP1.Cr.4.e: Identify musical ideas through verbal, written, aural, or technological means.

MP1.Cr.1.e: Discover musical ideas through simple rhythm and melodic patterns.

MP1.Cr.2.e: Improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources.