

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- 80% of our students will graduate from high school college or career ready
- 90% of students will graduate on time
- 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.

To achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Designed with the teacher in mind, the Performing Arts Education Curriculum Maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education. A high-quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: Perform, Create, Respond, and Connect.

How to Use the Arts Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:

- **Knowledge and Skills-** This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.
- **Activities and Outcomes-** Generally phrased like “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.
- **Assessments-** This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.
- **Resources and Correlations-** In these columns, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Tennessee English Language Arts Standards that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

Instructional Map

Music

Orff

Second Grade

DOMAIN: PERFORM

Foundations

- P1:** Select, analyze and interpret artistic work for performance.
P2: Develop and refine artistic techniques and work for performance.
P3: Convey and express meaning through the presentation of artistic work.

RESOURCE LIST

Share the Music=STM
 Silver Burdett Making Music=SBMM
 Spotlight On Music=SOM
 Tyme for a Rhyme=TFAR
 Second Rhyme Around=SRA
 Third Rhyme's the Charm=TRTC
 As American As Apple Pie=AAAAP
 Conversational Solfege Level One=CSL1
 85 Engaging Movement Activities=85EMA
 Mallet Madness Strikes Again=MMSA
 Music for Children=MFC
 Music for Creative Dance Contrast and Continuum, vol. 1
 Strike it Rich=SR!
www.dsokids.com (Dallas Symphony Orchestra)
www.sfskids.org (San Francisco Symphony)
<http://www.nyphilkids.org/> (New York Philharmonic)
<http://teachingwithorff.com/>
<http://www.classicsforkids.com/>
<https://kids.usa.gov/art-and-music/index.shtml>

QUARTER 1

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
P1.A Musical Concepts	Discuss how media (TV, internet, movies and	Observe as students participate in a group discussion about music	"What is That Song?" (prescreen any YouTube	2.SL.CC.1 Participate in collaborative conversations with diverse partners about

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections (such as performing songs and dances from various cultures and historical periods).	radio) affects our selection of music.	and media. Assess understanding using a teacher-created or <u>district-provided rubric.</u>	link you intend to use in class) Songs from Kid Movies 2017 "Scherzo and Tarantella" <i>SOM Gr. 2, p. 160</i>	<i>grade 2 topics and texts</i> with peers and adults in small and larger groups
P1.B Musical Contrasts Using voices, instruments, or movement, demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance.	Perform movements that include musical contrasts learned in Kindergarten and First Grade (fast/slow, high/low, loud/soft, etc.)	Observe as students demonstrate understanding of musical contrasts through movement. Assess understanding using a teacher-created or <u>District-provided rubric.</u>	"Riqui Ran (Sawing Song)" <i>SOM Gr. 2, p. 21</i> "Chichipapa (The Sparrows' Singing School)" <i>SOM Gr. 2, p. 22</i> "Tinga Layo" <i>SOM Gr. 2, p. 50</i> "Good Night, Sleep Tight" <i>SOM Gr. 2, p. 76</i> "Shake the Papaya Down" <i>SOM Gr. 2, p. 90</i>	2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.RI.CS.4 Determine the meaning in words and phrases in a text relevant to a grade two topic or a subject area.

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Second Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Identify La as higher than Sol and Mi as lower than Sol	Observe as students use movement to show high, middle and low using a teacher-created or district-provided rubric .	<p>"Sorida" <i>SOM Gr. 2, p. 96</i></p> <p>"Pizza, Pizza, Daddy-O" <i>SOM 2/STM Gr. 2 p. 62</i></p> <p>"Engine, Engine Number Nine" <i>SOM 2, p. 13/STM Gr. 1</i></p> <p>"Little Sally Walker" <i>SOM Gr. 2, p. 249</i></p> <p>"Acka Backa" <i>SOM gr. 1, p. 256/STM Gr. 1, p.188</i></p> <p>"Rain, Rain, Go Away" <i>SBMM Gr. 1, p.54</i></p> <p>"Clouds of Gray" <i>SBMM Gr. 2, p. 56</i></p> <p>"Lucy Locket" SBMMGr. 2, p.27, "Lucy Locket" assessment Orff Appendix gr.2 1st quarter</p> <p>"Bounce High, Bounce Low" <i>SBMM Gr. 1, p.152</i></p>	

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Distinguish between beat and rhythm of the words of song or poem	Observe students as they perform the rhythm with a poem or song and assess using a teacher-created or district-created rubric .	"Coffee Grows on White Oak Trees" (See Appendix) "Sally on the Seesaw" (See Appendix) "Two Little Sausages" <i>STM Gr. 2, p.221</i> "Way Down South" (See Appendix)	
P1.C Musical Context Demonstrate understanding of music's expressive qualities and how creators use them to convey expressive content.	Perform a piece with unpitched percussion and discuss why a composer would select those timbres.	Observe as students participate in a group discussion and assess using a teacher-created or district-provided rubric .	<i>"Lucy Locket" OS1</i> <i>"John Had Great Big Waterproof Boots On" BBB</i> <i>"The Cat and The Fiddle" TFAR</i>	2.RI.CS.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
P1.D Notation When analyzing selected music, read and perform rhythmic patterns with	Read and perform 4-beat patterns from traditional notation, using body percussion	Observe students as they perform 4-beats pattern of sound and no sound using body	<i>"In and Out" SOM Gr. 2, p. 245/STM Gr. 1, p.330</i> <i>CSL1 p. 40 and 41</i> <i>TM</i>	Comprehension: Fluency <i>Conversational Solfege</i> -Extend activity 6, "Take a Reading Walk" to include some plates that

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>voice, body percussion, and/or instruments using iconic or standard notation.</p>	<p>and unpitched instruments</p> <p>Identify line and space notes</p> <p>Sing Sol-Mi or Sol-Mi-La patterns from iconic notation</p>	<p>percussion and unpitched instruments.</p> <p>Assess the above skills using a teacher-created or district-provided rubric.</p>	<p><i>"Baa, Baa, Black Sheep"</i> 2RA</p> <p>Pattern set 1A, <i>CSL1 TM</i> p. 87 (quarter and eighth note patterns)</p> <p>Pattern set 1B, Conversational Solfege Level 1B (quarter and eighth note patterns)</p> <p>"Note Racer Lines and Spaces" SMART Notebook Lesson</p> <p>"I Knew You Were Treble"</p> <p>"Lemonade / Bounce High Bounce Low" SMART Notebook Lesson</p> <p>"Rain, Rain" SMART Notebook lesson</p>	<p>have traditional rhythmic notation and some plates that have four-beat text phrases. Play the game as indicated in the Teacher's Manual, but when students arrive at a plate with a text phrase, they should speak the text while clapping rhythm of the words.</p> <p>2.FL.F.5- Read with sufficient accuracy and fluency to support comprehension.</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Sing Sol-Mi or Sol-Mi-La patterns from staff notation			
<p>P2.A Apply Feedback Apply established criteria to judge student rehearsal and/or performance.</p>	Perform dances from 1st grade (review) and evaluate as a class according to teacher-created rubric.	Allow students to observe a video of their own folk dance performance and guide them to assess using a teacher-created or district-provided rubric .	<p>"Dance, Dance, Dance" <i>SOM Gr. 2, p.5</i> <i>Kye, Kye Kule, STM Gr. 2, p.21</i> "Les Saluts" Rhythmically Moving 1 Teaching Movement and Dance p.125 "City Traffic" " p. 329 SOM (play beat only)</p>	<p>2.SL.CC.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p>
<p>P2.B Rehearse and Refine Rehearse, identify, and apply strategies to address performance challenges.</p>	Rehearse and refine singing using songs with Sol-La-Mi	Assess as students apply feedback and strategies to refine their singing using a teacher-created or district-provided rubric .	<p>"Jack" <i>TFAR</i> "Bye Baby Bunting" <i>3RTC</i> "Little Miss Muffet" <i>3RTC</i></p>	<p>Ask individual students to speak a short introduction to a final performance of a short song, eg. "Mrs. Carter's class will now perform 'Little Miss Muffet' from the book <i>Third Rhyme's the Charm</i>" 2.SL.PKI.6 Speak in complete sentences</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				when appropriate to task and situation in order to provide requested detail or clarification.
<p>P3.A Singing Sing alone and with others, with expression and skill. Specified Second Grade skills: Echo songs, pitch-matching games, la-sol-mi-re-do patterns on neutral syllables and with pitch names, songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation, ostinatos, simple canons, partner songs.</p>	<p>Demonstrate good vocal tone while singing a simple, narrow-range songs</p> <p>Echo-sing alone and with a group Sol-Mi or Sol-Mi-La patterns</p>	<p>Assess as students echo sing SM or LSM or sing simple songs using a teacher-created or district-provided rubric.</p> <p>The teacher plays a So-Mi or So-Mi-La pattern on a keyboard or a recorder. Students demonstrate the pattern using the body scale. Teacher assesses using teacher-created or district-provided rubric.</p>	<p>Tonal Rubric and Rhythm Rubric in <i>CSL1</i> "Dance, Dance, Dance" <i>SOM Gr. 2</i> "Waiting for the Traffic Light" <i>SBMM Gr. 2</i>, p. 107 "Columbus Sailed With Three Ships", <i>SOM Gr. 2</i>, p. 344 "Che Che Koolay", <i>SBMM gr. 2</i>, p.266 (call and response) "Lemonade" <i>SOM Gr. 2/STM Gr. 2.</i>, p.19 "Pizza, Pizza, Daddy-O" <i>SOM 2/STM Gr. 2</i> p. 62</p>	<p>Vocabulary Skills: Verb Tense In a given song, ask students to identify the words that tell when the action took place (sailed=past tense, walking=present tense, sleep=future tense, etc.) What part of speech are these words? 2.FL.F.6D. Form and use the past tense of frequently occurring irregular verbs.</p> <p>Comprehension: Sequencing</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Show Sol-Mi-La patterns with body scale	Assess students' ability to sing Sol-Mi-La patterns using body scale using a teacher-created or district-provided rubric .	<p>"Engine, Engine Number Nine" <i>SOM 2, p. 13/STM Gr. 1</i></p> <p>"Little Sally Walker" <i>SOM Gr. 2, p. 249</i></p> <p>"Acka Backa" <i>SOM gr. 1, p. 256/STM Gr. 1, p.188</i></p> <p>"Rain, Rain, Go Away" <i>SBMM Gr. 1, p.54</i></p> <p>"Clouds of Gray" <i>SBMM Gr. 2, p. 56</i></p> <p>"Lucy Locket" SBMMGr. 2, p.27, "Lucy Locket" assessment Orff Appendix gr.2 1st quarter</p> <p>"Bounce High, Bounce Low" <i>SBMM Gr. 1, p.152</i></p> <p>"I See" <i>SOM Gr. 2 p. 266</i></p>	<p>"Chook, Chook"- Photocopy and cut apart visual provided in <i>SRA</i> or draw the images on index cards. Mix them up and ask student to use sequencing skills to recall the order of the song.</p> <p>2.RI.KID.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>Comprehension: Cause and Effect</p> <p>Ask students to describe cause and effect in a song such as "Little Miss Muffet"</p> <p>2.RI.KID.1 Ask and answer such questions</p>

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QUARTER 1				
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				as who, what, where, when, why and how to demonstrate understanding of key details in a text.
<p>P3.B Instruments and Body Percussion Using body percussion and/or instruments, perform, alone and with others, with expression and skill. Specified Second Grade skills: Maintaining a steady beat, rhythm patterns, iconic notation and standard notation, chord bordun, ostinatos, with a song/story/poem/recording.</p>	<p>Perform beat accompaniment for song or poem with body percussion or instruments</p> <p>Perform 4-beat echo patterns made of quarter, two eighths, and quarter rest</p> <p>Perform rhythm patterns that include</p>	<p>Observe students as they perform the beat with the poem or song and assess their beat competence using a teacher-created or district-provided rubric.</p> <p>Assess students' ability to echo and/or perform 4-beat rhythm patterns using a teacher-created or district-provided rubric.</p>	<p>"Say Your Name" SOM Gr. 2, p. 343 "Play Your Name", STM [/ 31 "Sheep in the Meadow", SOM Gr. 2 p.8 "I Bought Me a Cat" SOM Gr. 2, p.14 (play the animal sounds only)</p> <p>"Fishes Swim" 3RTC</p>	<p>Literary devices Lucy Locket- Ask students to find alliteration and rhyming words. 2.FL.PWR.3- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	<p>quarter notes, eighth notes, and rests.</p> <p>Perform a chord bordun beat accompaniment for a Sol-Mi-La song using correct mallet technique</p> <p>Demonstrate correct unpitched instrument technique</p>	<p>Observe students for accuracy as they play bordun beat accompaniment for a Sol-Mi-La song using correct mallet technique. Assess using a teacher-created or district-provided rubric.</p> <p>Assess students' unpitched percussion technique using a teacher-created or district-provided rubric.</p>	<p>"Acka Backa" <i>SOM Gr. 2/SBMM Gr. 1</i></p> <p>"Lucy Locket" SBMM Gr. 2, p. 27, "Lucy Locket" assessment Orff Appendix gr.2 Q1</p> <p>"Chook, Chook" <i>SRA</i>, pp. 14-`7</p>	
<p>P3.C Performance Etiquette Perform appropriately for the audience and context; demonstrate appropriate posture,</p>	<p>Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining</p>	<p>Observe student performance etiquette assess using teacher-created or district-provided rubric.</p>	<p>Concert Etiquette Video 1 (General)</p> <p>Concert Etiquette Video 2 (Choral)</p>	<p>Define and identify multiple uses of the word conductor.</p> <p>2.FL.VA.7a- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
and evaluate performance etiquette.	appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.		Ten Performance Etiquette Tips for Musicians Performance Practices by Grade Level	2 reading and content, choosing flexibly from an array of strategies.
P3.D Audience Etiquette Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.	Demonstrate proper audience etiquette and evaluate audience behavior during performances	Observe student behavior during performances and assess using a teacher-created or district-provided rubric .	Audience Etiquette Self-Evaluation Audience Etiquette Video List of live, local, free or low-cost events, field trip grants and how to apply for them.	Discuss how audience etiquette impacts a performance. 2.SL.CC.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups

DOMAIN: CREATE

Instructional Map

Music

Orff

Second Grade

Foundations

Cr1: Generate and conceptualize artistic ideas and work.

Cr2: Organize and develop artistic ideas and work.

Cr3: Refine and complete artistic work.

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr1. A</p> <p>Musical Concepts</p> <p>Use pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise rhythmic/melodic patterns and movement.</p>	<p>Vocally improvise short Sol-Mi, Sol-Mi-La patterns</p> <p>Explore and create high and low body shapes and statues</p>	<p>Assess as students improvise short melodies using a teacher-created rubric or a district provided Melodic Improvisation Rubric</p> <p>Observe students as they explore high and low body shapes and statues and assess using teacher-created or district-provided rubric.</p>	<p>“Recorded Lesson – Category Game” <i>STM</i> Gr. 2, p. 32</p> <p>“I See” <i>SOM</i> Gr. 2, p. 266</p> <p>“The Noble Duke of York” <i>Music For Little People</i></p> <p><i>Low or high, 85EMA, p. 20 an 21</i></p>	<p>Spelling and Alphabetical Order Game: Teacher sings “What Would You See at the Circus?” (Sol-Mi-La). Students, seated in a circle, individually sing responses, each beginning with the next letter of the alphabet. (e.g., S1: “I’d see acrobats”, S2: “I’d see bears, S3: “I’d see clowns”, etc.) Advanced classes can be challenged to add an adjective that creates alliteration (“I’d see</p>

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Second Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	<p>Improvise an introduction using long/short, fast/slow, loud/soft sounds on unpitched percussion using teacher-given or class-established parameters.</p>		<p>Using "Waiting for the Traffic Light" SBMM Gr. 2, p. 107 as an example, ask students to create an introduction for "Engine, Engine Number Nine" <i>SOM 2, p. 13/STM Gr. 1</i></p>	<p>active acrobats", "I'd see balancing bears", "I'd see cute clowns," etc.) 2.FL.PWR.3- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p>
<p>Cr1.B Varied Timbres Use body percussion, instruments, movement, singing, and/or vocal timbres to generate musical ideas (such as rhythm patterns, pentatonic melodies, etc.)</p>	<p>Create and perform 4-beat patterns of one sound and no sound to the beat using iconic notation, performing with body percussion and unpitched instruments</p> <p>Create movement using high and low levels</p> <p>Create Sol-La-Mi melody</p>	<p>Observe students as they read their original patterns of one sound and no sound to the beat using iconic notation.</p> <p>Observe students as they create high and low body shapes and statues and assess using teacher-created or district-provided rubric.</p>	<p>Country Gardens" play-along map <i>SOM Gr/ 2, p.16</i></p> <p><i>Music for Creative Dance vol. 1, "Levelance"</i></p> <p><i>"Deep and Wide" ASCL</i></p>	<p>Continue to infuse lessons with academic vocabulary pertaining to music.</p> <p>2.SL.CC.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr2.A Selecting Musical Ideas Using short musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.</p>	<p>Create movements based on musical ideas such as melodic direction, dynamics or timbres. Discuss why you chose the movements for those expressive qualities.</p>	<p>Assess students' ability to use movement to show musical concepts using a teacher-created or district-provided rubric.</p> <p>Assess students as they participate in a group discussion using a teacher-created or district-provided rubric.</p>	<p><i>"Deep and Wide"</i> ASCL <i>"Up So High"</i> JB <i>"Sixty Inches of Rain"</i> JB</p>	<p>Vocabulary: When performing movement activities, review positional and directional words (over, above, under, through, around, left, right, clockwise, counterclockwise, etc.) 2.FL.VA.7c- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
<p>Cr2.B Notating Ideas Use iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such as</p>	<p>Using "beat boxes" and manipulatives, create and perform a 4-beat pattern of quarter note and quarter rest using multiple unpitched percussion timbres.</p>	<p>Observe as students create 4-beat patterns. Assess understanding using a teacher-created or district-provided rubric.</p>	<p><i>"Bate, Bate (Stir, Stir)"</i> <i>SOM Gr. 2, p. 242</i></p>	<p>2.W.TTP.2 Write informative/explanatory text in which they introduce a topic, use facts, and definitions to develop points and provide a concluding section or statement.</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
four-beat rhythm/melodic patterns, introduction, coda, etc.)				
<p>Cr3.A Refining Musical Ideas Interpret and apply feedback, using vocabulary such as voices/instruments, same/different, introduction, sequence, and coda, to revise personal music.</p>	As a class, create a B-section for poems and songs using speaking/singing and instruments that draws from elements of the text using collaborative discussion to refine the final product.	Assess as students refine their rhythmic and/or melodic compositions using a teacher-created or district-provided rubric.	<p>"Creative Unit Project" <i>SOM Gr. 2, p. 205</i></p> <p>"25. <i>There Was an Old Woman</i>" MFC1</p> <p>"27. <i>The North Wind</i>" MFC1</p> <p>"<i>The Ship Goes Sailing</i>" IAKOWKMM</p>	<p>2.W.TTP.2 Write informative/explanatory text in which they introduce a topic, use facts, and definitions to develop points and provide a concluding section or statement.</p> <p>2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.</p>
<p>Cr3.B Demonstrate Musical Ideas Demonstrate a final version of personal</p>	After applying feedback and refining the work, present a final performance of a student-created B	Assess as students refine their rhythmic and/or melodic compositions using a	"Creative Unit Project" <i>SOM Gr. 2, p. 205</i>	Ask students to speak a short introduction to a final performance of a created song, ex. "We will now perform my

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
musical ideas using created vocal, instrumental, or movement pieces.	section or other student composition.	teacher-created or district-provided rubric.	"25. <i>There Was an Old Woman</i> " MFC1 "27. <i>The North Wind</i> " MFC1 "The Ship Goes Sailing" IAKOWKMM	composition _____, which is scored for (x instruments)" 2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

DOMAIN: RESPOND

Foundations

R1: Perceive and analyze artistic work.

R2: Interpret intent and meaning in artistic work.

R3: Apply criteria to evaluate artistic work.

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
R1.A Musical Preferences Identify and explain how personal interests and experience influence musical	Express a preference for particular unpitched instruments or families of unpitched instruments, citing reasons about their	Observe as students participate in a group discussion. Assess understanding using a teacher-created or district-provided rubric.	"Way Down South" (See Appendix)	2.SL.CC.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
selection; list and explain personal musical interests.	characteristics, use or timbres.			
<p>R1.B</p> <p>Musical Concepts</p> <p>Describe how specific music concepts are used to support a specific purpose in music; demonstrate and identify how specific musical concepts are used in various styles of music (such as meter and timbre).</p>	<p>Categorize unpitched instruments into families (woods, metals, membranes). Discuss types or styles of music where each might be used.</p>	<p>Assess students' categorization of unpitched instruments by family using a teacher-created or district-provided rubric.</p>	<p>"Country Gardens" <i>SOM Gr. 2, p.16</i></p> <p>"Play Rhythm Instruments" <i>SOM Gr. 2, p. 24</i> (Use activity suggested)</p> <p>"Way Down South" (See Appendix)</p>	<p>Vocabulary</p> <p>Prepare several baskets with 5 or 6 small, unpitched percussion instruments each and index cards with corresponding instrument names written on them. Challenge groups of students to correctly identify each instrument by name and then to group their instruments into families. Allow each student to select one instrument and ask him/her to identify its name and family to the class or demonstrate</p>

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Music

Orff

Second Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				and describe the proper technique for playing it. 2.RI.CS.4 Determine the meaning in words and phrases in a text relevant to a grade two topic or a subject area.
R2.A Musical Characteristics Demonstrate how interest, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).	Describe why the student or class chose particular timbres in creating a B section for a song or poem.	Observe as students participate in a group discussion. Assess understanding using a teacher-created or <u>district-provided rubric.</u>	Refer to Cr3.A "Assembly Required" <i>SOM Gr. 2, p. 36</i> "You've Got a Friend in Me" <i>SOM Gr. 2, p. 44</i>	2.SL.CC.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups 2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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Music

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>R3.A Evaluating Artistic Work Apply personal preferences in the evaluation of music; discuss a musical performance using grade-appropriate vocabulary.</p>	<p>Listen to a piece of music that has a vocal version and an instrumental version. Express a preference for one or the other, contrasting them using musical vocabulary.</p>	<p>Observe as students participate in a group discussion. Assess understanding using a teacher-created or <u>district-provided rubric.</u></p>	<p>"The Flight of the Bumblebee" <i>SOM Gr. 2, p. 40</i> (Tuba) "Flight of the Bumblebee" <i>SBMM 1</i> (Orchestral) <u>"Flight of the Bumblebee"</u> (Bobby McFerrin and Yo-Yo Ma)</p>	<p>2.SL.CC.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups 2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

DOMAIN: CONNECT

Foundations

Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors.

Cn2: Relate artistic ideas and works with societal, cultural, and historical context.

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Second Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cn1.A Music and Personal Experiences Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).</p>	<p>Discuss likes and dislikes of a piece of music.</p>	<p>Observe as students participate in a group discussion. Assess understanding using a teacher-created or <u>district-provided rubric.</u></p>	<p>“Packington’s Pound” <i>SOM Gr. 2, p. 200</i></p>	<p>2.SL.CC.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups 2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
<p>Cn2.A Society, Culture and History Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as</p>	<p>Perform songs and dances from various cultures and historical periods.</p>	<p>Observe student performances of folk dances and assess using a teacher-created or <u>district-provided rubric.</u></p> <p>Observe student vocal performances of world music and assess using</p>	<p>Teaching Movement and Dance, pp. 136-137 Two-Part Dance “La Raspa” RM3 Yankee Doodle Teaching Movement and Dance, pp.138-139 <u>“Les Saluts”</u> <u><i>Rhythmically Moving 1;</i></u></p>	<p>Fluency and Public Speaking Allow students to speak brief introductions to each piece at the “final” in-class performance. Be sure to repeat the process during the year so that all students</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
exploring the connections between art and music).		a teacher-created or district-provided rubric .	Teaching Movement and Dance p.125 <i>"Baby Nodja" SOM, 154-155, Movement p. 155, (156 CD;8:10 (Native American)</i>	have a turn to be readers. 2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Vocabulary: Reinforce the concept of synonyms and antonyms. Differentiate between high/low and loud/soft as antonym pairs. 2.RI.CS.4 Determine the meaning in words and phrases in a text relevant to a grade two topic or a subject area.

DOMAIN: PERFORM
Foundations

G2 Q2 PERFORM DOMAIN RESOURCE LIST

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- P1:** Select, analyze and interpret artistic work for performance.
P2: Develop and refine artistic techniques and work for performance.
P3: Convey and express meaning through the presentation of artistic work.

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P1.A Musical Concepts Demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections (such as performing songs and dances from various cultures and historical periods).</p>	<p>Discuss music of varied holiday and cultural traditions.</p>	<p>Observe as students participate in a group discussion and assess using a teacher-created or district-provided rubric.</p>	<p>"Frosty the Snowman" <i>STM 2</i> "My Dreidel" <i>SOM 2</i> "S'vivon Sov" <i>SOM1</i></p>	<p>2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.</p>
<p>P1.B Musical Contrasts Using voices, instruments, or movement, demonstrate knowledge of musical concepts in music from a variety of</p>	<p>Demonstrate beat vs. Rhythm by walking quarters and jogging eighths (one step or two steps to the beat)</p>	<p>Observe and assess students' ability to perform both beat and rhythm using a teacher-created or district-provided rubric.</p>	<p>"Miss White Had a Fright" (See Appendix) "Xiao Yin Chaun" <i>SBMM</i> Gr. 2, p.14 "Double Double This This" (See Appendix)</p>	<p>2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
cultures selected for performance.			"In the Hall of the Mountain King" <i>SBMM2</i>	
P1.C Expressive Qualities Demonstrate understanding of music's expressive qualities and how creators use them to convey expressive intent.	Move to show sudden and gradual changes of tempo in music. Label tempo and tempo changes with appropriate musical terminology.	Assess students' ability to identify, label and respond to tempo changes using a teacher created or district provided rubric .	Brahms <i>Hungarian Dance No. 5</i> (KCLKCM) Brahms <i>Hungarian Dance No. 6</i> (KCLMKCM)	2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
P1.D Notation When analyzing selected music, read and perform rhythmic patterns with voice, body percussion, and/or instruments using iconic or standard notation.	Echo four beat patterns consisting of quarter note, paired eighth notes, and quarter rest with body percussion and instruments Perform speech/songs that only use quarter note, paired eighth notes, and quarter rest	Observe students echoing four-beat rhythms and assess using a teacher-created or district-provided rubric . Observe students' performance of rhythm	"Bate, Bate, Chocolate" <i>SOM 2, p. 242/STM Gr. 3, p.93</i> "I Bought Me a Cat" <i>SOM Gr.2, p. 14</i> "Loose Tooth" <i>SOM 2 p. 28/STM1, 287</i> "She'll Be Comin' Round the Mountain" <i>SOM gr. 2, p.33</i> "Jim Along, Josie", <i>SOM Gr. 2, p. 194-195</i>	Phonics/Word Work: Matching Game Create a set of cards that has notated rhythmic phrases from a song and a set of cards that has the corresponding lyrics. Challenge students or teams of students to match the most correct pairs. Phonics: Rhyming words

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	<p>Perform notated 4-beat patterns using quarter note, paired eighth notes, and quarter rest with body percussion and instruments from iconic notation and traditional notation</p> <p>Perform LSM patterns notated on a 2, 3 or 5 line staff.</p> <p>Practice placing note heads on staff for La-Sol-Mi</p>	<p>reading from notated patterns using a teacher-created or district-provided rubric.</p> <p>Observe students' performance of notated melodic patterns using a teacher-created or district-provided rubric.</p> <p>Observe as students place note heads on staff. Assess understanding using a teacher-created or district-provided rubric.</p>	<p>"El Tren" SOM gr. 2, p.326-327</p> <p>"Mix a Pancake" <i>STM</i> Gr. 1, p.255 (Walk steady beat to song/poem; then put rhythm of words in feet)</p> <p>"Early in the Morning" SR! pp. 2-3"</p> <p>"Australia's on the Wallaby" <i>SOM Gr. 2, p. 106</i></p> <p>"Lucy Locket" <i>SOM 1</i></p> <p>"Bobby Shaftoe" <i>SOM K</i></p>	<p>Students identify and predict rhyme pairs.</p> <p>Phonics: Reinforce sight words using text visuals.</p> <p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>P2.A</p> <p>Apply Feedback</p> <p>Apply established criteria to judge student</p>	<p>Maintain correct unpitched instrument technique.</p>	<p>Observe as students perform on unpitched instruments. Assess technique accuracy</p>	<p>"Wake Up the Sun" <i>SOM Gr. 2, p. 124</i></p> <p>"Shoheen Sho" <i>SOM Gr. 2, p. 140</i></p>	<p>When listening to feedback, apply ELA standard 2.SL.CC.3: Ask and answer questions</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
rehearsal and/or performance.	Use self-assessment, peer or teacher feedback to refine a performance.	using a teacher-created or district-provided rubric . Assess as students restate and apply appropriate feedback using teacher-created or district-provided rubric .		about what a speaker says in order to gather information or clarify something that is not understood.
<p>P2.B Rehearse and Refine</p> <p>Rehearse, identify, and apply strategies to address performance challenges.</p>	Rehearse and refine a performance of a broken chord bordun accompaniment for a pentatonic song	Observe as students perform a broken chord bordun accompaniment for a pentatonic song using a teacher-created or district-provided rubric .	<p>“Donkey Donkey Song” <i>STM Gr. 2</i></p> <p>“Wibbleton to Wobbleton” <i>TFAR, p.14</i></p>	<p>Give an in-class performance complete with a verbal introduction of the piece.</p> <p>2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P3.A Singing Sing alone and with others, with expression and skill. Specified Second Grade skills: Echo songs, pitch-matching games, la-sol-mi-re-do patterns on neutral syllables and with pitch names, songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation, ostinatos, simple canons, partner songs.</p>	<p>Sing pentatonic and diatonic ascending and descending patterns</p> <p>Identify mi, re, and do patterns in songs and label them using hand signs.</p>	<p>Observe as students individually echo sing patterns sung by the teacher (Sol-Mi, La-Sol-Mi) and assess singing/pitch matching using a teacher-created or district-provided rubric.</p> <p>Observe as students use hand signs to convey their understanding of Mi-Re-Do patterns. Assess understanding using a teacher-created or district-provided rubric</p>	<p>"Lone Star Trail" <i>SBMM Gr. 2, p.21</i> "Amen" <i>STM Gr. 3, p.283</i></p> <p>"Closet Key" <i>STM 3</i></p> <p>"Sleep, Baby, Sleep"</p> <p>"Down by the Station"</p> <p>"Seven Up" musicplayonline</p> <p>"Salish Hand Game" musicplayonline</p>	<p>Vocabulary: Sight Words</p> <p>When students are examining notated melodies to find ascending and descending patterns, have them circle unfamiliar words in the text and underline sight words. Use decoding skills and phonics to pronounce unfamiliar words and context clues to define them.</p> <p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>2.FL.F.5c. Use context to confirm or self-correct word recognition and</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			For game directions, view video	understanding of words; reread as necessary.
<p>P3.B Instruments and Body Percussion</p> <p>Using body percussion and/or instruments, perform, alone and with others, with expression and skill.</p> <p>Specified Second Grade skills: Maintaining a steady beat, rhythm patterns, iconic notation and standard notation, chord bordun, ostinatos, with a song/story/poem/recording.</p>	<p>Play short notated Sol-Mi, Sol-Mi-La patterns on barred instruments with correct mallet technique</p> <p>Perform broken chord bordun beat accompaniment for a pentatonic song</p>	<p>Observe as students name pitches in short Sol-Mi-La notated patterns. Assess using a teacher-created or district-provided rubric.</p> <p>Observe students for accuracy in rhythm and pitch with correct mallet technique. Assess using teacher-created of district-provided rubric.</p> <p>Observe students performing broken chord bordun accompaniments for pentatonic songs and assess using a teacher-</p>	<p>“Lemonade” <i>SOM</i> Gr. 2, p.19</p> <p>“I See” <i>SOM</i> Gr. 2, pp. 346-352, <i>STM Songs to Sing and Read</i>, p. 50</p> <p>“Little Miss Muffet”, <i>TRTC</i> p. 16-17</p> <p>“Create” <i>STM Resource Masters</i> gr. 1 p. 64</p> <p>“Donkey Donkey Song” <i>STM Gr. 2</i></p> <p>“Wobbleton to Wobbleton” <i>TFAR</i>, p.14</p>	<p>Fluency and Public Speaking:</p> <p>During the B section of Wobbleton to Wobbleton, encourage enunciation, expressive speech, and a balance, dynamic level and tempo conducive to an audience. Divide the class in half and have the “audience half” listen with their eyes closed to help them analyze the performance based on these elements.</p> <p>2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
		created or district-provided rubric.		
P3.C Performance Etiquette Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.	Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.	Observe student performance etiquette assess using teacher-created or district-provided rubric.	Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral) Ten Performance Etiquette Tips for Musicians Performance Practices by Grade Level	2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts. 2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.
P3.D Audience Etiquette Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.	Demonstrate proper audience etiquette and evaluate audience behavior during performances	Observe student behavior during performances and assess using a teacher-created or district-provided rubric.	Audience Etiquette Video Audience Etiquette Self-Evaluation	2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			List of live, local, free or low-cost events, field trip grants and how to apply for them.	2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.

DOMAIN: CREATE Foundations Cr1: Generate and conceptualize artistic ideas and work. Cr2: Organize and develop artistic ideas and work. Cr3: Refine and complete artistic work.	G2 Q2 CREATE DOMAIN RESOURCE LIST
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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Cr1. A Musical Concepts Use pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise rhythmic/melodic	Vocally improvise Sol-Mi, Sol-Mi-La patterns	Listen to students to determine if they are singing on pitch. Assess using a teacher-created rubric or choose the district-provided rubric below	"Recorded Lesson – Category Game" <i>STM</i> Gr. 2, p. 32 "I See" SOM Gr. 2, p. 266	Spelling and Alphabetical Order Game: Teacher sings "What Would You See at the Circus?" (Sol-Mi-La). Students, seated in a circle, individually sing responses, each beginning with the

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
patterns and movement.	Improvise rhythmic patterns using rhythm of the words using body percussion or unpitched instruments.	that most closely aligns with your objective: Melodic Improvisation Rubric Solfege Technique Rubric Singing Rubric Observe as students improvise rhythms and assess using a teacher-created or district-provided rubric .	"What Will You Eat on Thanksgiving?" (WMD question and answer exercise: Teacher speaks and plays rhythm for question, Students improvise answers, speaking and performing rhythm of the words)	next letter of the alphabet. (e.g., S1: "I'd see acrobats", S2: "I'd see bears, S3: "I'd see clowns", etc.) Advanced classes can be challenged to add an adjective that creates alliteration ("I'd see active acrobats", "I'd see balancing bears", "I'd see cute clowns," etc.) 2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings.
Cr1.B Varied Timbres Use body percussion, instruments,	Read and create 4-beat patterns of one sound and no sound to the beat using standard	Observe students as they read their original patterns of one sound	"Jim Along Josie" SOM Gr. 2, p. 194 "La bella hortelana (The Beautiful	Use an illustrated children's book or illustrated visual to support student composition/improvisation.

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>movement, singing, and/or vocal timbres to generate musical ideas (such as rhythm patterns, pentatonic melodies, etc.)</p>	<p>notation, performing with body percussion and unpitched instruments</p> <p>Create movement using high, medium, and low levels</p> <p>Create Mi-Re-Do melody</p> <p>Improvise a 4 beat rhythmic pattern either by answering a question with rhythm of the words or using previously learned rhythms.</p>	<p>and no sound to the beat using iconic notation.</p> <p>Observe students as they create high and low body shapes and statues and assess using teacher-created or district-provided rubric.</p>	<p>Gardener)” SOM Gr. 2, p. 208</p> <p>“Artichokes” SOM Gr. 2, p. 314</p> <p>“We Wish You a Merry Christmas” SOM Gr. 2, p. 358</p>	<p>Ask students to explain which elements of the story inspired their creative ideas. 2.W.TTP.3 Write narratives recounting an event or short sequence of events.</p>
<p>Cr2.A Selecting Musical Ideas</p>	<p>Vocally improvise answers to teacher’s sung question using MI-Re-Do</p>	<p>Observe as students individually improvise answers to questions</p>	<p>“Duck Song” SOM Gr. 2, p. 101</p> <p>“Who Has Seen the Wind (Music Skills)”</p>	<p>2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Using short musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.		sung by the teacher (Mi-Re-Do) and assess using a teacher-created or district-provided rubric	SOM Gr. 2, pp. 136-137	about appropriate 2nd grade topics and texts. 2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Cr2.B Notating Ideas Use iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such as four-beat rhythm/melodic patterns, introduction, coda, etc.)	Using “beat boxes” and manipulatives, create and clap a 4-beat pattern of quarter note, paired eighth notes, and quarter rest	Observe students’ original 4-beat patterns and assess using a teacher-created or district-provided rubric .	Take a Reading Walk (Conversational-Create Extension) Conversational Solfege Unit 1 pp. 85-13 Conversational Solfege TM 40 and 41 –Steps 7-8: Reading-Decode Moving to a Rhyme. P.114 85EMA (chose walking and jogging – quarter notes and eighth notes	Comprehension: Fluency Notate a composition and check the efficacy of your notation by having another person perform it. 2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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Music

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Second Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			Pick a rhyme that uses only quarter notes and eighth notes	
<p>Cr3.A Refining Musical Ideas Interpret and apply feedback, using vocabulary such as voices/instruments, same/different, introduction, sequence, and coda, to revise personal music.</p>	<p>Listen to examples that illustrate songs with an introduction and/or coda</p> <p>Perform introduction and/or coda for poems and songs using speaking/singing and instruments</p> <p>Describe coda as a special ending or the "tail" of the music</p>	<p>Observe as students listen to and identify the introduction and/or coda to a song.</p> <p>Ask students to describe the connection between the introduction and the main section of the music. Choose from one of the following:</p> <ul style="list-style-type: none"> a) the introduction is part of the song b) the song is a sound related to the main idea of the song, i.e., traffic noises in 	<p>"Sleigh Ride" Leroy Anderson <i>SBMM Gr. 2</i></p> <p>"Sing a Rainbow", <i>SBMM, Gr. 2, p.166</i></p> <p>"Waiting for the Traffic Light" <i>SBMM Gr. 2, p. 107</i></p>	<p>Writing</p> <p>Have students create a listening map for "Sleigh Ride" or refer to a teacher created/provided map. Then, have students create a story about what might be happening in each section and act it out as the music is played.</p> <p>2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
		<p>“Waiting for the Traffic Light”</p> <p>c) the music is not part of the song, but blends with it (same harmonic structure, rhythmic structure, etc.)</p> <p>district-provided rubric</p>		
<p>Cr3.B</p> <p>Demonstrate Musical Ideas</p> <p>Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces.</p>	<p>With guidance, create and perform songs or poems in verse-refrain, ABA, AA' or AB form</p> <p>Perform student-created movements to songs or poems</p>	<p>Assess students' understanding using of verse-refrain form using a teacher-created or district-provided rubric.</p>	<p>“Chirri Bim” SOM Gr. 2, p. 70</p> <p>“Mr. Frog” SOM Gr. 2, p. 257</p> <p>“This Is Halloween” SOM Gr. 2, p. 346</p>	<p>2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.</p>

DOMAIN: RESPOND

Foundations

R1: Perceive and analyze artistic work.

G2 Q2 RESPOND DOMAIN RESOURCE LIST

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Second Grade

R2: Interpret intent and meaning in artistic work.
R3: Apply criteria to evaluate artistic work.

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
R1.A Musical Preferences Identify and explain how personal interests and experience influence musical selection; list and explain personal musical interests.	As a class, with the teacher's guidance, select three to five songs, instrumental pieces or dances that would represent a variety of holidays for a performance, either in-class or formal.	Observe as students participate in a group discussion and assess using a teacher-created or district-provided rubric .	R1.A Musical Preferences Resource	2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.
R1.B Musical Concepts Describe how specific music concepts are used to support a specific purpose in music; demonstrate and identify how specific musical concepts are used in various styles of	Aurally identify 4-beat notated patterns of quarter note, paired eighth notes, and quarter rest Respond to tempo changes with movement (including mirror	Observe student demonstration of tone color. Assess using a teacher-created or district-provided rubric 1 or district-provided rubric 2 .	"Cats Sleep Anywhere" Eleanor Farjeon, Random House Book of Poetry for Children, (Adapted, See Appendix) "Miss White Had a Fright" (See Appendix, also B section) <i>"1, 2, 3, 4, 5" TRTC, p.25</i>	Vocabulary After teaching musical terms for varied tempi and tempo changes, create a tic-tac-toe board in which each square has a tempo related vocabulary word. Divide students into teams and compete

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Music

Orff

Second Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
music (such as meter and timbre).	<p>movement) and label directions of travel: clockwise/counterclockwise, forward, in/ out; perform scissor step</p> <p>Describe changes in tempo between two performances of a rhyme or song</p> <p>Describe changes within a listening example</p>		<p>“Three Little Penguins” p. 112 SOM</p> <p>“Effie Goes Folk Dancing” <i>SOM Gr. 2, p. 168</i></p> <p>“Merry Go Round” <i>SOM Gr. 2, p.267</i></p> <p>“Fjaskern” <i>Rhythmically Moving 2</i></p> <p>“Olympic Fanfare” <i>STM Gr. 2, p.14</i></p> <p>“Miss Mary Mack” <i>SBMM Gr. 2, p.42</i></p> <p>“In the Hall of the Mountain King” from <i>Peer Gynt, STM Gr 2, p.14</i></p> <p>“Merry-Go-Round” <i>SOM, gr. 2, p. 267</i></p> <p>“Ton Moulin” <i>STM, Gr. 3 p.228</i></p>	<p>to be the first team to correctly identify three terms in any row, column or diagonal.</p> <p>2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p>Vocabulary: Prefixes and Suffixes</p> <p>Identify the musical prefix “mezzo” and suffix “-issimo” and use them to help identify other terms.</p> <p>2.FL.VA.7b Demonstrate understanding of word relationships and</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			<i>"Hungarian Dance" no. 18 First Steps to Classical Music. CD</i>	nuances in word meanings
<p>R2.A Musical Characteristics Demonstrate how interest, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).</p>	Describe the mood of a piece of music using grade-appropriate music vocabulary.	Observe student description of the mood of the piece of music and assess using a teacher-created or district-provided rubric .	<p><i>"Moulinet" SOM Gr. 2, p. 53</i> <i>"What A Wonderful World" SOM Gr. 2, p. 84</i></p>	2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
<p>R3.A Evaluating Artistic Work Apply personal preferences in the evaluation of music; discuss a musical performance using</p>	Explore categorization of unpitched instruments into families	Observe student categorization of unpitched instruments. Assess using a teacher-created district-provided rubric 1 or district-provided rubric 2.	<p><i>"Antarctica" SOM Gr. 2, p. 110</i> <i>"Minuet" SOM Gr. 2, p. 145</i></p>	2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
grade-appropriate vocabulary.				3.W.TTP.2.b. Group related information together, including illustrations when needed to provide clarity to the reader.

DOMAIN: CONNECT Foundations Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors. Cn2: Relate artistic ideas and works with societal, cultural, and historical context.	G2 Q2 CONNECT DOMAIN RESOURCE LIST
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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Cn1.A Music and Personal Experiences Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating	Discuss how music traditions are passed on from person to person.	Observe student participation in the discussion/ of musical traditions. Assess using a teacher-created or district-provided rubric .	"School to Home" <i>SOM Gr. 2, p. 72</i>	2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).				
<p>Cn2.A Society, Culture and History Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connections between art and music).</p>	Perform songs and dances from various cultures and historical periods in scattered formation	<p>Observe student performances of folk dances and assess using a teacher-created or district-provided rubric.</p> <p>Observe student vocal performances of world music and assess using a teacher-created or district-provided rubric.</p> <p>Ask students to describe the differences between the instruments and/or the movement used in “La</p>	<p>Teaching Movement and Dance, pp. 136-137 Two-Part Dance “La Raspa” RM3 Yankee Doodle Teaching Movement and Dance, pp.138-139 “El Juego Chirimbolo” <i>SBMMGr. 1, p.103</i></p>	<p>Fluency and Public Speaking Prepare short introductory paragraphs for songs and dances being learned in class, and divide them amongst two to three students like speaking roles in a program. Allow students to perform their introductions at the “final” in-class performance. Be sure to repeat the process during the year so that</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
		Raspa" and "Yankee Doodle" (or two other dances) using a Venn Diagram. Assess using a teacher-created or district-provided rubric .		all students have a turn to be readers. 2.W.TTP.2 Write informative/explanatory texts. a. Introduce a topic.

DOMAIN: PERFORM Foundations P1: Select, analyze and interpret artistic work for performance. P2: Develop and refine artistic techniques and work for performance. P3: Convey and express meaning through the presentation of artistic work.	G2 Q3 PERFORM DOMAIN RESOURCE LIST
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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
P1.A Musical Concepts Demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections (such	Discuss the cultural origin of music experienced in class.	Observe as students discuss cultural origins of songs. Assess understanding using a teacher-created or district-provided rubric .	"Wrap Up" <i>SOM 2, p. 113</i> (Discuss with students the origin of the music they have experienced in class.)	2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
as performing songs and dances from various cultures and historical periods).			<p>"Haya Ze Basadeh" <i>Rhythmically Moving</i> (Israel)</p> <p>"Antarctica" <i>SOM 2</i> (Antarctica)</p> <p>"Land of the Silver Birch" <i>SOM Gr.2</i>, p.88 (Canada)</p> <p>Pinto "Run, Run!" from <i>Memories of Childhood</i>, <i>KCLKCM</i> (Brazilian)</p> <p>"Oma Rapeti" (Run, Rabbit) <i>SOM Gr. 2</i>, p. 108/<i>STM Gr. 3</i>, p.350 (Maori/New Zealand)</p>	2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.
<p>P1.B Musical Contrasts Using voices, instruments, or movement, demonstrate knowledge of musical concepts in music from a variety of</p>	Perform creative or choreographed movement to music with contrasting tempi or dynamics.	Assess students' ability to use movement to demonstrate awareness of contrasts using a teacher-created or district-provided rubric .	<p>Brahms <i>Hungarian Dance No. 5</i>, <i>KCLKCM</i></p> <p>Pinto "Run, Run!" from <i>Memories of Childhood</i>, <i>KCLKCM</i></p> <p>"Antarctica" <i>SOM 2</i></p>	2.RI.IK1.9 Compare and contrast the most important points presented by two texts on the same topic.

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
cultures selected for performance.				
<p>P1.C Expressive Qualities Demonstrate understanding of music's expressive qualities and how creators use them to convey expressive content.</p>	<p>Show contrasting dynamic levels using singing, body percussion, and instruments.</p>	<p>Observe students as they perform dynamic contrasts in music or poetry and assess using a teacher-created or district-provided rubric.</p>	<p>"Loose Tooth" <i>SOM</i> Gr. 2 p.28 "Little Cabin in the Woods" "Dingle Dangle Scarecrow"</p>	<p>Writing/Vocabulary: Synonyms and Antonyms Briefly brainstorm a list of opposites before teaching "forte and piano". Extend: Help students categorize the list into musical opposites (loud/soft, high/low, etc.) and non-musical opposites (hot/cold, left/right, etc.). Translate the musical opposites into grade-appropriate academic vocabulary as needed. 2.FL.VA.7b Demonstrate understanding of word relationships and</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				nuances in word meanings.
<p>P1.D Notation When analyzing selected music, read and perform rhythmic patterns with voice, body percussion, and/or instruments using iconic or standard notation.</p>	<p>Perform eight-beat rhythmic patterns containing half notes and/or tied quarter notes from notation using body percussion, movement, and metal instruments</p> <p>Identify half note in a notated song</p> <p>Read and Perform Sol-Mi and Sol-Mi-La patterns from 2-, 3-, or 5-line staff notation.</p>	<p>Observe student performance of reading 8-beat notated patterns and assess using a teacher-created or district-provided rubric.</p> <p>Observe students as they identify Sol-Mi and Sol-Mi-La patterns on a 2, 3 or 5 line staff and assess their mastery using a teacher-created or district-provided rubric.</p>	<p>"Half note lesson" Beth's Notes Plus (Uses "Frere Jacques" <i>STM 2</i>)</p> <p>"Red Rover" Movement game <i>SOM</i> Gr. 2, p. 249 "Eating Lizards" <i>SOM 2</i>, p.250 Movement game <i>SOM</i> Gr. 2, p. 249</p>	<p>Writing Complete sentences</p> <p>With students, visually compare written conversations with one and two word sentences (such as texts) with written conversations with longer sentences (such as play scripts). How are they similar/different? Which give you more information? When transitioning from 4 beat echo to 8 beat echo, compare the process to providing more information through complete sentences.</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Practice placing note heads on staff for Mi-Re-Do	As you sing a song containing a Mi-Re-Do pattern, ask them to show you if it is moving up or down with their hand or body movement. Assess understanding using a teacher-created or district-provided rubric .	"Magic Words" <i>SRA p. 13-14</i> "Seven Up" <i>musicplayonline.com, Gr. 3</i> "Hot Cross Buns" <i>musicplayonline.com, Gr. 2</i> , Use "concept slides" and "Solfa Challenge" for extended practice with Mi Re Do on staff "Away for Rio" <i>SOM Gr. 2, p. 170</i>	2.SL.PK1.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
P2.A Apply Feedback Apply established criteria to judge student	Perform rhythm or melody from notation. Use peer or teacher feedback to improve performance, asking	Ask students to read and perform notated patterns containing quarter notes, eighth notes, and quarter rests.	"Land of the Silver Birch" <i>SOM Gr.2, p.88</i> "Oma Rapeti" (Run, Rabbit) <i>SOM Gr. 2, p. 108/STM Gr. 3, p.350</i>	2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
rehearsal and/or performance.	clarifying questions as needed. Maintain and perform chord and broken chord bordun accompaniments with appropriate songs. Use peer or teacher feedback to improve performance, asking clarifying questions as needed.	Assess student mastery using a teacher-created or district-provided rubric . Observe students as they perform bordun accompaniments and assess mastery using a teacher-created or district-provided rubric .	“Tinga Layo” <i>SOM</i> Gr. 2, p.50/ <i>STM</i> Gr. 2, p.331 “Around the Buttercup” <i>SBMM</i> Gr. 2, p.70 (Lesson, See Appendix) “Simple Simon” <i>TRTC</i> , p.18 “Three Blind Mice” <i>TRTC</i> pp. 29-31	something that is not understood. 2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.
P2.B Rehearse and Refine Rehearse, identify, and apply strategies to	Rehearse and refine songs with MRD and SM/LSM patterns.	Assess as students apply feedback and strategies to refine their singing using a teacher-created or district-provided rubric .	MRD: “All Around the Buttercup” <i>SOM</i> Gr. 2/ <i>SBMM</i> Gr. 2 (Lesson, See Appendix)	Give an in-class performance complete with a spoken introduction of the piece. 2.SL.PKI.6 Speak in complete sentences

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
address performance challenges.			<p>"Hop Old Squirrel" <i>SOM Gr. 2/STM Gr. 2</i>,136 and 143</p> <p>"Way Down Yonder in the Brickyard" <i>STM Gr. 4</i>, p.7 (Use this recording only)</p> <p>"Simple Simon" <i>TRTC</i>, p.18</p> <p>"Three Blind Mice, <i>TRTC</i>, pp. 29-31</p> <p>"Kuma San" <i>SOM Gr. 3</i>, p. 244/<i>STM K</i> p. 40</p> <p>"Valentine" <i>Highlighting the Holidays</i>, p. 26-27</p> <p>LSM</p> <p>"Red Rover" Movement game <i>SOM Gr. 2</i>, p. 249</p> <p>"Eating Lizards" <i>SOM 2</i>, p.250</p> <p>Movement game <i>SOM Gr. 2</i>, p.</p>	when appropriate to task and situation in order to provide requested detail or clarification.

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			249 "Magic Words" <i>SRA</i> p. 13-14	
<p>P3.A Singing Sing alone and with others, with expression and skill. Specified Second Grade skills: Echo songs, pitch-matching games, la-sol-mi-re-do patterns on neutral syllables and with pitch names, songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation, ostinatos, simple canons, partner songs.</p>	<p>Sing songs that contain Sol-Mi and Sol-Mi-La patterns</p> <p>Sing Mi-Re-Do patterns with solfege and body scale/hand signs</p> <p>Sing songs that contain Mi-Re-Do patterns and melodies</p>	<p>Observe students as they sing Mi-Re-Do patterns with solfege and hand signs and assess using a teacher-created or district-provided rubric.</p>	<p>"All Around the Buttercup" <i>SOM</i> Gr. 2/<i>SBMM</i> Gr. 2 (Lesson, See Appendix) "Hop Old Squirrel" <i>SOM</i> Gr. 2/<i>STM</i> Gr. 2,136 and 143 "Way Down Yonder in the Brickyard" <i>STM</i> Gr. 4, p.7 (Use this recording only) "Simple Simon" <i>TRTC</i>, p.18 "Three Blind Mice, <i>TRTC</i>, pp. 29-31 "Kuma San" <i>SOM</i> Gr. 3, p. 244/<i>STM</i> K p. 40 "Valentine" <i>Highlighting the Holidays</i>, p. 26-27</p>	<p>Use an understanding of phonics to read the lyrics to Kuma San from this visual. 2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P3.B Instruments and Body Percussion Using body percussion and/or instruments, perform, alone and with others, with expression and skill. Specified Second Grade skills: Maintaining a steady beat, rhythm patterns, iconic notation and standard notation, chord bordun, ostinatos, with a song/story/poem/recording.</p>	<p>Experience half note, quarter note, and two eighths, through body percussion and/or locomotor movement (Dalcroze circles)</p>	<p>Observe as students use movement to demonstrate their understanding of rhythms and assess using a teacher-created or district-provided rubric.</p> <p>Observe as students perform and maintain</p>	<p>"Romper, Stomper and Boo" (See Appendix) "Frere Jacques" <i>SBMM</i> Gr. 2, p.125 "The Clock Song" <i>STM</i> Gr. 1, p.223 (Experience movement through Dalcroze circles) "Donkey, Donkey <i>SOM</i> Gr. 2, p.256 "Who's That Tapping at the Window?" <i>SOM</i> Gr. 2, p. 261</p> <p>Cathy Clink" (See Appendix)</p>	<p>Comprehension: Sequencing For the story "Romper, Stomper and Boo", help students identify plot elements such as conflict and resolution, character, and setting. Use "Re-telling Sticks" to help students plan their own performance and dramatization of the story, using speech or vocal improvisation (Feierabend Arioso). HYPERLINK "http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/" 2.RL.KID.3 Describe how characters in a story respond to major events and challenges.</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	<p>Perform simple rhythmic speech ostinato as accompaniment for song/poem</p> <p>Perform simple rhythmic ostinato accompaniment with body percussion, unpitched instruments</p> <p>Echo eight beat patterns with two levels of body percussion</p>	<p>rhythmic speech and body percussion ostinato as accompaniment for a song or poem and assess using a teacher-created or district-provided rubric.</p> <p>Assess students' ability to echo body percussion using a teacher-created or district provided rubric.</p>	<p>"Johnny Caught a Flea" <i>SBMM</i> Gr. 1, p.227 (Ostinato and Activity, See Appendix)</p>	<p>Writing: Word Choice</p> <p>Choose a simple poem and have small groups of students create accompanying rhythmic ostinato patterns using related word phrases. As a challenge, encourage use of rhyming words, onomatopoeia or alliteration. (Select one of these terms and define it for students as the challenge guideline).</p> <p>2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P3.C Performance Etiquette Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.</p>	<p>Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.</p>	<p>Observe student performance etiquette assess using teacher-created or district-provided rubric.</p>	<p>Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral) Ten Performance Etiquette Tips for Musicians Performance Practices by Grade Level</p>	<p>2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.</p>
<p>P3.D Audience Etiquette Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.</p>	<p>Demonstrate proper audience etiquette and evaluate audience behavior during performances</p>	<p>Observe student behavior during performances and assess using a teacher-created or district-provided rubric.</p>	<p>Audience Etiquette Self-Evaluation Audience Etiquette Video List of live, local, free or low-cost events, field</p>	<p>Comprehension: Reinforce audience etiquette when students are listening to stories and song tales in the music room to develop real world contexts and connections. 2.SL.CC.1 Participate with varied peers and adults in collaborative</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			trip grants and how to apply for them.	conversations in small or large groups about appropriate 2nd grade topics and texts.

<p>DOMAIN: CREATE Foundations Cr1: Generate and conceptualize artistic ideas and work. Cr2: Organize and develop artistic ideas and work. Cr3: Refine and complete artistic work.</p>	<p>G2 Q3 CREATE DOMAIN RESOURCE LIST</p>
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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr1. A Musical Concepts Use pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise rhythmic/melodic patterns and movement.</p>	<p>Vocally improvise La-Sol-Mi-Re-Do patterns</p>	<p>Assess students' ability to improvise using a given pitch set using a teacher-created or district-provided rubric.</p>	<p>“Doggie Doggie” <i>SOM Gr. 2, p. 59</i> (In between verses, have pairs of students vocally improvise questions and answers using La-Sol-Mi patterns) “Eating Lizards” <i>SOM Gr. 2, p. 250</i> (Students vocally improvise in the rests)</p>	<p>2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	<p>Improvise 4-beat rhythmic patterns by answering teacher's questions and playing rhythm of the words using two levels of body percussion or high and low tones on world drums.</p>	<p>Assess students' ability to improvise rhythmic patterns using a teacher-created or district-provided rubric.</p>	<p>"I See" <i>SOM Gr. 2, p. 266</i> (Teacher sings "I see...", Solo student improvises "Is it a _____" using LSMRD pitch set) "What did you do this weekend?" or "What will you do on Spring Break?"</p>	
<p>Cr1.B Varied Timbres Use body percussion, instruments, movement, singing, and/or vocal timbres to generate musical ideas</p>	<p>Use movement to generate ideas for an improvised pentatonic melody on pitched percussion.</p>	<p>Assess students' melodic improvisations using a teacher-created or district-provided rubric.</p>	<p>"Merry-Go-Round" <i>SOM Gr. 2, p. 267</i> (Using the movement created in the listed activity, have one group demonstrate their movement while the</p>	<p>Accountable talk: Ask students to explain what part of the movement they saw led them to select the</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
(such as rhythm patterns, pentatonic melodies, etc.)			other improvises on barred instruments in response to the melodic line, rhythmic ideas and tempo that they see.)	<p>melodic or rhythmic elements they chose.</p> <p>2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>2.W.TTP.1 Write opinion pieces on topics or texts. c. Supply reasons to support the opinion</p>
<p>Cr2.A Selecting Musical Ideas Using short musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.</p>	Discuss personal reasons for selecting musical elements in improvisations or compositions.	Listen to student explain his/her musical (compositional or improvisational) choices and assess their mastery using a teacher-created or district-provided rubric .	<p>“Merry-Go-Round” SOM Gr. 2, p. 267</p> <p>“Doggie Doggie” SOM Gr. 2, p. 59</p> <p>“Eating Lizards” SOM Gr. 2, p. 250</p> <p>“Think!” SOM Gr. 2, p. 199</p>	<p>Write a 1-3 sentence "Composer's statement" about your work.</p> <p>2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development,</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				organization, and style are appropriate to task, purpose, and audience.
<p>Cr2.B Notating Ideas Use iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such as four-beat rhythm/melodic patterns, introduction, coda, etc.)</p>	<p>Using standard or iconic notation, compose 8-beat patterns of quarter notes, paired eighth notes, half notes, tied quarter notes and rests, performing with body percussion and unpitched instruments</p> <p>Create and perform introduction and coda, notating with standard, iconic or student-created notation using</p>	<p>Observe student performances of their created introduction and coda and assess using a teacher-created</p>	<p>"I Bought Me a Cat" Rhythmic Composition Activity</p> <p>"Valentine" <i>Highlighting the Holidays</i>, p. 26-27 Rhythmic Composition Activity</p> <p>"Old Blue" SOM gr. 2, p. 213 Doggie, Doggie SOM gr.2. p. 59</p>	<p>Vocabulary: Review musical academic vocabulary words including "introduction" and "coda". What are some other instances in which you might see or hear the word introduction? (The beginning of a book, when two people meet for the first time, etc.)</p> <p>2.FL.VA.7v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify</p>

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	<p>one of the following techniques</p> <p>a) Create a 4-beat rhythm using quarter notes, eighth notes and quarter rests</p> <p>b) Use words or sounds related to the song. For example</p> <p>1) breeds of dogs</p> <p>2) Dog barking patterns- big dog (low sounds) and little dog (high sounds) barks in a pattern,</p> <p>3) Different ways to call your dog</p>	<p>or district-provided rubric for:</p> <p>Melodic composition of Intro, (Interlude) and Coda</p> <p>or</p> <p>Sound color/unpitched percussion composition of Intro, (Interlude) and Coda.</p>		<p>the meaning of words and phrases.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	c) Repeat a pattern of pitches used in the song. For example, So-Mi-La patterns in "Doggie, Doggie"			
Cr3.A Refining Musical Ideas Interpret and apply feedback, using vocabulary such as voices/instruments, same/different, introduction, sequence, and coda, to revise personal music.	Give and receive peer feedback about compositions and improvisations using academic vocabulary.	Assess as students receive and apply feedback about their composition or improvisation using a teacher-created or district-provided rubric .	The "T.A.G. method"	2.SL.CC.1- Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.
Cr3.B Demonstrate Musical Ideas Demonstrate a final version of personal musical ideas using	After applying feedback and refining the work, present a final performance of a student composition.	Observe as students demonstrate a final, refined and improved composition and assess using a teacher-created	"Merry-Go-Round" SOM Gr. 2, p. 267 "Doggie Doggie" SOM Gr. 2, p. 59 "Eating Lizards" SOM Gr. 2, p. 250	2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers,

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
created vocal, instrumental, or movement pieces.	<p>Create and perform songs or poems in verse-refrain, ABA, AA' or AB form</p> <p>Continue to perform student-created movements to songs or poems (see 2nd quarter)</p>	<p>or district-provided rubric.</p>	<p>"Think!" SOM Gr. 2, p. 199</p> <p>"I Bought Me a Cat" Rhythmic Composition Activity</p> <p>"Valentine" <i>Highlighting the Holidays</i>, p. 26-27</p> <p>Rhythmic Composition Activity</p> <p>"Old Blue" SOM gr. 2, p. 213</p> <p>Doggie, Doggie SOM gr.2. p. 59</p> <p>"Who Has Seen the Wind?" <i>SOM 2, 137</i> (Perform the poem ABA with Speech A, and Rhythm of the Words on pentatonic pitches B)</p>	<p>and strengthen writing as needed by revising and editing.</p>

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<p>DOMAIN: RESPOND Foundations R1: Perceive and analyze artistic work. R2: Interpret intent and meaning in artistic work. R3: Apply criteria to evaluate artistic work.</p>	<p>G2 Q3 RESPOND DOMAIN RESOURCE LIST</p>
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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>R1.A Musical Preferences Identify and explain how personal interests and experience influence musical selection; list and explain personal musical interests.</p>	<p>Explore how specific musical instruments are used in different styles/genres of music. Express personal preferences for genres and/or instruments.</p>	<p>Observe student participation in the discussion/analysis of likes and dislikes of musical instruments. Assess using a teacher-created or district-approved rubric.</p>	<p>Piano: "Rondo a Capriccio" <i>SOM Gr. 2, p. 225</i> "Little Birdie" (Listening) SBMM 4, p. 75 Guitar: Rainy Day Blues (Listening), SBMM p. 328</p>	<p>2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			<p>"Concierto de Aranjuez, 1st Mvt." SOM Gr. 3 p. 176</p>	
<p>R1.B Musical Concepts Describe how specific music concepts are used to support a specific purpose in music; demonstrate and identify how specific musical concepts are used in various styles of music (such as meter and timbre).</p>	<p>Identify and label an ostinato in a performed piece</p> <p>Label and describe ABA or AA'A.</p> <p>Categorize pitched barred instruments into woods or metals</p>	<p>Observe as students use cards (A and B) to show the form of (1) a piece performed or (2) a new listening example in binary form (AB, ABA, AABA, etc.) and assess their understanding using a teacher-created or district-provided rubric.</p> <p>Using response cards, ask students to hold up the word that matches</p>	<p>"Animal Fair" <i>SOM 2, p. 214-5</i></p> <p>"Who's That Tapping at the Window?" <i>SOM Gr. 2, p. 261</i> (Perform ABA with "Matarile" or AA'A by playing the rhythm of the words for A', then have students identify and describe the form.)</p> <p>"Hop Old Squirrel" <i>STM Gr. 2; p. 136 and p. 143</i> See B section activity in appendix</p> <p>The Elephant</p>	<p>Phonics: Word decoding Using phonics skills, have students read the words to "Chiapanecas" and/or "Ton Moulin" by decoding each syllable, either aloud or using "magic lips" while listening to a recording/ the teacher singing.</p> <p>Vocabulary: Root words and Suffixes Introduce the root "xylo" (relating to wood" and the suffix "phone" (relating to sound or voice). 2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	<p>Label the sections in a musical selection using vocabulary such as A, B, introduction, and coda.</p> <p>Describe introduction as music that leads into a song or instrumental piece.</p> <p>Listen to and describe a rondo</p>	<p>their instrument on the count of 3. Assess their understanding using a teacher-created or district-provided rubric.</p> <p>Observe as students listen to and identify the introduction and/or coda to a song.</p> <p>Ask students to describe the connection between the introduction and the main section of the music. Choose from one of the following:</p> <ul style="list-style-type: none"> a) the introduction is part of the song b) the song is a sound related to the main idea of the song, i.e., traffic noises in 	<p>"Orff Instruments" <i>SOM</i> Gr. 2, pp.30-31</p> <p>"Snow is Falling" (See Appendix)</p> <p>"The Liberty Bell (Sousa)" <i>SOM</i> 5, p. 395</p> <p>"Star-Spangled Banner" <i>SBMM</i> 3, p. 415 (use this version for an intro and coda)</p> <p>"Rain Rondo" <i>SOM</i> Gr. 2, p. 233</p>	<p>3.FL.PWR.3a. Identify and define the meaning of the most common prefixes and derivational suffixes.</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
		<p>“Waiting for the Traffic Light”</p> <p>c) the music is not part of the song, but blends with it (same harmonic structure, rhythmic structure, etc.)</p> <p>Assess students’ understanding using a teacher-created or district-provided rubric.</p>		
<p>R2.A</p> <p>Musical Characteristics</p> <p>Demonstrate how interest, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music (such as expressing</p>	<p>Express a preference for a woodwind instrument and its tone color.</p>	<p>Observe student performance of tone color assess using a teacher-created or district-provided rubric 1 or district-provided rubric 2.</p>	<p>Prokofiev “Peter and the Wolf, Op. 67 – 4. The Cat” <i>SOM Gr. 2, p. 160</i></p> <p>"Oboe: The Duck from Peter and the Wolf by S. Prokofiev " <i>SOM K and Gr. 5</i></p>	<p>2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
personal preferences in music or how music is used in daily life).	Select unpitched instruments to create an appropriate tone color in the context of a story or poem.		Peter and the Wolf Bird Theme (Flute) Peter and the Wolf Grandfather's Theme (Bassoon) "Spring Rain" by Marchette Chute (RHBOP) "Good-by My Winter Suit" by N.M. Bodecker (RHBOP)	
R3.A Evaluating Artistic Work Apply personal preferences in the evaluation of music; discuss a musical performance using grade-appropriate vocabulary.	Review categorization of unpitched instruments into families (see 2nd quarter)	Unpitched Percussion: Ask students to categorize unpitched instruments into families: woods, metals and membranes/skins. Assess their understanding using a	"Do Not Let the Bedbugs Bite!" MMSA p. 48-49. "Wood, Metal, Skin" MMSA p. 74-75	Writing: Vocabulary and Spelling Develop students' musical academic vocabulary by emphasizing proper spelling of instrument and instrument family names. 2.FL.VA.7c Use words and phrases acquired through

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	<p>Listen to and categorize instruments of the orchestra by family</p> <p>Identify which family members will probably have the highest sound and the lowest sound</p>	<p>teacher-created or district-provided rubric.</p> <p>Orchestral Instruments: Ask students to use response cards with the orchestral family names to categorize instruments of the orchestra by family. Assess using a teacher-created or district-provided rubric.</p> <p>Assess as students categorize instruments from high to low in pitch using a teacher-created or district-provided rubric.</p>	<p>Chango Guango <i>SOM</i> Gr. 2, p.60 Concerto for Two Trumpets <i>SOM</i> Gr. 2, p.73 Flight of the Bumblebee (tuba) <i>SOM</i> Gr. 2,p.40 Lassus Trombone <i>SOM</i> Gr. 2, p.191 Prince of Denmark's March <i>SOM</i> Gr. 2, p.81 String Quartet 2 <i>SOM</i> Gr. 2, p.121 Young Person's Guide to the Orchestra <i>SOM</i> Gr. 2,p.229 Concierto Madrigal for Two Guitars and Orchestra <i>SBMM</i> Gr. 5, p.176</p>	<p>conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			"Fanfare" SBMM Gr. 2, p.150 Children's Symphony "3rd Movement" STM Gr. 2, 343l dsokids.com "Listen by Instrument"	

<p>DOMAIN: CONNECT Foundations Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors. Cn2: Relate artistic ideas and works with societal, cultural, and historical context.</p>	<p>G2 Q3 CONNECT DOMAIN RESOURCE LIST</p>
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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Cn1.A Music and Personal Experiences	Create a Venn diagram comparing two	Ask students to describe how the instrumentation for the	Haya Ze Basadeh" <i>Rhythmically Moving 2</i>	2.RL.IK1.9 Compare and contrast two or more versions of the same

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).	previously-learned dances.	music or the steps for the dance differ from other dances previously learned. Assess using a teacher-created or district-provided rubric for: Identifying Genres Comparing and Contrasting Dances Comparing and Contrasting Genres	(circle dance only, sans partners) "La Raspa" RM3 Yankee Doodle Teaching Movement and Dance, pp.138-139 "Les Saluts" Rhythmically Moving 1; Teaching Movement and Dance p.125 "El Juego Chirimbolo" <i>SOM Gr. 1, p. 103</i>	story by different authors or different cultures
Cn2.A Society, Culture and History Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the	Perform songs and dances from various cultures (such as Israel if using the resource given) and historical periods. Perform dances with CW, CCW, forward, in/out, turn. Identify the	Ask students to describe how the instrumentation for the music or the steps for the dance differ from other dances previously learned. Assess using a teacher-created or district-provided rubric for:	"Haya Ze Basadeh" <i>Rhythmically Moving 2</i> (circle dance only, sans partners) Extend with the "Drop off game"	Writing: Have students write a short paragraph introducing a song or dance and read it as if they were presenting it at a school program. The paragraph should include at least two relevant details about the song/dance and its culture or historical

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
connections between art and music).	cultures from which the dances originate.	Identifying Genres Comparing and Contrasting Dances Comparing and Contrasting Genres		period. When speaking, emphasize expression, vocal projection and clear, slow speech. 2.W.TTP.2 Write informative/explanatory texts. a. Introduce a topic. b. Use facts and definitions to provide information. c. Provide a concluding statement or section.

DOMAIN: PERFORM

Foundations

- P1:** Select, analyze and interpret artistic work for performance.
- P2:** Develop and refine artistic techniques and work for performance.
- P3:** Convey and express meaning through the presentation of artistic work.

G2 Q4 PERFORM DOMAIN RESOURCE LIST

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P1.A Musical Concepts Demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections (such as performing songs and dances from various cultures and historical periods).</p>	<p>Explore, demonstrate and discuss dance moves from various decades. Compare them to popular dances today.</p>	<p>Observe as students participate in a group discussion and assess using a teacher-created or district-provided rubric.</p>	<p>The 1960s The 1970s The 1980s Evolution of Dance (1920s –2000s)</p> <p>*As with any videos you show to students, please preview the above to make sure they are suitable in YOUR setting.</p>	<p>2.SL.CC.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups</p>
<p>P1.B Musical Contrasts Using voices, instruments, or movement, demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance.</p>	<p>Perform teacher-led mirror movement to appropriate music from varied cultures.</p>	<p>Observe students as they perform mirror movement. Assess using a teacher-created or district-provided rubric.</p>	<p>"Arirang" <i>SOM 5</i> "Irish Tune from County Derry" <i>SBMM 4</i> Serenade, Op. 3, No. 5 (Listening) <i>SBMM 4</i></p>	<p>Comprehension: Setting After listening to/moving to "Arirang" or "Irish Tune from County Derry", ask students to list adjectives to describe the setting the composer may have been portraying.</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings. i. Identify real-life connections between words and their use. ii. Distinguish shades of meaning among closely related words.
<p>P1.C Expressive Qualities Demonstrate understanding of music's expressive qualities and how creators use them to convey expressive content.</p>	<p>Perform movement to demonstrate understanding of the tempo and dynamics of selected music.</p>	<p>Observe as students move to show an understanding of compositional choices using a teacher-created or district-provided rubric.</p>	<p>"William Tell Overture Excerpt" (Rossini) <i>SOM 3</i> (dynamics) "In the Hall of the Mountain King" (Grieg) <i>STM 2</i> (tempo and dynamics)</p>	<p>2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. 2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				presented orally or through other media.
<p>P1.D Notation When analyzing selected music, read and perform rhythmic patterns with voice, body percussion, and/or instruments using iconic or standard notation.</p>	<p>Read 8-beat rhythmic patterns using traditional symbols of quarter note, two eighths and quarter rest, and half notes with body percussion and unpitched instruments</p> <p>Read and perform eight beat patterns using traditional notation that includes half notes starting on beats 1, 3, 5, or 7</p>	<p>Observe as students read and perform 8-beat rhythms with voice, body percussion and unpitched instruments and assess using a teacher-created or district-provided rubric.</p>	<p>Rhythm Flash cards (Feierabend) [Use tracks from Rhythmically Moving or Blues Chord improvisation tracks on Youtube to make reading a more musical experience]</p> <p>Lectura Rítmica "In the Hall of the Mountain King"</p> <p>Stars and Stripes Forever Rhythm Play Along</p> <p>Using tokens or M&Ms, ask students to notate</p>	<p>Phonics/Word Work: Matching Game</p> <p>Create a set of cards that has notated rhythmic fragments from a song and a set of cards that has the corresponding lyrics. Challenge students or teams of students to match the most correct pairs.</p> <p>SL.PKI.4 Cornerstone- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Practice placing note heads on staff for La-Sol-Mi-Re-Do		teacher's sung patterns on a staff. www.MusicPlayOnline.com "Rain on the Green Grass" or "Down Came Johnny" Interactive Solfa Activity.	
<p>P2.A Apply Feedback</p> <p>Apply established criteria to judge student rehearsal and/or performance.</p>	When performing chord and broken chord bordun accompaniments, use peer or teacher feedback to improve performance, asking clarifying questions as needed.	Assess students' ability to apply peer or teacher feedback using a teacher-created or district-provided rubric .	<p>"If" <i>TFAR</i>, p.22</p> <p>"The Queen of Hearts" <i>SRA</i>, p. 18</p> <p>"Higgety, Piggety" <i>SRA</i> pp. 28-29</p> <p>"The Cuckoo" <i>SRA</i> pp. 32-33</p> <p>"All Around the Buttercup", <i>SBMM 2</i></p>	<p>Comprehension: Story Sequencing</p> <p>For nursery rhyme songs such as "The Queen of Hearts" and "The Cuckoo", ask students to identify which plot details come first, then, next, and last.</p> <p>2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P2.B Rehearse and Refine</p> <p>Rehearse, identify, and apply strategies to address performance challenges.</p>	<p>Maintain and perform chord bordun and broken chord bordun accompaniments.</p>	<p>Observe as students accompany songs with bordun accompaniments and assess using a teacher-created or district-provided rubric.</p>	<p>“El burrito enfermo” (English or Spanish version) <i>SOM Gr. 2, p. 180</i></p> <p>“Jugaremos en el bosque (We’ll be playing in the forest)” <i>SOM Gr. 2, p. 188</i></p> <p>“Old Blue” <i>SOM Gr. 2, p. 213</i></p> <p>“All Around the Buttercup”, <i>SOM Gr. 2</i></p> <p>“Shake Those ‘Simmons Down”, <i>SBMM GR. 2, 244</i></p>	<p>2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>P3.A Singing</p> <p>Sing alone and with others, with expression and skill.</p> <p>Specified Second Grade skills: Echo songs, pitch-matching games, la-sol-</p>	<p>Sing songs that contain La-Sol-Mi-Re-Do patterns</p>	<p>Listen to students individually echo sing La-Sol-Mi-Re-Do patterns and assess using a teacher-created or district-provided rubric.</p>	<p>“Cookie” <i>SBMM Gr. 2, p.172</i> or “Dumplin’s” <i>STM Gr. 3, p.30</i></p> <p>“Great Big House” <i>SBMM Gr. 2, 204</i></p>	<p>Writing</p> <p>Ask students to brainstorm a list of statements about a selected topic. Add pentatonic melody to each statement so that it can be used as a</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
mi-re-do patterns on neutral syllables and with pitch names, songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation, ostinatos, simple canons, partner songs.	Sing a melodic ostinato	Observe as students perform melodic ostinato accompaniments with appropriate songs and assess using a teacher-created or district-provided rubric .	<p>"Sing All Along My Way" <i>STM Gr. 3</i>, 327 (Game, See Appendix)</p> <p>"I See the Moon" <i>SBMM Gr. 2</i></p> <p>"Merry Go Round" <i>SOM Gr. 2</i>, p. 266</p> <p>"Shake Those 'Simmons Down", <i>SBMM GR. 2</i>, 244</p> <p>"What Will We Do Today?" (Warm-ups, See Appendix)</p> <p>"Spring Ostinati" (See Appendix)</p> <p>"There's A Little Wheel A-Turnin in My Heart" <i>SOM Gr. 3</i></p>	melodic ostinato or guide students to do this as a class (see also Create domain). Layer several student created ostinati and guide students to revise their ideas after they hear their initial piece. 2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P3.B Instruments and Body Percussion Using body percussion and/or instruments, perform, alone and with others, with expression and skill. Specified Second Grade skills: Maintaining a steady beat, rhythm patterns, iconic notation and standard notation, chord bordun, ostinatos, with a song/story/poem/recording.</p>	<p>Play a melodic ostinato on pitched percussion using appropriate technique.</p> <p>Echo eight beat rhythms using one or two levels of body percussion</p> <p>Maintain and perform chord and broken chord with appropriate songs</p>	<p>Observe as students perform melodic ostinato accompaniments with appropriate songs and assess using a teacher-created or district-provided rubric.</p> <p>Observe students as they perform rhythmic echoes using body percussion and/or perform 8-beat patterns that include half notes. Assess using a teacher-created or district-provided rubric.</p> <p>Observe as students accompany songs with bordun accompaniments and</p>	<p>“Higgety, Piggety” SRA pp. 28-29</p> <p>“We Are Playing in the Forest” SOM Gr. 2</p>	<p>Writing Ask students to brainstorm a list of statements about a selected topic. Add pentatonic melody to each statement so that it can be used as a melodic ostinato or guide students to do this as a class (see also Create domain). Layer several student created ostinati and guide students to revise their ideas after they hear their initial piece. 2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Perform simple pentatonic patterns on pitched instruments using appropriate technique.	<p>assess using a teacher-created or district-provided rubric.</p> <p>Observe as students play pentatonic patterns on pitched percussion instruments and assess using a teacher-created or district-provided rubric.</p>	"All Around the Buttercup", SOM Gr. 2	
<p>P3.C Performance Etiquette Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.</p>	Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and	Observe student performance etiquette assess using teacher-created or district-provided rubric .	<p>Concert Etiquette Video 1 (General)</p> <p>Concert Etiquette Video 2 (Choral)</p> <p>Ten Performance Etiquette Tips for Musicians</p>	Discuss appropriate behavior in different performance contexts. 2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	properly acknowledging the audience.		Performance Practices by Grade Level	
P3.D Audience Etiquette Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.	Demonstrate proper audience etiquette and evaluate audience behavior during performances	Observe student behavior during performances and assess using a teacher-created or district-provided rubric .	Audience Etiquette Self-Evaluation Audience Etiquette Video List of live, local, free or low-cost events, field trip grants and how to apply for them.	Comprehension: Reinforce audience etiquette when students are listening to stories and song tales in the music room to develop real world contexts and connections. 2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.

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<p>DOMAIN: CREATE Foundations Cr1: Generate and conceptualize artistic ideas and work. Cr2: Organize and develop artistic ideas and work. Cr3: Refine and complete artistic work.</p>	<p>G2 Q4 CREATE DOMAIN RESOURCE LIST</p>
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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr1. A Musical Concepts Use pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise rhythmic/melodic patterns and movement.</p>	<p>Create partner mirror movement and small group shadow movement to express the tempo and dynamics of music.</p>	<p>Observe as pairs of students perform mirror movement and assess using a teacher-created or district-provided rubric.</p>	<p>Berceuse (Keetman) <i>SOM</i> Gr. 2, p.184 “Zuni Sunrise Call” <i>SBMM</i> Gr. 5, p. 396 “I Believe I Can Fly” <i>SBMM</i> Gr. 5, p. 170 “Adagio for Two Violins”, Music for Creative Dance, Vol. 1, #8</p>	<p>Comprehension: Setting After listening to/moving to Berceuse or “Zuni Sunrise Call”, ask students to list adjectives to describe the setting the composer may have been portraying. 2.FL.SC.6 e. Use adjectives and adverbs correctly.</p>
<p>Cr1.B Varied Timbres</p>	<p>Create eight beat patterns using traditional notation that</p>	<p>Listen to students perform their rhythmic compositions, observe</p>	<p>“We’ll be Playing in the Forest” <i>SOM</i> Gr. 2 p. 188-189</p>	<p>Comprehension: Main Idea, Literary Devices</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Use body percussion, instruments, movement, singing, and/or vocal timbres to generate musical ideas (such as rhythm patterns, pentatonic melodies, etc.)	includes half notes starting on beats 1, 3, 5, or 7 to perform as an ostinato with a previously learned song.	their written work and evaluate their compositions using a teacher-created or district-provided rubric.	<p>"Shake Those 'Simmons Down", SBMM GR. 2, 244</p> <p>"Mouse, Mousie" <i>SOM</i> Gr. 2, p.254</p> <p>"Great Big House" <i>SBMM</i> Gr. 2, p.204</p> <p>"Sing All Along My Way" STM Gr. 3, 327 (Game, See Appendix)</p> <p>"I See the Moon" <i>SBMM</i> Gr. 2, 258</p>	<p>Ask students to create contrasting rhythm sections by creating chains of words related to the main idea of a song or poem. Transfer these word chains to pitched instruments set in pentatonic.</p> <p>2.FL.SC.6.K With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.</p>
<p>Cr2.A</p> <p>Selecting Musical Ideas</p> <p>Using short musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.</p>	Create (and perform) simple pentatonic patterns on pitched instruments.	<p>Assess student improvisation using a teacher-created or district-provided rubric.</p> <p>If choosing to assess this skill using a formal</p>	<p>"El Zapatero" <i>SOM</i> Gr. 2, p.138</p> <p>"Mouse, Mousie" <i>SOM</i> Gr. 2, p.254</p> <p>"Simple Simon" <i>TRTC</i>, p.18</p>	<p>Writing</p> <p>Ask students to brainstorm a list of statements about a selected topic. Add pentatonic melody to each statement so that it can be used as a melodic ostinato or</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
		composition, use a teacher-created or district-provided rubric for melodic composition.	"There's a Little Wheel a Turnin' in My Heart" <i>SOM 3</i> (Transfer word chains to pitched instruments as a B Section or as an ostinato for the above listed pentatonic songs.)	guide students to do this as a class. Layer several student created ostinati and guide students to revise their ideas after they hear their initial piece. 2.FL.SC.6.K With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.
Cr2.B Notating Ideas Use iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such as four-beat rhythm/melodic	Compose and notate a song by indicating pitch (letter or solfege) names under the text of a poem.	Observe student performances of their created arranged pieces and assess using a teacher-created or district-provided rubric .	Yellow is a Star Cats Sleep Anywhere Johnny Caught a Flea	2.FL.SC.6.K With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
patterns, introduction, coda, etc.)				
<p>Cr3.A Refining Musical Ideas Interpret and apply feedback, using vocabulary such as voices/instruments, same/different, introduction, sequence, and coda, to revise personal music.</p>	<p>Create a rondo using a poem or song as the A section and student improvisations based on rhythm of the words of a word chain as the contrasting sections. Refine the improvisations using feedback that encourages steps, repeated tones and a few skips, repeated motives, ending on tonic, etc.</p>	<p>Assess students' ability to refine compositions and improvisations based on feedback using a teacher-created or district provided rubric for composition or a district provided rubric for improvisation.</p>	<p>"Star Light, Star Bright" <i>SOM 1, p. T258</i> Kite Days (Poem) Spring Rain (Poem) Come Out to play (Mother Goose- Use first four lines)</p> <p>Create a rondo using a poem or speech piece such as: "City Traffic", <i>SOM2 p. 328</i> "Loose Tooth", <i>SOM2 p. 28</i> (Use two-four lines)</p>	<p>Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</p>
<p>Cr3.B Demonstrate Musical Ideas</p>	<p>Perform a final version of a student- (or class-) created rondo using</p>	<p>Observe students as students perform rondo with contrasting</p>	<p>"Three Blind Mice" <i>TRTC, p.29</i></p>	<p>Writing: Organizing Information</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces.	speech/song with movement and/or instruments (perform with contrasting elements in B, C, and D sections)	sections and assess using a teacher-created or district-created rubric for creating movement , singing/speech , melodic improvisation (instruments) , or rhythmic improvisation .	<p>"Viennese Musical Clock" <i>STM</i> Gr. 2, gr.2, p.238 (Student-Created movement)</p> <p>"Simple Simon" <i>TRTC</i>, p.18</p> <p>Create a rondo using a poem or speech piece such as:</p> <p>"City Traffic", <i>SOM2</i> p. 328</p> <p>"Loose Tooth", <i>SOM2</i> p. 28</p>	Create a chart to describe and compare characteristics of each section of a simple rondo. Include instrumentation, tempo, dynamics and mood. Use grade-appropriate vocabulary to describe each. 2.FL.SC.6e. Use adjectives and adverbs correctly.

DOMAIN: RESPOND

Foundations

- R1:** Perceive and analyze artistic work.
- R2:** Interpret intent and meaning in artistic work.
- R3:** Apply criteria to evaluate artistic work.

G2 Q4 RESPOND DOMAIN RESOURCE LIST

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>R1.A Musical Preferences Identify and explain how personal interests and experience influence musical selection; list and explain personal musical interests.</p>	<p>Discuss and justify a favorite instrument.</p>	<p>Observe as students discuss participate in a group discussion of musical instrument preferences. Assess understanding using a teacher-created or <u>district-provided rubric.</u></p>	<p>George Meets the Orchestra</p> <p>Farkle McBride</p>	<p>2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.</p>
<p>R1.B Musical Concepts Describe how specific music concepts are used to support a specific purpose in music; demonstrate and identify how specific musical concepts are used in various styles of music (such as meter and timbre).</p>	<p>Respond to tempo changes with movement (including mirror movement, student-created movement and teacher-led/choreographed movement)</p> <p>Describe changes in tempo between two performances of a rhyme or song</p>	<p>Observe students as they respond to tempo changes to determine if they can maintain the steady beat of the music when the tempo changes.</p> <p>Ask students to describe tempo changes verbally or in writing. Assess student understanding using a teacher-created</p>	<p>"El Tren (the train)" <i>SOM Gr. 2, p. 326</i></p> <p>"Merry-Go-Round" <i>SOM Gr. 2, p. 267</i></p> <p>"Effie Goes Folk Dancing" (Listening) <i>SOM Gr. 2, p.168</i></p>	<p>2.LS3: Heredity: Inheritance and Variation of Traits If using the resource "Effie Goes Folk Dancing," discuss the difference between the physical traits of African and Asian elephants.</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	<p>Label and describe rondo</p> <p>Label directions of travel: clockwise/counterclockwise, forward, in/ out; perform scissor step, turn</p>	<p>or district-provided rubric.</p>	<p>"Le Moulinet" (listening) <i>SOM2, p. 53</i> "Viennese Musical Clock" <i>STM Gr. 2, p.238</i></p> <p>"La Raspa" RM3 "Les Saluts" "Rhythmically Moving 1" <i>"Daisy Chain" SOM Gr. 2, p. 255 (See movement)</i> <i>"Here Comes a Bluebird (game)" SOM Gr. 2, p. 263</i></p>	
<p>R2.A Musical Characteristics Demonstrate how interest, knowledge, and skills relate to personal choices and intent when creating</p>	<p>Perform a song more than one way (e.g. solos/small groups and whole group, varied dynamic choices, varied tempi</p>	<p>Observe student performance of tone color assess using a teacher-created or district-provided rubric 1 or district-provided rubric 2.</p>	<p><i>"Wake Up the Sun" SOM Gr. 2, p. 124 (See: Strategies)</i> <i>"Here Comes a Bluebird (game)" SOM Gr. 2, p. 263 (Solo student or small group sings two</i></p>	<p>2.RL.IK1.9 Compare and contrast two or more versions of the same story by different authors or different cultures.</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).			<p><i>lines, class sings two lines)</i></p> <p>"Sailor, Sailor on the Sea" <i>SOM Gr. 2, p 262</i> (Game: Class sings verse 1, single student Sings either verse 3 or verse 4 depending on if students guessed the correct number)</p>	
<p>R3.A</p> <p>Evaluating Artistic Work</p> <p>Apply personal preferences in the evaluation of music; discuss a musical performance using grade-appropriate vocabulary.</p>	Use designated movements to indicate A, B, and C sections in a listening example of rondo	Ask students to label sections of a rondo with letter names (ABACA) and assess their understanding of form using a teacher-created or district-provided rubric .	<p>"Three Blind Mice" <i>TRTC, p.29</i></p> <p>"Viennese Musical Clock" <i>STM Gr. 2, p.238</i> (Class creates movement for each section)</p> <p>"Simple Simon" <i>TRTC, p.18</i></p>	<p>Writing: Organizing information</p> <p>Guide students to compare the elements of a paragraph or essay to the elements of musical form (introduction, themes, interludes, coda, etc. compared to introduction, main</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	<p>Identify instruments and their families in audio and video recordings. Discuss preferences using comparison and contrast.</p>	<p>Orchestral Instruments: Ask students to use response cards with the orchestral family names to categorize instruments of the orchestra by family. Assess their understanding using a teacher-created or district-provided rubric.</p>	<p>George Meets the Orchestra</p> <p>Farkle McBride</p> <p>U.S. Army Field Band Instrument Demonstrations</p> <p>John Williams Imperial March</p> <p>John Williams Jurassic Park Main Theme</p>	<p>ideas, details, conclusion) 2.FL.SC.6.k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.</p> <p>2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			<p>"Fall"(Allegro) from <i>The Four Seasons</i>, SOM K</p> <p>Leroy Anderson Waltzing Cat</p> <p>Leroy Anderson Plink, Plank, Plunk</p>	

<p>DOMAIN: CONNECT Foundations Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors. Cn2: Relate artistic ideas and works with societal, cultural, and historical context.</p>	<p>G2 Q4 CONNECT DOMAIN RESOURCE LIST</p>
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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Cn1.A Music and Personal Experiences	Review and perform dances performed during the year	Observe students as they perform dances and assess using a	Haya Ze Basadeh" <i>Rhythmically Moving 2</i>	Writing: Organizing key details

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).		teacher-created or district-provided rubric .	(circle dance only, sans partners) Teaching Movement and Dance, pp. 136-137 Two-Part Dance "La Raspa" RM3 "Les Saluts" Rhythmically Moving 1; Teaching Movement and Dance p.125	Work as a class to create a Venn diagram comparing and contrasting two songs/dances from different cultures using the questions listed on the left. 2.RL.IKI.9 Compare and contrast two or more versions of the same story by different authors or different cultures.
Cn2.A Society, Culture and History Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as	Perform songs and dances from various cultures and historical periods (such as Irish-St. Patrick's Day if using the resource given)	Compare and contrast songs and dances performed throughout the year. Ask the students to make comparisons by answering these questions or other relevant questions	"Rakes of Mallow" Irish Stew <i>Rhythmically Moving 2 Teaching Movement and Dance</i> p. 123	Writing: Have students write three sentences introducing a song or dance and read it as if they were presenting it at a school program. The paragraph should include at least one relevant detail about the song/dance and

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
exploring the connections between art and music).		<p>created by the teacher or the students.</p> <ul style="list-style-type: none"> a) What formations were used? b) What movements did you perform? c) What instruments accompanied the songs? d) What was the tempo of the songs? e) What culture did the song represent? <p>Assess students' ability to compare and contrast songs and dances using a teacher-created or district-provided rubric.</p>		<p>one opinion about the song/dance. When speaking, emphasize expression, vocal projection and clear, slow speech.</p> <p>2.FL.SC.6.k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.</p> <p>2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
		Comparing Genres Rubric Comparing Dances Rubric		

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