

**DIOCESE OF HARRISBURG  
MUSIC CURRICULUM  
GRADE 2**

**Anchor: The student will sing/play an instrument using a varied repertoire of music.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
M.1.1. Differentiate between the speaking and singing voice.	<b>The student will:</b> continue to demonstrate an understanding of the difference in speaking and singing by using their voices.	<input type="checkbox"/> Students sing songs and play games that require them to use their speaking and singing voices, and they hear, feel, and demonstrate the difference. <input type="checkbox"/> Students listen to examples of speaking and singing voices. A. Hold up a card indicating which voice they are hearing. B. Raise their hands or show physically which voice they are hearing.	
M.1.2. Echo vocally and/or instrumentally rhythm, tempo, pitch, dynamics, and phrasing.	continue to echo vocally and/or instrumentally rhythm, pitch, dynamics, and phrasing with increasing accuracy.	<input type="checkbox"/> Students will echo -C <sup>1</sup> -D <sup>2</sup> , using rhythms of  <input type="checkbox"/> Use classroom and Orff instruments.	
M.1.3. Perform with accuracy pitch, tempo, rhythm, phrasing, and dynamics.	perform instrumental and vocal music with accuracy demonstrating pitch, tempo, rhythm, phrasing, and dynamics.	<input type="checkbox"/> Students will continue with skills in pitches of <i>sol, mi, la, do, sol</i> . <input type="checkbox"/> Use the pentatonic scale and read and write pitches on the staff. <input type="checkbox"/> Continue steady beat and rhythm. <input type="checkbox"/> Perform songs with strong and weak beats and accents. <input type="checkbox"/> Become aware of melodic movement by steps, skips, and repeats.	

Permission granted by Arkansas Department of Education to use Arkansas Music Framework.

**DIOCESE OF HARRISBURG  
MUSIC CURRICULUM  
GRADE 2**

**Anchor: The student will sing/play an instrument using a varied repertoire of music. (continued)**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.1.4. Sing and/or play music from diverse cultures, genres, and styles. (Suggested possible resources: Music Educators National Conference [MENC} guidelines and music from “The World’s Largest Concert”).</p> <p>M.1.5. Sing or play rounds ostinati and partner songs.</p> <p>M.1.6. Sing or play in groups, blending timbres, matching dynamic levels, and responding to cues of a conductor in formal/and or informal settings.</p>	<p><b>The student will:</b> sing or play music from diverse cultures, genres, and styles by performing a variety of songs on classroom instruments.</p> <p>sing or play more challenging rounds, ostinati, and partner songs.</p> <p>sing and play in groups blending timbres, matching dynamic levels, and responding to the cues of a conductor in formal and/or informal performances.</p>	<p><input type="checkbox"/> Students will learn folk dances to accompany songs.</p> <p><input type="checkbox"/> Students will perform accompaniments on classroom instruments, Orff instruments, and recorders.</p> <p><input type="checkbox"/> Sing a wide variety of songs. (Follow guidelines of adopted music texts. Also examine suggested song material from supplemental music books on current methodologies such as Orff, Kodaly, and Gordon.)</p> <p><input type="checkbox"/> Students perform more challenging ostinati (vocal and instrumental) as well as rounds.</p> <p><input type="checkbox"/> Students will participate (sing or play) in programs demonstrating harmonizing skills of ostinati, rounds, etc., showing loud and soft, varying dynamics with occasional solos.</p>	

**DIOCESE OF HARRISBURG  
MUSIC CURRICULUM  
GRADE 2**

**Anchor: The student will create, compose, arrange, and improvise music as developmentally appropriate.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
M.2.1. Create short rhythmic and melodic patterns.	<b>The student will:</b> compose/create short rhythmic and melodic patterns adding more challenging rhythms.	<input type="checkbox"/> Using pitches <i>sol, mi</i> and <i>la, do</i> , and <i>re</i> , students create answers to questions sung by the teacher. Teacher  <i>sol mi la sol sol mi</i> What street do you live on? Student  <i>sol mi la sol mi</i> I live on Oak Street.	
M.2.2. Improvise simple rhythmic and melodic ostinato patterns.	improvise simple rhythmic and melodic ostinato patterns by singing, and clapping and performing on unpitched or body instruments.	<input type="checkbox"/> Students will create rhythmic ostinati to be spoken or performed with unpitched or body instruments. <input type="checkbox"/> Create a hand-clapping pattern with a partner (e.g., “Cut the Cake”  pat clap clap clap or  “Get Big House” or “New Orleans”).	

**DIOCESE OF HARRISBURG  
MUSIC CURRICULUM  
GRADE 2**

**Anchor: The student will create, compose, arrange, and improvise music as developmentally appropriate. (continued)**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.2.3. Improvise simple rhythmic and melodic variations on familiar melodies or a given pentatonic scale.</p>	<p><b>The student will:</b> improvise simple rhythmic and melodic variations on familiar melodies or a given pentatonic scale by using pitched instruments.</p>	<p><input type="checkbox"/> Students will use pitched instruments set up in pentatonic scales to create melodic variations to perform as interludes between verses or repetitions of a song (e.g., “Go Tell It on the Mountain,” Mother, Mother, I Am Sick, “ “Great Big House, “ or “Old Dan Tucker”).</p>	
<p>M.2.4. Improvise melodies and rhythms using a variety of sounds, including voices, body percussion, classroom instruments and non-traditional sources, such as computers, electronic or recorded sounds.</p>	<p>improvise simple melodies and rhythms, using a variety of sounds, including environmental sounds.</p>	<p><input type="checkbox"/> Students will discover sounds that can be made with classroom items (rulers, pencils, spirals, etc.), or they can bring items from home to use in creating accompaniments.</p>	
<p>M.2.5 Create and arrange music to accompany selections from children’s literature.</p>	<p>create and arrange music to accompany selections from a story, poem or book.</p>	<p><input type="checkbox"/> Students will create sounds to dramatize the reading of a story, poem, or book (e.g., poems – “An Old Silent Pond” and “Two Little Sausages” [<b>Share the Music</b>]; books – <b>Today is Monday</b> by Eric Carte, <b>Happy Birthday, Moon</b> by Frank Asch, and <b>Caps for Sale</b> by E. Slobod kina).</p>	
<p>M.2.6. Improvise movement to songs or instrumental pieces when appropriate.</p>	<p>improvise movement to dramatize songs or instrumental pieces.</p>	<p><input type="checkbox"/> Students will create movement to dramatize songs.</p>	

**DIOCESE OF HARRISBURG  
MUSIC CURRICULUM  
GRADE 2**

**Anchor: The student will read and notate music.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.3.1. Recognize, correctly name, and count note and rest values of whole, half, quarter, eighth, sixteenth, and dotted notes.</p>	<p><b>The student will:</b> recognize and demonstrate an understanding of duration of sound (notes) and silence (rests) in relation to steady beats with increasing difficulty including 2- and 4-beat song material.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will continue grade one activities and expand ♩ and ○ song material (e.g., ○-- “Hunt the Cows”; ○--ta-ah-ah-ah- [4 beats]; ♩--ta-ah (2 beats).</li> <li><input type="checkbox"/> Students learn rhythmic dictation by:               <ul style="list-style-type: none"> <li>☼ Teacher claps or performs pattern</li> <li>☼ Clapping and speaking the pattern</li> <li>☼ Writing the pattern (white boards or paper and pencil).</li> </ul> </li> <li><input type="checkbox"/> Practice reading, writing, and performing ♩ and ○ from flashcards, visuals, making notes of pipe clearness, etc.</li> <li><input type="checkbox"/> Students learn ▮ and ○, and ▮ and ♩, and ▮ and ♩.</li> <li><input type="checkbox"/> Use 2-beat and 4-beat song material with these rests.</li> </ul>	
<p>M.3.2. Read simple meter signatures correctly.</p>	<p>recognize duple and triple meters with increasing difficulty by demonstrating an understanding of strong and weak beat and conducting music in 2.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students experience meter in 2 by using song material. Use visuals to represent the strong-weak pattern of meter in 2. Example:   meter in 2 shoe      sock</li> <li><input type="checkbox"/> Students learn to conduct music in 2.</li> <li><input type="checkbox"/> Bounce and catch balls in 2.</li> <li><input type="checkbox"/> Continue in meters of 3 and 4.</li> </ul>	

**DIOCESE OF HARRISBURG  
MUSIC CURRICULUM  
GRADE 2**

**Anchor: The student will read and notate music. (continued)**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.3.3. Use a system (syllables, numbers, or letters) to read pitch notation in the treble clef in major keys.</p> <p>M.3.4. Identify and correctly interpret signs (e.g., treble and bass clef, etc.), symbols (fermata, coda, etc.) and terms relating to pitch, rhythm, dynamics, tempo, and articulation.</p>	<p><b>The student will:</b> continue to recognize melodic direction using notation to read music.</p> <p>continue to identify and interpret signs (e.g., treble and bass clef, etc.), and terms relating to pitch, rhythm, dynamics, tempo, and articulation.</p>	<p><input type="checkbox"/> Students will read music to sing.</p> <p><input type="checkbox"/> Students experience songs that add accents, repeat signs, treble clef, half and whole notes and rests, names <i>do</i> clef, fermata, bar line, repeat signs, double bar lines, meter signatures, and measures.</p>	

**DIOCESE OF HARRISBURG  
MUSIC CURRICULUM  
GRADE 2**

**Anchor: The student will listen to, analyze, describe, and evaluate music and musical performances.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.4.1 Identify phrases and sections of music that are the same, similar, or different.</p> <p>M.4.2. Identify music forms AB, ABA, and Rondo.</p> <p>M.4.3 Describe aural examples of music and music performances.</p> <p>M.4.4. Identify instrument families, individual instrument within the families, and recognize adult male, adult female, and children’s voices.</p>	<p><b>The student will:</b> identify phrases and sections of music using AB/ABA form that are the same, similar, or different.</p> <p>experience and identify music forms AB and ABA by singing and playing instruments.</p> <p>listen to music and music performances and describe expressing mood.</p> <p>identify by sight and sound instrument families and individual instruments within the families and recognize adult male, adult female, and children’s voices.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students identify music sections as same, different, or similar.</li> <li><input type="checkbox"/> Use AB/ABA form</li> <li><input type="checkbox"/> Use songs and movement</li> <li><input type="checkbox"/> Perform sections on instruments</li> <li><input type="checkbox"/> Experience form through movement by creating different motions for separate sections by playing instruments, choosing different instruments for contrasting sections, or by identifying visuals, such as geometric shapes.</li> <li><input type="checkbox"/> Students write simple sentences about mood (happy, sad, angry, thoughtful) while or after listening to music examples.</li> <li><input type="checkbox"/> Students draw or pant while listening to music.</li> <li><input type="checkbox"/> Students learn about families of instruments and why instruments are in families: string, woodwinds, brass, and percussion.</li> <li><input type="checkbox"/> Identify the instruments by sight and sound.</li> <li><input type="checkbox"/> Identify voices as male, female, child, small group or large group.</li> </ul>	

**DIOCESE OF HARRISBURG  
MUSIC CURRICULUM  
GRADE 2**

**Anchor: The student will relate music to diverse cultures, society, history and other arts and disciplines.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.5.1. Examine the Pennsylvania state songs and folk music of Pennsylvania and the United States.</p> <p>M.5.2. Explore patriotic songs of the United States and music of American composers, such as Ellington and Gershwin.</p> <p>M.5.3. Identify music from various periods, composers and cultures.</p>	<p><b>The student will:</b> experience the Pennsylvania state songs and folk music of Pennsylvania and the United States of increasing difficulty.</p> <p>experience patriotic songs of the United States and music by American composers, such as “This Land Is Your Land,” and marches by John Philip Sousa.</p> <p>experience music of increasing difficulty from various periods, composers, and cultures.</p>	<p><input type="checkbox"/> Students continue activities of grade one but include songs such as “Button, You Must Wander,” “Here Comes a Bluebird,” “A Sailor Went to Sea, Sea, Sea,” and “Sally, Go ‘Round the Sun.”</p> <p><input type="checkbox"/> Students learn patriotic songs including “This Land Is Your Land.”</p> <p><input type="checkbox"/> Students explore music of American composer Hart McDonald (Children’s Symphony) and John Philip Sousa (“Stars and Stripes Forever”).</p> <p><input type="checkbox"/> Students will identify and experience music from various style periods and cultures. Examples: <u>Romantic</u> – Edvard Grieg (Norway) “In the Hall of the Mountain King” <u>20<sup>th</sup> Century</u> – Zoltan Kodaly (Hungary) “Viennese Musical Clock” from <b>Háry Janos Suite</b>. Culture examples: “Sorida” – Africa “Tue, Tue” – Africa “Go Tell It on the Mountain” – African-American</p> <p><input type="checkbox"/> Students will play excerpts from world music on recorders, pianos, etc.</p>	

**DIOCESE OF HARRISBURG  
MUSIC CURRICULUM  
GRADE 2**

**Anchor: The student will relate music to diverse cultures, society, history, and other arts and disciplines. (continued)**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
M.5.4. Sing/play songs and play musical games from diverse cultures.	<b>The student will:</b> sing/play songs and play musical games from diverse cultures.	<input type="checkbox"/> Sing/play songs and play games, etc.	
M.5.5. Participate in musical activities that correlate with other disciplines.	experience musical activities that correlate with other disciplines, such as reading and mathematics.	<input type="checkbox"/> Students will correlate music activities with other disciplines, such as Reading: “Caps for Sale” and “Scarecrow Boy” Math: “Going Over the Sea, “ “Ten in a Bed,” “Cheapnaecas and “La Raspa” from Mexico. “Sakura” from Japan, and “Navajo Happy Song” from Native Americans.	
M.5.6. Identify connections between music and the other arts, including similar terms, historical periods, and styles.	experience connections between music and the other arts, including similar terms, historical periods, and styles, emphasizing form (AB, ABA), repetition, and contrast and comparison.	<input type="checkbox"/> Students continue recognizing and identifying same/different sections of music. <input type="checkbox"/> Perform folk dances. <input type="checkbox"/> Know the terms form, repetition, contrast, compare. <input type="checkbox"/> Continue with AB form and learn ABA form.	
M.5.7. Sing sacred songs of the Mass.	sing sacred songs from traditional and children’s song books.	<input type="checkbox"/> Students will sing sacred songs that can be used for Mass.	
M.5.8. Sing service music from the Mass.	sing the service parts of the Mass.	<input type="checkbox"/> Students will sing service music that can be used during Mass.	