

**St. Thomas Aquinas School
Curriculum Map**

Course: MUSIC

Grade Level: 2

Content	Skills	Suggested Assessments	Connecticut Content Standards
<p>1st Marking Period Reintroduce Concepts</p>	<ul style="list-style-type: none"> Students will sing, alone and with others, a varied repertoire of songs. Students will play, alone and with others, a varied repertoire of instrumental music Students will improvise melodies, variations and accompaniments. Students will compose and arrange music. Students will read and notate music. Students will listen to, describe and analyze music. 	<ul style="list-style-type: none"> Demonstrate differences between singing and speaking voice including whispering, speaking, shouting and singing Match pitch with voice alone or in small groups Sing echo and conversational songs with opportunities to sing alone Sing in groups on pitch with correct rhythm while maintaining steady tempo Sing with appropriate dynamic levels Sing from memory a variety of songs representing various styles and/or cultural languages Explore, experiment and create by playing a variety of non-pitched percussion instruments Perceive and perform a steady beat using body percussion, rhythm instruments and movement Demonstrate an ability to work cooperatively in group musical performances Improvise simple rhythmic accompaniments Invent simple sound patterns and create traditional and nontraditional soundscapes Create or invent songs for plays and stories Sing or play endings to a melodic phrase presented Create, arrange and perform music to accompany readings, visualizations, and dramatizations Draw maps or create stories for patterns Compose short pieces demonstrating simple durational patterns Develop a melodic and rhythmic vocabulary Identify simple pitch patterns and directions Listen to short compositions through guided listening(i.d. musical elements) Indicate high and low pitches through listening Identify style characteristics 	<ul style="list-style-type: none"> Performing: Singing, playing an instrument, body movement, reading notation Creating: Composing and improvising Class participation in discussions Observed musical responses Self and peer assessment/ reflection <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p>
			<p>1a,b,c,d,e</p> <p>2a,b,c,d,e,f</p> <p>3a,b,c,d</p> <p>4a,b,c</p> <p>5a,b</p> <p>6a,b,c,d,e</p>

	<ul style="list-style-type: none"> Students will evaluate music and music performances. Students will make connections between music, other disciplines and daily life. Students will understand music in relation to history and culture. 	<ul style="list-style-type: none"> Identify the instruments of the 4 orchestral families (visually and aurally) I.d. musical sounds using simple vocabulary Evaluate performances and compositions Develop a vocabulary for evaluating performances performed by themselves Identify similarities and differences in the meanings of common terms used in the various arts Identify interdisciplinary connections Identify music related careers I.d. uses of music in their daily experiences I.d. and describe roles of musicians Differentiate between music of various historic periods and cultures 	<p>(same)</p> <p>(same)</p> <p>(same)</p>	<p>7a,b</p> <p>8a,b,c</p> <p>9a,b,c,d,e</p>
Content		Skills	Suggested Assessments	Connecticut Content Standards
2nd Marking Period Develop Concepts	<ul style="list-style-type: none"> Students will sing, alone and with others, a varied repertoire of songs. Students will play, alone and with others, a varied repertoire of instrumental music Students will improvise melodies, variations and accompaniments. 	<ul style="list-style-type: none"> Demonstrate differences between singing and speaking voice including whispering, speaking, shouting and singing Match pitch with voice alone or in small groups Sing echo and conversational songs with opportunities to sing alone Sing in groups on pitch with correct rhythm while maintaining steady tempo Sing with appropriate dynamic levels Sing from memory a variety of songs representing various styles and/or cultural languages Explore, experiment and create by playing a variety of non-pitched percussion instruments Perceive and perform a steady beat using body percussion, rhythm instruments and movement Demonstrate an ability to work cooperatively in group musical performances Improvise simple rhythmic accompaniments Invent simple sound patterns and create traditional and nontraditional soundscapes Create or invent songs for plays and stories Sing or play endings to a melodic phrase presented 	<ul style="list-style-type: none"> Performing: Singing, playing an instrument, body movement, reading notation Creating: Composing and improvising Class participation in discussions Observed musical responses Self and peer assessment/ reflection <p>(same)</p> <p>(same)</p> <p>(same)</p>	<p>1a,b,c,d,e</p> <p>2a,b,c,d,e,f</p> <p>3a,b,c,d</p>

	<ul style="list-style-type: none"> Students will compose and arrange music. Students will read and notate music. Students will listen to, describe and analyze music. Students will evaluate music and music performances. Students will make connections between music, other disciplines and daily life. Students will understand music in relation to history and culture. 	<ul style="list-style-type: none"> Create, arrange and perform music to accompany readings, visualizations, and dramatizations Draw maps or create stories for patterns Compose short pieces demonstrating simple durational patterns Develop a melodic and rhythmic vocabulary Identify simple pitch patterns and directions Listen to short compositions through guided listening(i.d. musical elements) Indicate high and low pitches through listening Identify style characteristics Identify the instruments of the 4 orchestral families (visually and aurally) I.d. musical sounds using simple vocabulary Evaluate performances and compositions Develop a vocabulary for evaluating performances performed by themselves Identify similarities and differences in the meanings of common terms used in the various arts Identify interdisciplinary connections Identify music related careers I.d. uses of music in their daily experiences I.d. and describe roles of musicians Differentiate between music of various historic periods and cultures 	<p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p>	<p>4a,b,c</p> <p>5a,b</p> <p>6a,b,c,d,e</p> <p>7a,b</p> <p>8a,b,c</p> <p>9a,b,c,d,e</p>
Content		Skills	Suggested Assessments	Connecticut Content Standards
3rd Marking Period Develop Concepts	<ul style="list-style-type: none"> Students will sing, alone and with others, a varied repertoire of songs. Students will play, alone and with 	<ul style="list-style-type: none"> Demonstrate differences between singing and speaking voice including whispering, speaking, shouting and singing Match pitch with voice alone or in small groups Sing echo and conversational songs with opportunities to sing alone Sing in groups on pitch with correct rhythm while maintaining steady tempo Sing with appropriate dynamic levels Sing from memory a variety of songs representing various styles and/or cultural languages Explore, experiment and create by playing 	<ul style="list-style-type: none"> Performing: Singing, playing an instrument, body movement, reading notation Creating: Composing and improvising Class participation in discussions Observed musical responses Self and peer assessment/ reflection <p>(same)</p>	<p>1a,b,c,d,e</p>

	<p>others, a varied repertoire of instrumental music</p> <ul style="list-style-type: none"> Students will improvise melodies, variations and accompaniments. Students will compose and arrange music. Students will read and notate music. Students will listen to, describe and analyze music. Students will evaluate music and music performances. Students will make connections between music, other disciplines and daily life. Students will understand music in relation to history and culture. 	<p>a variety of non-pitched percussion instruments</p> <ul style="list-style-type: none"> Perceive and perform a steady beat using body percussion, rhythm instruments and movement Demonstrate an ability to work cooperatively in group musical performances Improvise simple rhythmic accompaniments Invent simple sound patterns and create traditional and nontraditional soundscapes Create or invent songs for plays and stories Sing or play endings to a melodic phrase presented Create, arrange and perform music to accompany readings, visualizations, and dramatizations Draw maps or create stories for patterns Compose short pieces demonstrating simple durational patterns Develop a melodic and rhythmic vocabulary Identify simple pitch patterns and directions Listen to short compositions through guided listening(i.d. musical elements) Indicate high and low pitches through listening Identify style characteristics Identify the instruments of the 4 orchestral families (visually and aurally) I.d. musical sounds using simple vocabulary Evaluate performances and compositions Develop a vocabulary for evaluating performances performed by themselves Identify similarities and differences in the meanings of common terms used in the various arts Identify interdisciplinary connections Identify music related careers I.d. uses of music in their daily experiences I.d. and describe roles of musicians Differentiate between music of various historic periods and cultures 	<p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p>	<p>2a,b,c,d,e,f</p> <p>3a,b,c,d</p> <p>4a,b,c</p> <p>5a,b</p> <p>6a,b,c,d,e</p> <p>7a,b</p> <p>8a,b,c</p> <p>9a,b,c,d,e</p>
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Content	Skills	Suggested Assessments	Connecticut Content Standards	
4th Marking Period Reinforce Concepts	<ul style="list-style-type: none"> Students will sing, alone and with others, a varied repertoire of songs. Students will play, alone and with others, a varied repertoire of instrumental music Students will improvise melodies, variations and accompaniments. Students will compose and arrange music. Students will read and notate music. Students will listen to, describe and analyze music. 	<ul style="list-style-type: none"> Demonstrate differences between singing and speaking voice including whispering, speaking, shouting and singing Match pitch with voice alone or in small groups Sing echo and conversational songs with opportunities to sing alone Sing in groups on pitch with correct rhythm while maintaining steady tempo Sing with appropriate dynamic levels Sing from memory a variety of songs representing various styles and/or cultural languages Explore, experiment and create by playing a variety of non-pitched percussion instruments Perceive and perform a steady beat using body percussion, rhythm instruments and movement Demonstrate an ability to work cooperatively in group musical performances Improvise simple rhythmic accompaniments Invent simple sound patterns and create traditional and nontraditional soundscapes Create or invent songs for plays and stories Sing or play endings to a melodic phrase presented Create, arrange and perform music to accompany readings, visualizations, and dramatizations Draw maps or create stories for patterns Compose short pieces demonstrating simple durational patterns Develop a melodic and rhythmic vocabulary Identify simple pitch patterns and directions Listen to short compositions through guided listening(i.d. musical elements) Indicate high and low pitches through listening Identify style characteristics Identify the instruments of the 4 orchestral families (visually and aurally) I.d. musical sounds using simple 	<ul style="list-style-type: none"> Performing: Singing, playing an instrument, body movement, reading notation Creating: Composing and improvising Class participation in discussions Observed musical responses Self and peer assessment/ reflection <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p>	<p>1a,b,c,d,e</p> <p>2a,b,c,d,e,f</p> <p>3a,b,c,d</p> <p>4a,b,c</p> <p>5a,b</p> <p>6a,b,c,d,e</p>

	<ul style="list-style-type: none"> Students will evaluate music and music performances. 	<p>vocabulary</p> <ul style="list-style-type: none"> Evaluate performances and compositions Develop a vocabulary for evaluating performances performed by themselves 	(same)	7a,b
	<ul style="list-style-type: none"> Students will make connections between music, other disciplines and daily life. 	<ul style="list-style-type: none"> Identify similarities and differences in the meanings of common terms used in the various arts Identify interdisciplinary connections Identify music related careers 	(same)	8a,b,c
	<ul style="list-style-type: none"> Students will understand music in relation to history and culture. 	<ul style="list-style-type: none"> I.d. uses of music in their daily experiences I.d. and describe roles of musicians Differentiate between music of various historic periods and culture 	(same)	9a,b,c,d,e