

**Course Information:**                   **HPS MUSIC CURRICULUM**

**Topic:**                               General Music

**Grade Level:**                    2

**Length:**                           Year Long

**Periods per week:**   Two 20 minute classes

**Essential Understandings:**

Beat/rhythm, sets of beats in 2 and 3, whole note, half note, whole rest, half rest, pentatonic scale, phrase length, musical alphabet, vocal technique (chest voice, head voice), mallet and instrument technique, solfeggio (la, so, mi, re, do), canon, ostinato, phrase, musical form, song repertoire, movement, dynamics (largo, moderato, presto), introduction, coda, crescendo/decrescendo, accelerando/ ritardando

**Theme Samples:**

Welcome to school, fall, Halloween, Christmas, Valentine’s Day, Garden Show, Spring, Martin Luther King Day

**Course Objectives and Expectations:**

Students will experience and react to music which has a steady beat, long and short sounds, high and low pitches, loud and quiet dynamics, and fast and slow tempos. Students will identify basic music symbols and their meanings, echo solfege and rhythm patterns.

**Student Objectives:**

- I can read rhythms using quarter notes, pairs of 8th notes, quarter rests, half notes and half rests.
- I can identify verse and refrain in a song.
- I can sing alone or with others.
- I can identify piano and forte in music.
- I can use solfeggio.
- I can use tempos including faster and slower.
- I can play classroom instruments.
- I can play singing games.
- I can sing songs from around the world.

**Pacing and pertinent Montana Content Standard:**  
**[Montana Teach Arts-Standards Grade by Grade](#)**

**Course Outline and Assessments:**

Assessment by teacher observation.

Participation rubric:

(4) Student work is beyond expectations. High level of participation. Stays on task and shows enthusiasm. Performs tasks exceptionally well. Shows mastery of musical skills.

(3) Student work meets expectations. Good level of participation. Participates without reminders. Shows mastery of musical skills most of the time.

(2) Student work nearly meets described standards. Needs some reminders to participate. On task most of the time. Performs most activities at a satisfactory level. Shows an understanding of skills and can mostly perform skills correctly.

(1) Student work does not meet expectations. Uncooperative at times. Talks when directions are being given. Reminders to stay on task. Shows an understanding of skills, but does not perform skills consistently.

(0) Student work is unacceptable. Insufficient knowledge of rules and activities with no attempt to learn them. Doesn't follow the rules. Avoids participation. Complains about the task. Does not have an understanding of skills.

**Timeline:**

Yearly concepts: steady beat, rhythm reading, melodic reading, matching pitch, September - Welcome to school, vocal technique, music symbols, 8th note pairs, forte/piano, largo/presto.

October - reading rhythms, so, mi and la patterns. November - Patriotic songs, half note.

December - Christmas repertoire, rhythm reading to Christmas songs, March from the

Nutcracker. January - Mallet Madness activities. February - Mallet Madness, movement. March - drum technique, April - May - Garden show practice and performance, end of year activities.

**Resources:**

MusicPlay curriculum

GamePlan curriculum

Parachutes, Ribbons, and Scarves – Oh My! By Artie Almeida

Mallet Madness and Mallet Madness Strikes Again by Artie Almeida

KidStix by Artie Almeida

Percussion Parade, Woods, Metals, Shakers, Skins by Artie Almeida

Get to the Point by Artie Almeida

Music K8 magazines, songs, and website - idea bank and mailing list

Artiealmeida.com

HPS Technology Curriculum: [Havre Technology Curriculum](#)