

HADDON TOWNSHIP MUSIC
GRADE TWO



The second grade music curriculum provides developmentally-appropriate experiences that reflect the New Jersey Core Content Standards for Visual and Performing Arts. Second grade students will begin to explore the creative process, the history of the arts, and culture and performance.

ESSENTIAL LEARNINGS: *Second grade students will demonstrate an understanding of the Cumulative Progress Indicators from the NJ Core Curriculum Content Standards. All second grade students will begin to progress toward basic literacy in the following skills in music.*

Understanding Pitch and Beat

- Explore elements of music through verbal and written responses to diverse aural prompts and printed scores. (1.1.2.B.1)
- Identify musical elements in response to diverse aural prompts, such as rhythm, timbre dynamics form and melody. (1.1.2.B.2)
- Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes. (1.3.2.A.1)

Instrument Qualities

- Explore elements of music through verbal and written responses to diverse aural prompts and printed scores. (1.1.2.B.1)
- Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form and melody. (1.1.2.B.2)
- Identify and categorize sound sources by common traits (e.g. scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighty notes and rests. (1.1.2.B.3)
- Categorize families of instruments and identify their associated musical properties. (1.1.2.B.4)

American Spirituals & Songs from Other Countries

- Identify and categorize sound sources by common traits (e.g. scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighty notes and rests. (1.1.2.B.3)
- Categorize families of instruments and identify their associated musical properties. (1.1.2.B.4)
- Clap, sing or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. (1.3.2.B.1)
- Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. (1.3.2.B.2)
- Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues. (1.3.2.B.7)