

# **Moonachie School District**

## **Music Curriculum Grades K-2**

*New Jersey Student Learning Standards*

**Curriculum Details  
Music Grades K-2**

**Core Materials**

Age and Grade Appropriate Musical Instruments

**Interdisciplinary Connections**

**Kindergarten**

ELA  
 NJLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively  
 NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  
 NJLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  
 NJLSA.L6 Acquire, use accurately a range of general academic, 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 speaking encountering an unknown term important to comprehension or expression.

Math

NJSLS M.K.CC.A Know number names and the count sequence.

**First Grade**

ELA  
 NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  
 NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  
 NJLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJLSA.L6. 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.

Social Studies

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.  
 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Math

NJSLS M.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem

**Second Grade**

ELA  
 NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NJSLSA.L6. 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><u>Social Studies</u></p> <p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>
<p><b>Career Ready Practices</b></p>	<p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p><b>21st Century Life and Careers</b> (by the end of 4th grade)</p>	<p><u>Kindergarten – Second Grade</u></p> <p>9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them</p>
<p><b>Technology Standards</b></p>	<p><u>Kindergarten</u></p> <p>8.2.2.A.1 Define products produced as a result of technology or of nature.</p> <p>8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.</p> <p>8.2.2.A.4 Choose a product to make and plan the tools and materials needed.</p> <p>8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.</p> <p>8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.</p> <p>8.2.2.C.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.2.D.1 Develop an understanding of ownership of print and non-print information.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.2.2.E.1 List and demonstrate the steps to an everyday task.</p>
	<p><u>First Grade</u></p> <p>8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.2.2.E.1 List and demonstrate the steps to an everyday task.</p>
	<p><u>Second Grade</u></p> <p>8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.2.2.E.1 List and demonstrate the steps to an everyday task.</p>

<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>• Curriculum Compacting</li> <li>• Inquiry-based instruction</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>• Room for Artistic Choices</li> <li>• Elevated Technique Complexity</li> <li>• Additional Projects</li> <li>• Adaptation of requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Speak and display terminology and movement</li> <li>• Teacher modeling</li> <li>• Peer Modeling</li> <li>• Develop and post routines</li> <li>• Label classroom materials</li> <li>• World Walls</li> <li>• Check for understanding of directions</li> <li>• Use posters with directions written in pictures in all languages</li> <li>• Seat student close to the teacher</li> <li>• Incorporate visuals: graphic organizers, gestures, props</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in student's IEP</li> <li>• Work with paraprofessional</li> <li>• Work with a partner</li> <li>• Provide concrete examples and relate all new assignments to previously learned tasks</li> <li>• Solidify and refine concepts through repetition</li> <li>• Provide extended time</li> <li>• Repeat directions</li> <li>• Check for understanding of directions</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations</li> <li>• Give directions/instructions verbally and in simple written format</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed</li> <li>• Oral prompts can be given</li> </ul>

**Essential Question(s): How do underlying structures unconsciously guide the creation of music works? Does music have boundaries?**

**Content: Visual and Performing Arts**

**1.1 The Creative Process** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**B- Music**

Content Statement	Instructional Outcome	Assessment	Interdisciplinary Connections (See above for grade level specific standards)	Vocabulary
<p><u>Ear training and listening skill</u> are prerequisites for musical literacy.</p>	<p>1.1.2.B.1 Explore the <u>elements of music</u> through verbal and written responses to diverse aural prompts and printed scores.</p>	<p>Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics</p>	N/A	Elements of music
<p>The <u>elements of music</u> are foundational to basic music literacy.</p>	<p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p>	<p>Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics</p>	N/A	Rhythm Timbre Dynamics Form Melody
<p>Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.</p>	<p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p>	<p>Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics</p>	Math	Scales Rhythmic patterns Musical elements Rhythmic Notation Eighth notes Rests
<p>Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into <u>musical families</u> according to shared properties.</p>	<p>1.1.2.B.4 Categorize families of instruments and identify their associated musical properties.</p>	<p>Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics</p>	English Language Arts	Brass

**Essential Question(s): Throughout history and across cultures, what role has music played and how has it developed?**

**Content: Visual and Performing Arts**

**1.2 History of the Arts and Culture**All students will understand the role, development, and influence of the arts throughout history and across cultures.

**A. History of the Arts and Culture**

Content Statement	Instructional Outcome	Assessment	Interdisciplinary Connections (See above for grade level specific standards)	Vocabulary
Dance, music, theatre, and visual artwork from diverse cultures and <u>historical eras</u> have distinct characteristics and common themes that are revealed by contextual clues within the works of art.	1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	History	Historical Cultural
The function and purpose of art-making across cultures is a reflection of societal values and beliefs..	1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	History	Past Present Cultures

**Essential Question(s):** How does creating and performing in the arts differ from viewing the arts? To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?

**Content: Visual and Performing Arts**

**1.3 Performance**All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**B. Music**

Content Statement	Instructional Outcome	Assessment	Interdisciplinary Connections (See above for grade level specific standards)	Vocabulary
The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.	1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	N/A	Pitch Notation Treble clef Rhythm Dynamics Tempo

<p>Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.</p>	<p>1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</p>	<p>Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics</p>	<p>N/A</p>	<p>Vocal production Breathing technique</p>
<p>Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.</p>	<p>1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p>	<p>Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics</p>	<p>Art</p>	<p>Techniques Orff instruments</p>
<p>Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.</p>	<p>1.3.2.B.4 Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.</p>	<p>Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics</p>	<p>N/A</p>	<p>Posture Breathing techniques Rounds Canons</p>
<p>Improvisation is a foundational skill for music composition.</p>	<p>1.3.2.B.5 Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.</p>	<p>Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics</p>	<p>N/A</p>	<p>Tonal pattern Rhythmic patterns</p>
<p>Prescribed forms and rules govern music composition, and the harmonizing of rhythmic accompaniment, and the harmonizing of parts.</p>	<p>1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p>	<p>Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics</p>	<p>Math</p>	<p>Eight notes Rests Major scale</p>

Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.	1.3.2.B.7 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.	Class Discussion Quizzes Musical Performance: - Teacher Observation - Checklists - Rubrics	N/A	Unison
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**Essential Question(s): How do we judge and analyze art?**

**Content: Visual and Performing Arts**

**1.4 Aesthetic Responses & Critique Methodologies**All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**A. Aesthetic Responses**

Content Statement	Instructional Outcome	Assessment	Interdisciplinary Connections (See above for grade level specific standards)	Vocabulary
Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	1.4.2.A.1 View exemplary works of art and discuss the unique characteristics of the artist.	Class Discussion Quizzes Project-Based Art: - Teacher Observation - Checklists - Rubrics	N/A	Exemplary
Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.	1.4.2.A.2 View artwork from various cultures and discuss what they reveal about the culture they depict and how they are similar/different to one another.	Class Discussion Quizzes Project-Based Art: - Teacher Observation - Checklists - Rubrics	History	Cultural Historical
Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).	1.4.2.A.3 View artwork that solicit emotions. Discuss how the art made the students feel.	Class Discussion Quizzes Project-Based Art: - Teacher Observation - Checklists - Rubrics	English Language Arts	Communicate Emotion
Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	1.4.2.A.4 Discuss how patterns in nature appear in art.	Class Discussion Quizzes Project-Based Art: - Teacher Observation - Checklists - Rubrics	Math Science	Patterns



**Essential Question(s): When is art criticism vital and when is it not?**

**Content: Visual and Performing Arts**

**1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**B. Critique Methodologies**

Content Statement	Instructional Outcome	Assessment	Interdisciplinary Connections (See above for grade level specific standards)	Vocabulary
Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.	1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.	Class Discussion Quizzes Project-Based Art: - Teacher Observation - Checklists - Rubrics	N/A	Rubric
Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.	1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.	Class Discussion Quizzes Project-Based Art: - Teacher Observation - Checklists - Rubrics	N/A	Rubric Critique
Contextual clues are embedded in works of art and provide insight into artistic intent.	1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.	Class Discussion Quizzes Project-Based Art: - Teacher Observation - Checklists - Rubrics	N/A	Theme Subject

**CURRICULUM MAP – MUSIC**

Class	September	October	November	December	January
Kindergarten Music	<ul style="list-style-type: none"> <li>-Introduce beat and rhythm</li> <li>-Clap and tap repeating beat</li> <li>-Listen to music for steady beat and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>-Review beat and rhythm</li> <li>-Introduce long and short sounds</li> <li>-Do echo clapping and body movement to steady a beat</li> <li>-Listen to music for beat changes</li> </ul>	<ul style="list-style-type: none"> <li>-Introduce melody</li> <li>-Use echo songs for melodic line</li> <li>-Explore up and down melodic motion</li> <li>-Listen to simple, familiar examples</li> </ul>	<ul style="list-style-type: none"> <li>-Introduce basic vocal technique</li> <li>-Do basic warm up exercises</li> <li>-Listen, then sing with CD following melodic line</li> </ul>	<ul style="list-style-type: none"> <li>-Introduce music theory</li> <li>-Introduce quarter notes and rests</li> <li>-Have students clap examples of basic rhythmic patterns</li> <li>-Continue melodic motion examples</li> </ul>

Class	February	March	April	May	June
Kindergarten Music	<ul style="list-style-type: none"> <li>-Introduce melody and harmony</li> <li>-Sing melodies alone then add harmony on CD</li> <li>-Reinforce rhythmic reading</li> <li>-Reinforce melodic recognition</li> </ul>	<ul style="list-style-type: none"> <li>-Introduce dynamics</li> <li>-Respond to loud and soft music</li> <li>-Use body movement to distinguish changes in dynamics</li> <li>-Continue to review melody and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>-Introduce additional theory</li> <li>-Add eighth notes</li> <li>-Add half notes and rests</li> </ul>	<ul style="list-style-type: none"> <li>-Introduce tone color and instruments</li> <li>-Play different instrument sounds and respond to them</li> <li>-Play them separately and combined</li> </ul>	<ul style="list-style-type: none"> <li>-Introduce basic form</li> <li>-Introduce music with basic ABA form</li> <li>-Use body movement to respond to differing parts of music</li> </ul>

VOCAL/GENERAL MUSIC

Class	September	October	November	December	January
Music: Grade 1	<ul style="list-style-type: none"> <li>-Identify beat vs no beat in listening activities</li> <li>-Move to steady beat</li> <li>-Perform steady beat on classroom instruments</li> <li>-Introduce tempo terms</li> <li>-Identify high sounds and low sounds</li> <li>-Identify loud sounds and soft sounds</li> </ul>	<ul style="list-style-type: none"> <li>-Reinforce steady beat movement</li> <li>-Identify long and short sounds</li> <li>-Perform quarter note and eighth note patterns</li> <li>-Identify and experiment with different uses of the voice</li> <li>- Use age-appropriate singing technique</li> <li>-Sing "sol-mi" patterns in appropriate range</li> </ul>	<ul style="list-style-type: none"> <li>- Perform quarter note and eighth note and quarter rest patterns</li> <li>-Sing songs that use sol mi intervals</li> <li>-Play sol mi patterns on pitched instruments</li> <li>-Identify percussion family instruments</li> <li>-Respond to music with emotional reactions with movement words and pictures</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and perform accented beats</li> <li>-Identify, sing and play do and la</li> <li>-Sing songs that use sol, mi and la</li> <li>-Explore and identify the performance form of ballet</li> <li>-Identify woodwind family instruments</li> </ul>	<ul style="list-style-type: none"> <li>-Reinforce performance of rhythm patterns by ear</li> <li>-Read and play quarter notes and eighth notes</li> <li>-Identify rhythm patterns in listening activities</li> <li>-Sign songs and patterns using do, mi, sol and la</li> <li>-Identify brass family instruments</li> <li>-Follow and create a story based on listening experiences</li> </ul>

VOCAL/GENERAL MUSIC

Class	February	March	April	May	June
<p>Music: Grade 1</p>	<ul style="list-style-type: none"> <li>-Perform rhythmic ostinato on various instruments</li> <li>- Introduce half note</li> <li>-Introduce terms "meter" and "measure"</li> <li>-Read and sing sol mi patterns on the staff</li> <li>-Introduce re into singing patterns</li> <li>-Rhythmic dictation of quarter note and eighth note patterns</li> <li>-Identify string family</li> </ul>	<ul style="list-style-type: none"> <li>- Rhythmic dictation of quarter note, eighth note and eighth rest patterns</li> <li>-Read sol mi la patterns on the staff</li> <li>- Music is all around us</li> <li>- Identify the sound and instruments of an orchestra</li> <li>- Distinguish between two different sections of music</li> </ul>	<ul style="list-style-type: none"> <li>-Reinforce reading, playing and singing rhythmic and melodic patterns</li> <li>-Prepare songs for performance</li> <li>-Develop an understanding of proper audience and performance behavior</li> <li>-Review appropriate singing technique</li> <li>-Introduce terms "conductor" and "ensemble"</li> </ul>	<ul style="list-style-type: none"> <li>-Use familiar pitch and rhythm patterns to create compositions</li> <li>-Listen and identify similarities and differences from various styles of music</li> </ul>	<ul style="list-style-type: none"> <li>-Use familiar songs as a base for improvisation on instruments</li> <li>-Use familiar songs as a base for vocal improvisation</li> <li>-Review musical elements</li> <li>-Review notes and rhythms</li> </ul>

VOCAL/GENERAL MUSIC

Class	September	October	November	December	January
Music: Grade 2	<ul style="list-style-type: none"> <li>-Review all rhythm patterns learned in 1<sup>st</sup> grade</li> <li>-Introduce 4/4 and 6/8 meter</li> <li>-Introduce ties</li> <li>-Review notes from 1<sup>st</sup> grade</li> <li>-Introduce do and re on the staff</li> <li>-Music around the world</li> </ul>	<ul style="list-style-type: none"> <li>-Pulse in 2 or 4 vs. 3</li> <li>-Review tempo terms</li> <li>-Read and write rhythms learned</li> <li>- Sing and read do and re patterns with hand signs</li> <li>-Review proper singing technique</li> <li>-Introduce Moveable do</li> <li>-Music around the world (Cont.)</li> </ul>	<ul style="list-style-type: none"> <li>-Moving in meter in 3</li> <li>- Demonstrating tempo changes</li> <li>-Continue rhythm pattern work</li> <li>-Sing and read sol mi do patterns with hand signs</li> <li>-Reinforce moveable do</li> <li>-Introduce opera</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the term "conducting"</li> <li>-Conduct in 2</li> <li>-Distinguish between meter in 2 or 3 by listening and by moving</li> <li>-Sing and read la sol mi</li> <li>-Do patterns with hand signs</li> <li>-Introduce dynamics</li> </ul>	<ul style="list-style-type: none"> <li>-Read and play rhythms with half notes</li> <li>-Read and play rhythms with ties</li> <li>-Introduce the note fa</li> <li>-Sing and read la sol fa mi do patterns with hand signs</li> <li>-Prepare songs for performance</li> <li>-Review dynamics</li> </ul>

Class	February	March	April	May	June
Music: Grade 2	<ul style="list-style-type: none"> <li>-Introduce dotted rhythms</li> <li>-Introduce fermatas</li> <li>-Conduct in 4</li> <li>-Sing and read la sol fa mi re do patterns with hand signs</li> <li>-Review proper audience and performer behavior</li> <li>-Identify and describe the mood of listening selections</li> </ul>	<ul style="list-style-type: none"> <li>- Play eighth notes correctly when separated or barred</li> <li>-Read and write rhythm patterns learned</li> <li>-Introduce the note ti</li> <li>-Sing and read patterns using all notes with hand signs</li> <li>-Identify simple forms in performance and listening selections</li> </ul>	<ul style="list-style-type: none"> <li>-Introduce sixteenth notes</li> <li>- Sing and read la sol fa mi re do patterns with hand signs</li> <li>-Introduce letter names for notes</li> <li>-Review ballet and opera</li> <li>-Introduce musical theatre</li> </ul>	<ul style="list-style-type: none"> <li>-Reinforce reading and playing/singing of rhythmic and melodic patterns</li> <li>-Use rhythm and melodic patterns to create and perform compositions</li> </ul>	<ul style="list-style-type: none"> <li>-Use rhythm and melodic patterns to improvise upon familiar songs</li> <li>-Review elements and concepts learned</li> <li>-Listen to and identify music of varying styles</li> </ul>