MUSIC CURRICULUM FRAMEWORK[1]
Based on *UbD Template 2*.0 : Stage 1 – Desired Results

Elementary General Music
Course Title

Second Grade
Grade Level(s)

Course Structure ⟲ Single Semester   Full Year (Single Grade)   ⟲ Multiple Years (Combined Grades)

Course Description **Elementary General Music comprises a balanced and sequential course of singing, playing instruments, listening to music, improvising, composing and moving to music. Also included are learning experiences designed to develop the ability to read music, use the notation and terminology of music, analyze and describe music, make informed evaluations concerning music, understand music practices in relation to history and culture, as well as relating music to other disciplines. Students will learn by actively participating in music and in understanding the basic principles of music such as *Rhythm, Melody, Harmony, Timbre/Tone Color, Expression, Form, Vocal Skills, Instrumental Skills, Innovation, Historical and Cultural Context and Critical and Aesthetic Response***

Established Goals	Transfer
MPG1 Develop skills in music reading MPG 2 Perform with musical expression MPG 3 Listen to music with understanding MPG 4 Make value judgments about music	*Students will be able to independently use their learning to . . .* 1. Participate in music as a lifelong avocation 2. Intelligently discuss music using concepts and terminology 3. Make informed decisions as music consumers.

	Meaning	
	Understandings *Students will understand that . . .*	***Essential Questions*** *Students will keep considering . . .*
	1. Music reading skills provide the basis for creating, understanding and performing music 2. Making expressive choices personalizes music 3. Music from various styles, cultures and historical eras globally affects all individuals 4. Music is a lifelong avocation that requires personal choices and critical response 5. Knowledge of vocal and instrumental techniques are necessary to Properly produce quality music	1. What is music? 2. How can music be expressive? 3. How does music impact all of us? 4. What makes good music good?

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[1] Adapting to *SAS*: Big Ideas (Goal and Strands), Concepts (Knowledge), Competencies (Skills), Essential Questions (Essential Questions), Standards (Knowledge and Skills).

Acquisition of Knowledge & Skill[2]	
Knowledge Students will know . . .	*Skills* Students will be skilled at . . . **Rhythm: Beat, Meter, Duration, Rhythmic Patterns**
1. Beat and rhythm are different 2. Rhythm has its own notation 3. Meter determines how beats are grouped	1. Demonstrate steady beat, strong beats and simple rhythmic patterns (MPG1, 9.1) 2. Demonstrate steady beat, maintain beat and identify beat vs. rhythm (MPG1, 9.1) 3. Perform music with meter in 3 and 4 (MPG1, 9.1) 4. Distinguish between long/short sounds (MPG1, 9.1) 5. Echo rhythmic patterns (MPG1, 9.1) 6. Identify repeated rhythmic patterns (MPG1, 9.1) 7. Perform rhythmic patterns which include half note, quarter note, paired eighth notes, eighth notes, half rest and quarter rest (MPG1, 9.1)
	Melody: Pitch, Melodic Contour, Melodic Patterns, Melodic Phrases, Scales and Tonality
1. Melody has its own notation 2. Melodic phrases have specific characteristics and can be repeated 3. Echoing melodic phrases develops better recognition of melodic concepts	1. Identify pitches of a higher or lower register (MPG1, 9.1) 2. Recognize upward and downward melodic contour (MPG1, 9.1) 3. Identify significant differences in melodic pattern: same/different (MPG1, 9.1) 4. Echo melodic patterns (MPG1, 9.1) 5. Demonstrate recognition of phrases, repeated phrases and phrase endings (MPG1, 9.1)
	Harmony
1. Harmony can be linear	1. Identify examples of accompaniment vs. no accompaniment (MPG1, 9.1)
	Timbre/Tone Color: Vocal, Instrumental, Classroom Instruments)
1. Vocal production can be varied 2. Musical ensembles vary in size, instrumentation and voicing 3. Instruments of the orchestra have specific characteristics and are grouped by similarities 4. Instruments can be pitched or un-pitched 5. Classroom instruments provide a unique opportunity to perform	1. Identify vocal tone qualities produced by children's and adult voices: male, female and those of individuals vs. group (MPG2, 9.1) 2. Demonstrate spoken ostinato (MP1, 9.1) 3. Identify visually and aurally individual instruments and families of instruments (MPG3, 9.1)

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[2] PFD Note: Link these *desired outcomes* to "Established Goals" (Music Program Goals, National Music Standards, or PDE Academic Arts Standards.

music successfully with limited instruction	4. Categorize common characteristics associated with each family of instruments (MPG3, 9.1)
	5. Determine how choices of instrumental timbre effect musical style (MPG2, 9.1)
	6. Differentiate between pitched and un-pitched instruments (MPG3, 9.1)
	7. Identify classroom instruments (MPG3, 9.1)
	Expression: Style Dynamics, Tempo
1. Music can be individualized using changes in dynamics and tempo	1. Identify dynamic markings: p and f (MPG2, 9.1)
2. Performing with musical expression is a key component in making music unique	2. Identify gradual and sudden changes in dynamics (MPG2, 9.1)
	3. Identify fast/slow tempo (MPG2, 9.1)
	4. Identify gradual and sudden changes in tempo (MPG2, 9.1)
	5. Identify examples of smooth and detached articulation (legato/staccato) (MPG2, 9.1)
	Form
1. Not all music is in unison	1. Identify examples of an introduction and coda (MPG1, 9.1)
	2. Determine sections within an orchestral selection (MPG1, 9.1)
	3. Distinguish between the use of the following forms: AB, ABA, call/response and echo (MPG1, 9.1)
	Vocal Skills
1. Everyone can sing	1. Match pitches while expanding vocal range (MPG1, 9.1)
2. Proper vocal skills will create a more confident aesthetically pleasing singer	2. Demonstrate appropriate tone quality, posture, clarity of diction and breathing (MPG1, 9.1)
3. Singing songs from memory allows for more flexibility to personalize music	3. Sing expressively showing knowledge of tempo, dynamics, style and phrasing (MPG2, 9.1)
4. Singing a wide variety of music either alone or in groups will create challenging singing scenarios	4. Demonstrate confidence in solo singing by singing songs confidently and with correct notes and rhythms (MPG1, 9.1)
	5. Sing songs from memory (MPG1, 9.1)
	6. Sing alone and in groups (MPG1, 9.1)
	7. Perform one or more of the following: traditional songs, folk dances, line dances, action songs and singing games from various cultures (MPG1, 9.1)
	Instrumental Skills
1. Proper instrumental skills will create a more confident instrumentalist	1. Play instruments independently and confidently while other students sing or play contrasting parts (MPG1, 9.1)
2. Instrumental performance requires a combination of elemental skills	2. Play instruments in combination while developing basic mallet techniques (MPG1, 9.1)

	3. The term instrument is multi-faceted	3. Play a melodic ostinato ((MPG1, 9.1) 4. Perform accompaniments using body percussion and/or classroom instruments (MPG1, 9.1) **Innovation: Composition and Improvisation**
	1. Music improvisation and composition are creative outlets to take ownership of music	1. Improvise simple rhythmic accompaniments ((MPG2, 9.1) 2. Create simple rhythmic patterns (MPG2,9.1) **Cultural Context**
	1. Music is a part of every culture 2. Local music has impacted us individually and globally 3. Knowledge of multi-cultural music is a necessity in developing the ability to understand music as an art that transcends physical boundaries	1. Perform examples of traditional American folk music (MPG3, 9.2) 2. Perform musical examples from various cultures of the world (MPG3, 9.2) **Historical Context**
	1. Musical works and composers from varied historical periods are an important component of musical literature 2. Music often captures and mimics unique historical periods and events 3. Significant musical works and composers continue to impact music	1. Recognize musical examples from various historical periods (MPG3, 9.2) 2. Recognize significant composers and/or musicians from various genres and periods (MPG3, 9.2) 3. Relate musical works to varying styles, genres and periods in which they were created (MPG3, 9.2) 4. Relate musical works to historical events (MPG3, 9.2) **Critical Response**
	1. Music is limitless 2. Critical perception should be accompanied by facts and correct terminology	1. Compare music of diverse cultures and styles (MPG3, 9.3) 2. Use correct terminology in describing or answering questions about music (MPG3, 9.3) **Aesthetic Response**
	1. Music is a personal choice 2. Articulating personal choices should correspond with knowledge of music terminology 3. Audience etiquette is a necessary part of being a responsible music consumer	1. Demonstrate quiet and appreciative attention to the performance of others and express criticism of a performance with clapping, compliments or constructive criticism (MPG4, 9.4) 2. Identify, using music terminology, personal preferences for specific musical works and styles (MPG4, 9.4) 3. Demonstrate attentiveness and be actively engaged when listening to a piece of music of appropriate length and complexity (MPG4, 9.4) 4. Articulate personal opinions using appropriate music vocabulary (MPG4, 9.4)