Cornwall-Lebanon School District Curriculum Overview
General Music – 2nd Grade

23 — length of time in weeks	Concepts & Competencies	Common Assessments	Academic Standards (PA Core if applicable)
Unit 1: Melody 4	**Melody** Melodies may move upward and downward. (E) Identify an ascending or descending pattern. (visually, aurally). Melodies may be high or low. (E) Identify a melody in a high or low register. Melodies may move by leaps, steps or repeated tones. (C) Identify melodies that move by leaps, steps, and repeated tones. Melodies are made up of phrases. (I) Identify the phrases in a song. Tone matching. (E) Approximate a dictated interval.	➢ Observation of movement to melodic direction (up/down body motions), singing (vocal slides/step-wise motion), playing instruments (xylophones/metallophones/boomwhackers), visuals (to support above) ➢ Observation of movement (one toes arms up/crouching with abrupt motion change) showing high and low, vocal demo (melodic leaps), instruments (high/low timbre, pitched percussion) ➢ Observation of moving (tiered kinesthetic attachment), singing, visuals (simple & complex), class discussion (higher level EQ) and reading (symbolic) ➢ Observation of movement (micro and macro phrase building) to the beat, performance-based with visual enhancements, and instrument demo ➢ Observation of pitch matching (singing songs, singing games), reading, notating and playing	9.1.3A 9.1.3C
Unit 2: Rhythm 5	**Rythm** Music may have a steady beat. (E) Identify the steady beat. Music may have no beat.(I) Identify the lack of the steady beat. Music may be made up of rhythmic patterns. (E) Identify rhythmic patterns.	➢ Observation of movement (body percussion) to the beat, visuals (following the beat) and instrument demo (body percussion transfer). ➢ Observation of movement (lack of ability to ID beat with body percussion/ambiguous motions to music)	9.1.3A 9.1.3C 9.1.3D 9.1.3H 9.2.3A 9.2.3D

	Rhythmic syllables may be used orally and visually to describe music. (E) Identify rhythmic syllables. Music may be expressed through structured patterns of movement. (C) Perform a structured movement to a selected piece of music. Rhythm instruments may provide accompaniment. (I) Accompany a selected piece of music using rhythm instruments. Rhythms heard in music can be shown in written form. (I) Write selected rhythmic passages. Rhythmic patterns may be read through rhythmic syllables. (E) Read rhythmic patterns using rhythmic syllables.	➢ Observation of reading and speaking rhythmic syllables (visual ID of simple syllables using body percussion), playing rhythmic syllables (transfer from body percussion), and singing (combinations of syllables) ➢ Observation of reading (visuals), speaking, movement (body percussion), and instruments (non-pitched percussion transferred to pitched percussion) ➢ Observation of dance and movement (movement to words for aural reinforcement, movement to phrasing for larger scale structured movement) ➢ Performance-based (base of body percussion with an element of transfer to percussion) ➢ Composition-based (visual manipulation of structured rhythms) and generic use of written music in texts for flow-based comprehension ➢ Observation and performance-based (combine individual and pattern-based rhythmic combinations into application)	
Unit 3: Composer [3]	**Composer** Dependent on composer choice and relationary musical elements.	➢ Dependent on composer choice and relationary musical elements.	Dependent on composer choice and relationary musical elements.
Unit 4: Tone Color [4]	**Tone Color** Environmental sounds can be recognized by their unique qualities. (E) Identify environmental sounds. The human voice has its own unique quality of speaking and singing. (E) Perform using a speaking and a singing voice. Instruments can be identified by their unique sound qualities. (E) Identify instruments by their unique timbre.	➢ Aural recognition (random sounds as well as application into compositions) ➢ Performance based (whisper/speak/sing same pattern of words to a structured rhythm transfer to manipulation of singing voice for musical elements) ➢ Listening activities (aural recognition of classroom and non-classroom instruments through movement and performance)	9.1.3A-C

Unit 5: Form **5**	**Form** There is repetition and contrast in music. (letter forms, rondo, canon, round) (E) Identify repetition and contrast in music.	➢ Observation of movement (through use of rhythms, rhythmic patterns, and simple movement) and beginning elements of form through kinesthetic/aural/vocal comprehension (letter-based, rondo, round, canon)	9.1.3A 9.1.3B 9.2.3L
Unit 6: **2** Harmony/Chords	**Harmony/Chords** A melody may or may not have an accompaniment. (E) Identify a melody with or without an accompaniment.	➢ Singing and listening activities (singing with & without accompaniment, playing xylophones/metallophones with & without accompaniment)	9.1.3A 9.1.3C
Unit 7: **TBD** Extension	**Extension** Extension (previous units) Curricular Focus	➢ Extension (previous units) Curricular Focus	Extension (previous units) Curricular Focus