

Instructional Guide
2nd Grade: First Nine Weeks

| Lesson | MNPS Standards Student Performance Indicators | Assess | Textbook Resource | Other Resources | Listening/ Song | Vocab | Suggested Activities |
|--------|--|--|---|---|---|--|---------------------------------------|
| 1 | 1.1.1 Sing pentatonic songs accurately. 1.2.1 Exhibit correct singing posture. 2.1.1 Maintain a steady beat independently. 8.2.1 Explore common elements between music and language arts. | | L6 p.54 | <u>Mole Music</u> by David McPhail | <i>Paw Paw Patch</i> <i>Amasee</i> | | Rules and Procedures Name game |
| 2 | **Prepare to introduce do. 3.3.1 Improvise movements appropriate to teacher-selected song, poem, story, or listening example. 6.1.1 Respond to same and different within a musical selection (piano and forte). | | L5 p.330 L1 p.190 | <u>Stand Tall, Molly Lou Melon</u> by Patty Loveall | <i>Rocky Mountain</i> <i>Surprise Symph.</i> - Haydn <i>Symphony 40 in G Minor, 4th Movement</i> - Mozart | piano forte dynamics | |
| 3 | 3.2.1 Improvise vocal sounds and/or melodic phrases appropriate to a teacher-selected song, poem, or story. 5.1.1. Interpret and perform iconic, stick, and or traditional notation for one sound on a beat, two sounds on a beat, or no sound on a beat. 5.1.2 Read and perform traditional notation for quarter note, paired eighth notes, and quarter rest. | | CL2 p.44 CL11 p.32 | <u>Soap! Soap! Don't Forget the Soap!</u> by Tom Birdseye | <i>Bow, Wow, Wow</i> <i>Pease Porridge Hot</i> | improvise melody | |
| 4 | 5.2.1 Recognize and perform iconic notation for high, middle, and low sounds. 6.2.1 Recognize individual instruments and identify how sound is produced. | | | Capstone Library Brainpop <u>Earl's Too Cool For Me</u> by Leah Komaiko | | | |
| 5 | 2.2.1 Demonstrate correct technique for holding instruments and/or mallets. 4.1.1 Create and demonstrate a four-beat rhythm pattern. | <u>1.1.1</u> <u>1.2.1</u> | L3 p.234 | | <i>Frog in the Meadow</i> | | |
| 6 | **Introduce do. 1.3.1 Speak, in a group, a vocal ostinato to accompany a poem or song. 6.2.2 Recognize classroom instruments, by sight and sound, and classify into families. | | CL12 p.34 L7 p.170 L7 p.56 L11 p.180 | | <i>I Climbed up the Apple Tree</i> <i>The Tempest</i> <i>Time</i> | staff line note space note | |
| 7 | 3.1.1 Improvise appropriate sounds using voice, body percussion, or classroom instruments within teacher-provided parameters to accompany a song, poem, or story. 7.2.1 Discuss appropriate audience behaviors during a performance. | <u>5.1.1</u> | L12 p.216 | | | | |

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|--------|---|--------------|-------------------------------|--|--|---|---|
| 1 | 1.1.2 Sing pentatonic and/or diatonic songs accurately. Sing major and minor songs (fermata) . 1.2.2 Exhibit correct singing posture and open mouth. 6.4.1 Recognize phrases. | | CL1 p.190 L9 p.210 | | <i>Kuma San</i> <i>Teddy Bear</i> <i>The Ants Go Marching</i> | fermata | |
| 2 | 2.1.2 Play simple rhythm patterns in duple meter. 5.1.3 Read and perform traditional notation for quarter note, paired eighth notes, half notes, half rest and quarter rest. 6.1.2 Recognize as same and different sections within a two-section musical selection. (Review AB, introduce ABA/rondo) | <u>2.1.2</u> | L9 p.210 L3 p.158 p.414 | | <i>Here Comes a Bluebird</i> <i>Shoo Fly</i> <i>Fur Elise</i> <i>Los Mariachis</i> <i>I Don't Care if the Rain Comes</i> | half note half rest form rondo | |
| 3 | 4.2.2 Create and demonstrate a composition using so and mi. 5.2.2 Read and perform iconic notation for simple melodic patterns. | <u>4.2.2</u> | | | | | Intro to staff/treble clef Create holiday song |
| 4 | 3.3.2 Improvise, in a group, appropriate movements to show selected musical forms and/or expressive qualities. 6.3.1 Describe how fast/slow and/or loud/soft affect the mood of music (largo, presto). 5.3.1/2 Notate, with traditional/stick notation, rhythm patterns using quarter note, paired eighth notes, half notes, half rests, and quarter rest. | | L8 p.388 CL 4 p.162 | <u>Carnival of the Animals</u> | <i>Russian Dance from The Nutcracker</i> <i>Arabian Dance from The Nutcracker</i> | largo presto tempo | |
| 5 | **Read ostinato with repeat signs. 2.2.2 Demonstrate correct technique for playing instruments. 2.3.1 Play a simple ostinato. | <u>2.3.1</u> | CL 4 p.162 CL 11 p.214 | | | repeat sign ostinato | |
| 6 | 7.1.1 Discuss a musical performance using teacher-given criteria. 3.1.2 Improvise, on pitched instruments (pentatonic) and/or vocally, using a given rhythm pattern. | | CL 11 p.214 | <u>Rumble in the Jungle</u> by Giles Andreae | | | Pull from last weeks lesson |
| 7 | 8.1.2 Identify common elements between music and dance, theatre, and/or visual arts. 9.1.1 Perform songs and singing games from various historical periods and cultures (classical). | | Holiday: pp.382-393 | | <i>The Nutcracker</i> | classical | Holiday songs |

Instructional Guide
2nd Grade: Third Nine Weeks

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|--------|---|----------------------------------|---|--|--|--|---|
| 1 | <p>**Prepare to introduce re.</p> <p>1.3.2 Speak/sing, in a group, a vocal ostinato while the teacher speaks a poem or sings a melody.</p> <p>3.2.2 Improvise, vocally, short melodic phrases in response to simple musical questions.</p> <p>8.1.2 Identify common elements between music and dance, theatre, and/or visual arts.</p> | | p.407 L10 p.28 | | | | 3.3.2 - Sing "How was your break" Student can respond with answer |
| 2 | <p>6.3.2 Label tempo as fast/slow and dynamics as loud/soft (largo, presto, forte, piano, crescendo, decrescendo).</p> <p>2.1.3 Maintain a steady beat in group A while group B plays a simple rhythm.</p> <p>7.1.2 Discuss a musical performance using grade-appropriate music vocabulary.</p> <p>6.4.2 Recognize that phrases are same or different rhythmically. Recognize that phrases are the same or different melodically.</p> <p>9.1.2 Recognize that musical examples come from different historical periods and cultures (jazz).</p> | | L6 p.242 L10 p.178 L10 p.250 L10 p.394 | <p>This Jazz Man by Karen Ehrhardt</p> <p>Jazz Fly by Matthew Gollub</p> | <i>Songs I Heard:</i> Harry Connick, Jr. | crescendo decrescendo jazz | Safari Montage Winton Marsalis |
| 3 | <p>5.1.3 Read and perform traditional notation for quarter note, paired eighth notes, half notes, and quarter rest.</p> <p>1.1.3 Sing pentatonic and diatonic songs accurately with good vocal technique (e.g., posture, breathing, blending). Sing major and minor songs.</p> <p>3.1.3 Improvise, on pitched instruments (pentatonic) and/or vocally, using the rhythm of a song or poem.</p> <p>9.1.1 Perform songs and singing games from various historical periods and cultures.</p> | <u>1.1.3</u> | L2 p.192 | Chimes of Dunkirk: New England Dancing Masters | <i>Chicken on a Fencepost</i> <i>Cut the Cake</i> | | |
| 4 | <p>5.3.2 Notate, with traditional notation, rhythm patterns using quarter note, paired eighth notes, quarter rest, half notes, and half rests.</p> <p>4.1.2 Create and demonstrate a four-beat rhythm composition using quarter notes, paired eighth notes, quarter rests, half notes, and half rests.</p> | <u>5.3.2</u> <u>4.1.2</u> | | | | compose | |
| 5 | <p>**Introduce re.</p> <p>5.2.3 Read and perform traditional notation for simple melodic patterns.</p> <p>4.2.3 Create a composition using so, mi, and la.</p> | | L8 p.172 | | | | |
| 6 | <p>4.2.3 Demonstrate a composition using so, mi, and la.</p> <p>7.2.2 Demonstrate appropriate audience behaviors during a performance.</p> | <u>9.1.2</u> | | | | | |
| 7 | <p>2.3.2 Play a simple ostinato in a group to accompany a poem/song.</p> <p>6.4.3 Recognize that phrases are the same or different rhythmically and melodically.</p> <p>8.2.2 Identify common elements between music and language arts.</p> | <u>2.3.2</u> | L1 p.260 | | | | |

Instructional Guide
2nd Grade: Fourth Nine Weeks

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|--------|---|----------------------------------|------------------------|--|--|--|--------------------------------------|
| 1 | 1.2.3 Exhibit correct singing postures, open mouth, and good tone. 4.3.3 Create a simple introduction and coda for a given piece. 9.1.3 Discuss and understand the cultural/historical context of a musical example (patriotic). | | L13 p.403 | | <i>This Land is Your Land</i> <i>All American Me and You</i> <i>America (My Country 'Tis of Thee)</i> | coda patriotic introduction | Connect to map skills, label country |
| 2 | 7.1.3 Discuss classroom performances (visually and aurally) using grade appropriate vocabulary. 7.2.3 Evaluate audience behaviors exhibited during a performance. 9.1.1 Perform songs and singing games from various historical periods and cultures. | <u>1.2.3</u> | L12 p.216 | Audience Etiquette Notes: p. 84 p. 139 p. 219 p. 230 | <i>Cumberland Gap</i> <i>Kuma San</i> <i>Sakura</i> <i>Follow the Drinking Gourd</i> (4th grade book) | | |
| 3 | 2.2.3 Play instruments with correct technique producing a good tone. 2.3.3 Play a melodic ostinato to accompany a song. 5.2.3 Read and perform traditional notation for simple melodic patterns (note names). | | CL 12 p.182 | | | treble clef | |
| 4 | 1.3.3 Sing, in a group, a vocal ostinato while the teacher sings a melody. 3.2.3 Improvise a vocal phrase within teacher-given parameters. 6.3.3 Identify and use musical terminology to describe expressive qualities. | <u>5.2.3</u> | p.407 L9 p.310 | | | | |
| 5 | **Introduce Verse and Refrain. 3.3.3 Improvise, individually, appropriate movements to show selected musical forms and/or expressive qualities. 6.1.3 Recognize as same or different sections within extended musical selections. (Review ABA form, rondo.) 8.1.3 Recognize similarities and differences between music and dance, theatre, and/or visual arts. | <u>6.1.3</u> <u>3.3.3</u> | CL 5 p.200 L6 p.166 | | | verse refrain | |
| 6 | 6.2.3 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families. | | | Sound bank: p.328 Chinese instruments: p.276 www.sfsuccessnet.com: Brazilian instruments <u>Remarkable Farkle McBride</u> by John Lithgow | | percussion string woodwind brass orchestra | |
| 7 | 4.1.3 Create and demonstrate an eight-beat rhythm composition using quarter notes, paired eighth notes, half notes, half rests and/or quarter rests. 5.3.3 Notate, with traditional notation, rhythm patterns using quarter note, paired eighth notes, half note, half rest and quarter rest. 8.2.3 Recognize similarities and differences between music and language arts. | | L1 p.350 | <u>Carnival of the Animals</u> by Barrie Carson Turner | | | |