

Second Grade Music Curriculum

Here is an overview of the key musical concepts we will focus on this year. This is not an exhaustive list, but rather a synopsis of the important skills students will be developing during their years at Milenio.

After each concept is a letter in parentheses: (I) indicates that this concept is being introduced for the first time this year; (X) indicates that a concept, which has been introduced previously, is being further explored this year; (M) indicates that this concept will be mastered this year. After a concept is mastered, it will be reviewed and used to introduce other, more challenging concepts.

BEAT Students will:

- demonstrate a steady beat on pitched and unpitched percussion instruments, body percussion, and through movement. (M)
- demonstrate a steady beat on pitched and unpitched percussion instruments while singing a song or speaking a rhyme. (X)

RHYTHM Students will:

- distinguish between slow and fast singing and playing. (M)
- identify a "tie". (I)
- perform two-part rhythm pieces (changing rhythm + ostinato). (I)
- echo, read and compose simple rhythmic patterns using:



METER Students will:

- demonstrate an understanding of phrase length. (M)
- sing, move, and play pitched and unpitched percussion instruments in 2/4, 4/4 and 6/8 time. (M)

FORM Students will:

- find repetition and contrast in AB and ABA forms. (I)
- perform pieces in two-part form. (M).
- arrange pieces using contrasting sections. (M)
- compose and perform sections using word chains. (M)

MELODY Students will:

- identify upward and downward melodic movement. (M)
- improvise and compose melodies on pitched percussion instruments. (I)
- sight-sing simple melodies using the solfege syllables "do", "re", "mi", "so" and "la". (I)
- use Curwen-Glover hand signs for do", "re", "mi", "so" and "la". (I)

HARMONY Students will:

- experience singing two-part harmony (melody + ostinato). (I)
- experience singing one melodic line, while playing simple borduns, drones and pedal points on pitched percussion instruments. (M)
- experience singing one melodic line while playing an alternate bordun on pitched percussion instruments. (I)
- perform group melodic improvisations on pitched percussion instruments. (X)

EXPRESSION Students will:

- demonstrate forte (loud) and (piano) quiet singing and playing. (M)
- demonstrate "crescendo", "diminuendo" and "fermata". (I)

TIMBRE Students will:

- identify pitched percussion instrument groups (xylophones, metalophones, glockenspiels, bass bars) by their sound alone. (M)
- identify unpitched percussion instruments by their sound alone. (M)

STYLE Students will:

- perform and move to cultivated and vernacular music from various historic periods and world cultures. (X)