

ELEMENTARY GENERAL MUSIC CURRICULUM - Brookings School District

2nd GRADE				
KEY ELEMENT: Rhythm				
Concept	Benchmark	Assessment	SD Standards	Nat'l Standards
Beat	1. Demonstrate a steady beat through: <ul style="list-style-type: none"> • Non locomotor movement • Locomotor movement • Playing non pitched percussion • Playing barred instruments 	Observe for accurate student response	1.1.B 1.2.A 4.1.A	1a 6e
Beat/Rhythm	1. Distinguish between beat and rhythm through: <ul style="list-style-type: none"> • Non locomotor movement • Locomotor movement • Playing non pitched percussion 	Observe for accurate student response	1.2.A 4.1.C	2a 2b 6e
Duration	1. Experience and read rhythm pattern combinations using <u>quarter note</u> (ta), <u>quarter rest</u> (ssh), <u>paired with notes</u> (ti ti), <u>half note</u> (ta-ah), <u>half rest</u> (ssh-sh) and <u>tie</u> through: <ul style="list-style-type: none"> • Non locomotor movement • Locomotor movement • Playing non pitched percussion • Iconic representation • Rhythm notation • Rhythm dictation 	Observe for accurate student response	1.1.B 1.2.A 1.2.B 3.1.A 4.1C	2a 2b 2d 2f 5d
Creating	1. Create/improvise simple rhythms to accompany songs/rhymes/stories through: <ul style="list-style-type: none"> • Rhythmic ostinati • Sound settings • Question and answer 	Observe for accurate student response	1.2.A 1.2.B 1.2.D 2.1.A 2.1.B 2.2.A	3a 3b 4a

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2nd GRADE	KEY ELEMENT: Melody			
Concept	Benchmark	Assessment	SD Standards	Nat'l Standards
High/Low	1. Distinguish between high and low pitches though: <ul style="list-style-type: none"> • movement • singing 	Listen and observe for accurate student response	1.1.A 1.1.B 4.1.B 4.1.C	1c 6b 6c 6e
Melodic Contour	1. Show recognition of upward & downward melodic movement through: <ul style="list-style-type: none"> • movement • singing 2. Show recognition of step, leap and repeated tones.	Listen and observe for accurate student response	1.1.A 1.1.B 4.1.C	1c 6b 6c 6e
Pitch	1. Match pitch singing <i>so, mi, la, re & do</i> through: <ul style="list-style-type: none"> • question & answer activities • singing games w/ solo response 2. Read <i>so, mi, la, re & do</i> on the music staff 3. Show <i>so, mi, la, re & do</i> through movement and hand signs 4. Improvise melodic patterns using <i>so, mi, la, re & do</i> through: <ul style="list-style-type: none"> • playing barred instruments 	Listen and observe for accurate student response	1.1.A 1.1.B 1.1.C 3.1.B 4.1.C 1.2.D 2.1.A	1a 1c 5b 6e 3a 3b

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2nd GRADE				
KEY ELEMENT: Texture				
Concept	Benchmark	Assessment	SD Standards	Nat'l Standards
Accompaniment	1. Perform accompaniments using: <ul style="list-style-type: none"> • Speech ostinati • Instrumental ostinati on non pitched percussion and barred instruments 2. Create music to accompany a poem or story using various instruments	Listen and observe for accurate student response	1.1.D 1.2.A 1.2.B 1.2.D 2.1.B 2.2.A	2a 2b 2f 4a

2nd GRADE				
KEY ELEMENT: Form				
Concept	Benchmark	Assessment	SD Standards	Nat'l Standards
Song Structure	1. Compare and contrast phrases/sections of a song through: <ul style="list-style-type: none"> • Discussion • Movement • Singing assigned phrases/sections 2. Experience various song forms including: <ul style="list-style-type: none"> • Call and Response • Verse and Refrain • AB • ABA • Cumulative songs • Rondo 3. Identify: <ul style="list-style-type: none"> • Introduction • Coda • Repeat sign 	Observe and listen for accurate student response	1.1.A 1.1.B 4.1.A 4.1.C 1.1.A 1.1.B 4.1.A 4.1.C 4.1.A	1b 1c 6a 6e 1b 1c 6a 6e 6c

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2nd GRADE				
KEY ELEMENT: Timbre/Tone Color				
Concept	Benchmark	Assessment	SD Standards	Nat'l Standards
Voice	1. Differentiate between speaking and singing voice through various songs, chants and games 2. Sing independently a simple melodic pattern with accurate pitch through: <ul style="list-style-type: none"> • Echo singing • Question and answer • Singing games w/ solo response 	Listen for accurate student response	1.1.D 4.1.B 1.1.A 1.1.B 1.1.C 1.1.D	6d 1a 1c 1e
Instruments	1. Identify by sight and sound various non pitched percussion instruments, and barred instruments (glockenspiels, xylophones, and metallophones)	Observe for accurate student response	1.2.A 1.2.B 1.2.D 4.1.B	2a 2b 2d 6c 6d

2nd GRADE				
KEY ELEMENT: Expressive Elements				
Concept	Benchmark	Assessment	SD Standards	Nat'l Standards
Dynamics	1. Differentiate between loud (forte) and soft (piano) by responding through: <ul style="list-style-type: none"> • Movement • Singing 2. Demonstrate getting louder (crescendo) and getting softer (decrescendo) through: <ul style="list-style-type: none"> • Movement • Singing 	Observe and listen for accurate student response	3.1.C 4.1.C 1.1.D	1b 5c 6c 6e
Tempo	1. Differentiate between fast and slow by responding through movement	Observe for accurate student response	4.1.C	6e 6c

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2nd GRADE		Curricular/Cultural Connections		
Concept	Benchmark	Assessment	SD Standards	Nat'l Standards
Cultural Connections	1. Experience music from various cultures through: <ul style="list-style-type: none"> • Listening • Singing • Movement • Playing instruments 	No individual assessment. The teacher will incorporate songs from various cultures while teaching musical concepts.	1.1.B 1.1.C 1.2.C 4.1.C 5.2.A 5.2.B	1c 2c 6b 6d 9a 9c
Curricular Connections	1. Experience music in ways that connect to other curricular areas such as: <ul style="list-style-type: none"> • Language arts • Math • History • Science 	No individual assessment. The teacher will incorporate songs which reinforce other content areas while teaching musical concepts.	5.1.A	8b