

Second Grade

Unit One

Hello Song {Bailey Binder 46}

LSA		Rhythm Patterns	4BI
Perform	ART.MI.2.1	Sing with age-appropriate tone quality	Antiphonal singing Chain singing <i>Good-Bye</i> {Shouldice Major Minor} <i>Who Has... Game</i> {Pinterest}
	ART.MI.2.6	Independently play rhythmic ostinati on pitched and non-pitched instruments	<i>Built My Lady</i> {Orff MMC 5} Use spot dots and rhythm sticks {Working} <i>Hey Diddle Diddle</i> {Navin Assessment}
	ART.MI.2.9	Utilize a syllable system for chanting and reading rhythms in duple meter: eighth, quarter, half, <i>dotted half</i> , and <i>whole notes</i>	Basketball OT analogy for dotted notes <i>Duple Rhythm Building</i> {Pinterest} <i>Notation Game</i> {Orff MMC 5} Review and identify duple meter <i>Rhythm Twister Game</i> {Pinterest} <i>I Have, Who Has Game</i> <i>Rhythm Races Game</i> ¹
Create	ART.M.II.2.1	Create rhythmic ostinati accompaniments	<i>Back to School Rhythms & Composition</i> {TPT} <i>Creating Rhythmic Phrase</i> {Orff MMC 3} <i>Drum It Out</i> {Pop Music MMC} <i>Johnny's Gone to Tea</i> {Sams} Krohn MMC 4 {USE} <i>Old Mother Brown</i> {IDEAS Music} <i>Yo Ho, I Pull the Anchor</i> {Rose}
Assess	ART.MI.2.6	PRE-TEST: Independently play rhythmic ostinati on pitched and non-pitched instruments	

¹Place rhythm flashcards on the floor in a horizontal line. I chant one of the rhythms → 1st student in each line races to grab the flashcard and run back across finish line → team with most cards wins

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Unit One

Haru Ga Kita		Movement: SPACE	
Finale	ART.MI.2.6 ART.MII.2.I		
<ul style="list-style-type: none"> Listen → look at Japanese images → discuss translation Cue RT with JOE DO at phrase endings → label RT → ID major Add surfing flow → add scarves to flow using long hang time 		<i>Space</i> {Word Document} <i>Facing the Wall</i> {Mvmt Exploration 28}	Vocabulary Exploration
<ul style="list-style-type: none"> Listen → add micro/macro with solfege → cue with signs Learn verse one with actions Learn rhythmic ostinato¹ with notation/solfege → rhythm sticks 		<i>Chirpa, Chirpa</i> {Chappelle CD I #6-Activity I}	Expression Art Music
<ul style="list-style-type: none"> Listen → rhythm solfege echoes → ID duple Review verse one Learn verse two with actions Review ostinato → add instruments in spot dot circle rotation 		<i>Life in the Bassline</i> {Movement Stories 40}	Student-Created
<ul style="list-style-type: none"> Review verse two Learn verse three with actions C sings melody and S play rhythmic ostinato Create new ostinato² 		{Repertoire Dance}	Other
<ul style="list-style-type: none"> Review verse three → assemble entire melody Learn 2/3 melody & 1/3 ostinato with drums/rhythm sticks Introduce and practice ASK ME card & distribute printed notation 		<i>Barbapapa's Groove</i> {Mileski Movement MMC}	Circle Dance

¹Revise/create rhythmic ostinato for non-pitched percussion {large hand drum} {perhaps purchase additional drums}

²I create a series of cards with 2-beat duple meter rhythms and text that relates to the song. Class selects two cards, chooses an order, performs the rhythmic ostinati using text and body percussion, and adds instruments. Repeat process with different cards. {Update *Rhythmic Ostinato Composition-Cucu, Cucu* by adding related text and rhythms.}

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Unit Two

Who Are You?

LSA		Tonal Patterns	2B3
Perform	ART.M.I.2.4	Play and/or sing ostinati patterns	<i>Donkey Riding</i> {Orff MMC 12} <i>Ghost of John</i> {JRI 3: 50} <i>I've Been to Harlem</i> {Hornbach Singing in Rain}
Create	ART.M.II.2.1	Create melodic ostinati accompaniments	<i>Built My Lady</i> {Orff MMC 5} <i>Sally Go Round the Sun</i> {Hornbach Wizards 5}
Listen	ART.M.III.2.5	Visually and aurally identify the woodwind family	
	ART.M.III.2.1	Recognize musical forms including phrases	Antiphonal singing <i>Michael Row Your Boat Ashore</i> <i>Ode to Joy</i> {Classic Tunes 28 & 5 CD 3 #7} <i>Taffy Pull/Sculpture Garden</i> {Mileski Mvmt MMC} ¹
Assess	ART.M.I.2.1	PRE-TEST: Sing with age-appropriate tone quality	1. Explain point rubric 2. Toss an object to select a S 3. C hums a familiar melody while S sings melody 4. Assess a few S each week
	MAEIA MI.30 ¹	PRE-TEST: Create a melodic phrase	Use official assessment materials

¹See assessment materials downloaded from <https://maeia.artsednetwork.org/>

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Unit Two

Skin & Bones / There Was an Old Woman		Movement: TIME	
Finale Call and Response 22	ART.M.I.2.4, ART.M.II.2.1, ART.M.III.2.1		
<ul style="list-style-type: none"> Listen → discuss text I play on recorder and C moves to micro → macro → ID triple I sing and C sways/taps {use signs to cue macro sway/micro tap} Learn melodic ostinato¹ 		<i>Time</i> {Word Document} <i>Different Parts, Different Times</i> {Mvmt Exploration 18}	Vocabulary Exploration
<ul style="list-style-type: none"> Review melodic ostinato → C = ostinato & I = verse & refrain Listen and move arms in phrase arches → define a phrase Learn refrain 		Chappelle CD 1 #9	Expression Art Music
<ul style="list-style-type: none"> Review refrain with phrase arms Learn verses C = verses and refrain & I = melodic ostinato Compose melodic ostinato using chord roots and text from song² 		<i>Fast and Slow Land</i> {Mvmt Exploration 18} <i>Sculpture Garden</i> {Mileski Movement MMC}	Circle Dance
<ul style="list-style-type: none"> Review verses Gradually split into 1/2 melody and 1/2 melodic ostinato Reinforce phrasing with sculpture garden movement activity Introduce and practice ASK ME card & distribute printed notation 		<i>Halloween</i> {K CD 5 #44}	Student-Created

¹Revise/create melodic ostinato

²Update *Melodic Ostinato Composition-Cherry Tree* by adding related text and rhythms.

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Unit Three

Gilly Good Morning {Navin}

LSA		Rhythm Patterns	4CI
Perform	ART.MI.2.8	Sing and play tonic/dominant accompaniments to familiar songs	<i>Donkey Riding</i> {Orff MMC 12} <i>Old Mother Brown</i> {IDEAS Music} <i>Polar Bear</i> {Krohn Harmonizing MMC} <i>Long Tail Blue</i> {Hornbach Singing in Rain}
	ART.MI.2.10	Use standard notation to read pitches in the pentatonic scale	Concept lesson and below ¹
Create	ART.M.II.2.2	Improvise stylistically-appropriate consequence phrases in response to rhythmic antecedent phrases	<i>Down in the Jungle</i> chant {DeBoer Programs} <i>Great Big House in New Orleans</i> {Marshall MMC} Include sixteenth notes <i>Improvise a pattern to join the line</i>
Listen	ART.M.III.2.5	Visually and aurally identify the flute	Beattles' <i>Eleanor Rigby</i>
	ART.M.III.2.4	Use vocabulary to describe the distinguishing characteristics of contrasting musical styles	
Assess	ART.MI.2.9	Utilize a syllable system for chanting and reading rhythms in duple meter: eighth, quarter, half, dotted half, and whole notes	

¹ Add activities to repertoire sequence when able

Lesson One	Echo pitch solfege with flashcards in F+
Lesson Two	Echo pitch solfege with flashcards → ID/count lines and spaces → explain solfege
Lesson Three	Echo pitch solfege with flashcards → ID flashcard in line-up → decode flashcards
Lesson Four	Echo pitch solfege with flashcards → find patterns in notation or on worksheet → decode portion of a familiar song

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Unit Three

Here Comes a Bluebird		Movement: WEIGHT	
2: 118 & 127 2 CD 3 #12	ART.MI.2.8 ART.M.II.2.2		
<ul style="list-style-type: none"> Listen to #12 → echo tonal solfege → sing RT with puppet Learn bassline using Hoberman's Sphere to show changes 		<i>Weight</i> {Word Document} Experiment with each motion <i>Pumpkin, Pumpkin</i> {Halloween Activities}	Vocabulary Exploration
<ul style="list-style-type: none"> Review bassline with stretchy band → C = BL & I = M Learn melody C = BL with sphere & I = rhythmic improvisation using solfege 		Feierabend CD 1 #2 {light} & #6 {strong} Use mvmts on weight chart	Expression Art Music
<ul style="list-style-type: none"> Review melody with STOP/GO sign → C = M & I = BL Add rhythm solfege improvisation at :lls while I play BL on xylophone 		<i>Our Gallant Ship</i> {Circle Games 49}	Circle Dance
<ul style="list-style-type: none"> Gradually split into ½ melody and ½ bassline C tiptoes macros around die cuts¹ while singing melody → turn over die cuts on my cue → hum melody or improvise rhythms → :ll Introduce and practice ASK ME card & distribute printed notation 		<i>Astronaut in Outer Space</i> {Movement Stories 67} <i>A Turkey Named Bert</i> {2 TE 3ll}	Student-Created

¹Make/use die cuts that say *melody* or *improvise* on the back

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Unit Four

Hello, Hello {Bailey Binder 74}

LSA		Tonal Patterns	2C3
Perform	ART.MI.2.9	Utilize a syllable system for chanting and reading rhythms in triple meter: eighth, dotted quarter, dotted half, and <i>quarter-eighth figures</i>	Concentric Circles Assessment Game {Olszewski MMC} <i>How Many Miles to Babylon?</i> {MIE Handout} <i>Notation Game</i> {Orff MMC 5} Review and identify triple meter <i>Snowflakes</i> {McDonough/Behrends} <i>I Have, Who Has Game</i> <i>Rhythm Races Game</i> {see Unit One}
	ART.MI.2.3	Sing expressively using phrasing and dynamics: piano, mezzo forte, forte, <i>crescendo</i> , and <i>decrescendo</i>	<u>Mortimer</u> by Robert Munsch
	ART.MI.2.5	Respond to conducting cues for dynamic levels	
Listen	ART.M.III.2.1	Recognize musical forms: Verse and Refrain	Movement ideas {Classic Tunes 236} <i>Supercalifragilistic</i> <i>YMCA</i>
	ART.M.III.2.3	Use movement, drawing, and other means to respond to given criteria in aural examples	
	ART.M.III.2.5	Visually and aurally identify the oboe	
Assess	ART.M.II.2.2	Improvise stylistically-appropriate consequence phrases in response to rhythmic antecedent phrases	

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Unit Four

Down the Ohio		Movement: LEVELS	
Orff Packet Z & AA and Finale	ART.M.III.2.1 ART.M.III.2.3 ART.M.I.2.9		
<ul style="list-style-type: none"> Listen → look at map and images → discuss text Echo rhythm solfege → ID triple Learn refrain → I add bassline Review eighth and dotted quarter notation 		<i>Levels</i> {Word Document}	Vocabulary Exploration
<ul style="list-style-type: none"> Listen → introduce form Review refrain → learn verse 1 → I add bassline Learn dotted half notation Learn dance for refrain¹ 		<i>Shape Chain</i> {Mileski Movement MMC}	Expression Art Music
<ul style="list-style-type: none"> Review form → review verse 1 → learn verse 2 Learn quarter-eighth notation Learn dance for verses¹ 		<i>Wildflowers</i> {Bailey} Class <u>hops</u> while I improvise on recorder → freeze at HML level in the shape of a <u>letter</u> → :ll with new mvmt and shape	Circle Dance
<ul style="list-style-type: none"> Review all verses and refrain Experiment with dynamics: p, mf, f, crescendo, decrescendo Review all triple meter notation Assemble entire dance Introduce and practice ASK ME card & distribute printed notation 		{Triple Meter Games}	Other

¹Dance: Students in groups of 4. VERSE = circle left 4, circle right 4, in 4, out 4. REFRAIN = right hand star 8, left hand star 8.

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Unit Five

Welcome 2012 {Working}

LSA		Rhythm Patterns	4B2 or 7A1
Perform	ART.M.III.2.2	Utilize standard notation to notate simple rhythmic patterns	<i>Saw Away</i> {Orff MMC 4}
Create	ART.M.II.2.2	Improvise stylistically-appropriate consequence phrases in response to melodic antecedent phrases	<i>Arioso</i> {Feierabend MMC} <i>Category Game</i> {Orff MMC 3} <i>Find Me a Partner</i> {Word} Krohn MMC p. 3 Q Chord/Ukelele See ORFF IMPROVISATION index card
Listen	ART.M.III.2.5	Visually and aurally identify the clarinet	
Assess	ART.M.I.2.10	<i>Use standard notation to read pitches in the pentatonic scale</i>	
	ART.M.I.2.6	POST-TEST: Independently play rhythmic ostinati on pitched and non-pitched instruments	

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Unit Five

Entry Mintry		Movement: BODY PARTS AND WHOLE	
Finale	ART.M.III.2.2 ART.M.II.2.2		
<ul style="list-style-type: none"> Listen → macro/micro → echo tonal solfege → ID minor I demonstrate improvisation process: puppets, neutral, phrases C assembles rhythms using teacher duple meter packet: solfege → neutral syllables {develop strategies to decode/visualize neutral rhythms} 		<p><i>Glue Dancing</i> {Mvmt Exploration I5}</p>	Vocabulary Exploration
<ul style="list-style-type: none"> Learn melody I improvise a melody for text¹ at each : → learn chanted text Experiment with minor improvisation → improvise responses after measures 2 & 4 {ukulele, neutral, phrases} or use <i>Unfinished Song</i> {Shouldice Research}-change to minor tonality Pairs assemble rhythms using triple packets: solfege → neutral 		<p><i>Kaleidoscope?</i> Yoga Cards {Mileski Movement MMC}</p>	Expression Art Music
<ul style="list-style-type: none"> Review melody C/S improvise melodies for text¹ at each : Learn game: C walks in circle on phrases 1 & 2, C stops and S in middle covers eyes & turns in circle while pointing on phrase 3, C holds hands except spot where chosen S was & S in middle chases chosen S around circle back to open spot at : S notate rhythms on wkshts/white boards: solfege → neutral OR see Orff/Rhythm Dictation index card 		<p>Repertoire Dance/Game</p> <p>OR</p> <p><i>Heel, Toe on the Line</i> or <i>Valentine's Day Mixer</i> {Valentine's Day Dance}</p>	Circle Dance
<ul style="list-style-type: none"> Review all components Add mvmt: A = sing melody, move to micro/macro, then turn to partner at end of A → B = right/left hand stars while I improvise 8 measures on hand drum with mallet → Improvise = I S improvises antecedent & other S improvises consequent {revise as needed} Experiment with improvisation using xylophones {see index card} Introduce and practice ASK ME card & distribute printed notation 		<p>Yoga Pose/Dance Cards {Navin K-5 Dances}</p>	Student-Created

¹Create antecedent/consequent text phrases that correlate with song & make Word document like *Find Me a Partner* → I sing antecedent using same melody each time → C/S sings consequent using improvised melody {accompany on ukulele I I I V V V V I}-sing in minor tonality

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Unit Six

Hello Everybody {Panabaker}

LSA		Tonal Patterns	5BI
Perform	ART.MI.2.I	Identify, sing, and show melodic contour: ascend, descend, repeat, skip, and step	<i>Bear Went Over the Mtn</i> {DeBoer Programs} <i>Hear the Frog</i> <i>Old Abraham Brown</i>
	ART.MI.2.II	Identify and describe expressive elements: articulations and tempi	Discuss repertoire with vocabulary
Listen	ART.M.III.2.3	Use movement, drawing, and other means to respond to given criteria in aural examples	
Assess	ART.MI.2.9	Utilize a syllable system for chanting and reading rhythms in triple meter: eighth, dotted quarter, dotted half, and <i>quarter-eighth figures</i>	
	MAEIA MEI30	POST-TEST: <i>Create a melodic phrase</i>	

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Unit Six

Hot Dog		Movement: SHAPE	
Finale Notation PDF Bar Graph PDF, & PowerPoint	ART.MI.2.1 ART.M.III.2.3		
<ul style="list-style-type: none"> Listen → macro/micro movement → tonal solfege → ID major Introduce contour as <i>shape of melody</i> Discover repeating contour using PowerPoint/bulletin board/PDFs Sing melody 		<p><i>Letter Shapes</i> {Mvmt Exploration 50}</p>	Vocabulary Exploration
<ul style="list-style-type: none"> Learn melody Review melodic contour and repeating contour Discover stepwise and skipping Move to ascending/descending in song but don't discuss 		<p><i>Spelling Dance</i> {Mvmt Exploration 51}</p>	Expression Art Music
<ul style="list-style-type: none"> Review melody, contour, repeating, stepwise, and skipping Learn ascending/descending Add ascending/descending movement → label 		<p><i>This Too Shall Pass</i></p>	Student-Created
<ul style="list-style-type: none"> Sing and move to melody Review melodic contour and all types I improvise melodies on recorder → C IDs contour {see review activities on slides 14-16 and use for group work with melodic contour cards} Introduce and practice ASK ME card & distribute printed notation 			Circle Dance

Second Grade

Unit Seven¹

Jazzy Hello {Bailey Binder 72}

LSA		Rhythm Patterns	4C2 or 7A2
Create	ART.M.II.2.3	Improvise rhythmic variations for familiar songs	See index card
Listen	ART.M.III.2.5	Visually and aurally identify the bassoon	
Assess	ART.M.III.2.2	<i>Utilize standard notation to notate simple rhythmic patterns</i>	

¹Unit Seven is intentionally light. Use this time to complete previous units, work ahead in Unit Eight, and/or supplement with SEL lessons.

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Unit Eight

Hello Song {Beths Notes Plus}

LSA		Tonal Patterns	5CI
Perform	ART.M.III.2.2	<i>Utilize standard notation to notate simple melodic patterns</i>	<i>Concept lesson and modify to DRMFS Music staff white boards</i>
Create	ART.M.II.2.4	Compose a pentatonic song for pitched instruments	Eight xylophones
Listen	ART.M.III.2.5	Visually and aurally identify the saxophone	
Assess	ART.M.II.2.2	<i>Improvise stylistically-appropriate consequence phrases in response to melodic antecedent phrases</i>	
	ART.M.I.2.1	POST-TEST: Sing with age-appropriate tone quality	<ol style="list-style-type: none"> 1. Explain point rubric 2. Toss an object to select a S 3. C hums a familiar melody while S sings melody 4. Assess a few S each week

Supplemental Activity: *Summer Duple Rhythms Composition* {PDF}

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Unit Eight

Compose Pentatonic Songs for Melodic Instruments		Movement: LOCOMOTION	
Xylophone Composition Worksheet Second Grade {PDF}	ART.M.II.2.4		
<ul style="list-style-type: none"> • Demonstrate playing technique → discuss instrument care • Choose 8 groups of 3+ → discuss group etiquette 		Locomotion {Word Document}	Vocabulary Exploration
<ul style="list-style-type: none"> • Explore • Compose • Notate 		<i>Movement Combinations</i> {Word Document & Chappelle CD 2 #8}	Expression Art Music
<ul style="list-style-type: none"> • Revise • Notate 		<i>Jump Jim Along</i> {Circle Dances 52}	Student-Created
<ul style="list-style-type: none"> • Practice • I demonstrate performance process/etiquette 		<i>John Kanaka</i> {Call and Response 7}	Circle Dance
<ul style="list-style-type: none"> • Perform 			Other