




























2nd Grade music

USOE Fine Arts Rainbow Chart


Second - Page 1	Elements of Music with definitions	Experience/Identify <i>Label, list, name, define, relate, recall and use music making tools</i>	Explore/Contextualize <i>Discover, look at, investigate, experience and form ideas</i>	Apply/Build Skills <i>Apply, construct, demonstrate, evaluate and practice</i>	Analyze/Integrate <i>Compare, contrast, distinguish, examine, and incorporate.</i>	Research/Create <i>Study, explore, seek, be creative, imagine and produce</i>	Refine/Contribute <i>Show skill criterion mastery for grade level, give opinions, support others, and show work</i>
<p>Previously mastered grade level skills</p> <p>Vocal development</p> <ul style="list-style-type: none"> Singing vs. speaking voice <p>Melody</p> <ul style="list-style-type: none"> High/low, up/down Pitch accuracy in a limited range Children's songs Folk songs Singing games Traditional songs 	<p>SING Vocal Development: care, development, and proper use of the voice</p> <p>Melody: a sequence of single pitches that move up, down, or repeat</p>	<p>Experience the difference between the speaking and the singing voice</p> <p> CD2 #53 Zoodeo</p> <p>Experience many songs appropriate to the child's voice</p> <p>Experience a wide variety of traditional songs & singing games</p> <p></p>	<p>Explore singing in a natural voice through a variety of simple songs and singing games</p> <p>Explore singing many songs appropriate to the child's voice</p> <p>Explore singing call and response songs</p> <p> CD2 #17 Oh My Aunt Came Back</p> <p> CD2 #23 Pizza, Pizza</p>	<p>Apply good singing skills to a variety of songs and singing games</p> <p></p> <p>Practice singing a variety of songs in a natural voice with attention to matching pitch by carefully listening to self and others</p>	<p>Analyze pitch patterns that are common to various songs</p> <p> CD1 #9 Bluebird, Bluebird "Bluebird, bluebird, through my window" s-m-s-m-s-l-s-m</p> <p> CD2 #44 Tony Chestnut "Tony Chestnut knows I love you" s-m-s-m-s-l-s-m</p> <p>Analyze recurring pitch patterns within familiar songs</p> <p> CD1 #33 I Bought Me a Cat Repetition of each animal's sounds</p>	<p>Create vocal characterizations in a song that tells a story</p> <p>Sing simple conversations using a limited number of pitches</p> <p>Create new words and rhymes for favorite songs and singing games</p> <p></p> <p>I Bought Me a Cat, lesson, creating</p>	<p>Perform songs in-tune using a natural singing voice</p>
<p>Beat</p> <ul style="list-style-type: none"> Steady beat <p>Meter</p> <ul style="list-style-type: none"> Strong and weak beats in groups of 2 & 4 <p>2</p> <p>♥♥ □□</p> <p>— —</p> <p> </p> <p>S w S w w w</p>	<p>PLAY Beat: the underlying pulse of music</p> <p>Meter: patterns of strong and weak beats</p>	<p>Experience the feeling of steady beat</p> <p> CD1 #32 Hush Little Baby Lesson, singing</p> <p>Experience feeling strong and weak beats in songs and listening selections</p>	<p>Explore steady beat in a variety of songs and recorded music</p> <p>Explore strong/weak beat patterns in groups of 2 and 4 in familiar songs and listening selections</p> <p> CD1 #9 Bluebird, Bluebird lesson, singing, playing</p>	<p>Practice playing the beat of songs, chants and rhymes.</p> <p>Practice playing strong and weak beat patterns in groups of 2 and 4 with body percussion and classroom instruments</p>	<p>Recognize & move to the beat in recorded music and familiar songs</p> <p> CD1 #15 Chicka Hanka lesson, playing</p> <p>Analyze and respond to repeated patterns of strong and weak beats in groups of 2 and 4</p> <p></p> <p>Obwisana lesson, playing</p>	<p>Create simple two or four beat movement patterns to steady beat</p> <p>Create iconic patterns to represent strong and weak beats in groups of 2 and 4</p>	<p>Perform songs accompanied by body percussion or classroom instruments</p>

Second - Page 2		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously mastered grade level skills	Elements of Music with definitions	<i>Label, list, name, define, relate, recall and use music making tools</i>	<i>Discover, look at, investigate, experience and form ideas</i>	<i>Apply, construct, demonstrate, evaluate and practice</i>	<i>Compare, contrast, distinguish, examine, and incorporate.</i>	<i>Study, explore, seek, be creative, imagine and produce</i>	<i>Show skill criterion mastery for grade level, give opinions, support others, and show work</i>
Beat <ul style="list-style-type: none"> Steady beat Meter <ul style="list-style-type: none"> Strong and weak beats in groups of 2 & 4 <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>2</p> <p>♥ ♥</p> <p>■ □</p> <p>— —</p> <p>S w</p> </div> <div style="text-align: center;"> <p>4</p> <p>♥ ♥ ♥ ♥</p> <p>■ □ □ □</p> <p>— — — —</p> <p>S w w w</p> </div> </div> Second- page 2 Rhythm <ul style="list-style-type: none"> Beat/divided beat Sound /silence/ rest 	PLAY Beat: the underlying pulse of music Meter: patterns of strong and weak beats Rhythm: combinations of long and short, sound or silence.	Experience the feeling of steady beat  CD1 #32 Hush Little Baby Lesson, singing Experience feeling strong and weak beats in songs and listening selections Experience the relationship between steady beat and divided beat using sound or silence  Obwisana lesson, creating	Explore steady beat in a variety of songs and recorded music Explore strong/weak beat patterns in groups of 2 and 4 in familiar songs and listening selections  CD1 #9 Bluebird, Bluebird lesson, singing, playing Explore beat and divided beat using body percussion and classroom instruments  Chicka Hanka lesson, playing	Practice playing the beat of songs, chants and rhymes. Practice playing strong and weak beat patterns in groups of 2 and 4 with body percussion and classroom instruments Practice clapping or playing the rhythm of syllables within the lyrics in songs and rhymes  CD1 #32 Hush Little Baby lesson, playing	Recognize & move to the beat in recorded music and familiar songs  CD1 #15 Chicka Hanka lesson, playing Analyze and respond to repeated patterns of strong and weak beats in groups of 2 and 4  Obwisana lesson, playing Analyze patterns of beat and divided beat using sound and silence in familiar songs  I Bought Me a Cat	Create simple two or four beat movement patterns to steady beat Create iconic patterns to represent strong and weak beats in groups of 2 and 4 Create a simple rhythmic or vocal ostinato to accompany a familiar song	Perform songs accompanied by body percussion or classroom instruments
Form <ul style="list-style-type: none"> Phrase Combinations of same/different Tempo <ul style="list-style-type: none"> Fast/slow Dynamics <ul style="list-style-type: none"> Loud/soft 	LISTEN Form: how music is organized Phrase: a musical statement. Expressive Elements Tempo: the speed of the beat. Dynamics: degrees of loud & soft.	Experience same and different phrases in music  CD1 #6 Apples and Bananas lesson, playing, creating Experience tempo and dynamics in music	Explore same and different phrases in a variety of music Explore dynamics and tempo in a variety of classroom music and play activities	Practice responding to same and different phrases in music  Bluebird, Bluebird lesson, creating Practice singing songs or playing instruments with varying dynamics and tempo	Analyze same and different melodic and rhythmic phrases in music  CD2 #44 Tony Chestnut lesson, listening, creating Analyze tempo and dynamics in songs or recorded music  CD1 #26 Going to the Zoo	Combine phrases, songs, rhymes, or chants to create a two or three part form  Tony Chestnut lesson, creating Create expression in music by varying the dynamics and tempo  Hickory Dickory Dock lesson, creating	Perform a song accompanied by classroom instruments Perform music with sensitivity to dynamics and tempo






Second - Page 3 Previously mastered grade level skills	Elements of Music with definitions	Experience/ Identify <i>Label, list, name, define, relate, recall and use music making tools</i>	Explore/ Contextualize <i>Discover, look at, investigate, experience and form ideas</i>	Apply/ Build Skills <i>Apply, construct, demonstrate, evaluate and practice</i>	Analyze/ Integrate <i>Compare, contrast, distinguish, examine, and incorporate.</i>	Research/ Create <i>Study, explore, seek, be creative, imagine and produce</i>	Refine/ Contribute <i>Show skill criterion mastery for grade level, give opinions, support others, and show work</i>
Timbre <ul style="list-style-type: none"> Voice or instrument 	Timbre: (tam'-ber) tone color, the unique sound made by an instrument or voice.	Experience timbre differences in instruments and voices  Apples and Bananas lesson, playing	Explore vocal and instrumental timbres  Explore various timbres of classroom instruments	Practice identifying instruments or voices by sound  Putamayo Kids, <i>African Playground</i> www.putamayo.com	Analyze music examples to identify instruments and voices  Putamayo Kids, <i>Folk Playground</i> , www.putamayo.com	Create mood or characterizations using instrumental or vocal timbres	Perform a song with vocal and instrumental timbre specified by the children
Iconic examples <ul style="list-style-type: none"> Beat divided beat  Meter  Rhythm Sound/silence  Pitch examples:  	READING / WRITING Icons: non-traditional symbols representing musical elements	Experience visual representations of beat, meter, rhythm, and pitch Rhythm:  Pitch: 	Explore icons representing beat, meter, rhythm and pitch in a variety of songs  The More We Get Together lesson, listening	Respond to iconic representation of beat, meter, rhythm and pitch  Tony Chestnut lesson, playing, listening	Analyze iconic representation of beat, meter, rhythm and pitch  Bluebird, Bluebird lesson, listening  Putamayo Kids: <i>Dreamland, World Lullabies & Soothing Songs</i> www.putamayo.com	Create and perform iconic representation of beat, meter, rhythm and pitch	Perform short iconic representations of beat, meter, sound or silence, rhythm and pitch

Resources

State Approved Music Resources K-6:
<http://www.schools.utah.gov/curr/FineArt>

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SONGS AND MUSIC ACTIVITIES FOR ELEMENTARY TEACHERS AND THEIR STUDENTS, USOE Songbook and CDs available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training.
 - Movement CD companion for USOE Songbook
 - DVD: *SINGING, PLAYING, CREATING, & LISTENING—Ideas for Teaching the State Music Core* Songbook, CDs, and DVD available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training.
- Approved textbook series:
- McMILLAN/MCGRAW-HILL** <http://www.mhschool.com/music/student/index.html>
 - PEARSON ED. PUBLISHING** (previously Silver Burdett) www.scottforesman.com

Professional Music Teaching Organizations

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UTAH MUSIC EDUCATORS ASSOCIATION (UMEA) and Teachers of Elementary Classroom Music (TECM) www.umea.us
- 
DALCROZE EURYTHMICS, Dalcroze Society of America: <http://www.dalcrozeusa.org/home.html>
- 
EDUCATION THROUGH MUSIC (ETM) Richards Institute of Education and Research: <http://richardsinstitute.org/Default.aspx>
- 
KODÄLY: Organization of American Kodaly Educators (OAKE) www.oake.org Utah, UFULKS
- 
ORFF: American Orff-Schulwerk Association (AOSA) www.aosa.org Utah, UAOSA

Web Links:



<http://www.classicsforkids.com> **CLASSIC FOR KIDS**: lesson ideas, listening maps, composers, music dictionary, etc.



<http://www.classroomclassics.com> **CLASSROOM CLASSICS**: CDs for Utah and American History, Utah State Song, patriotic songs, holiday music & programs



http://www.putumayo.com/en/putumayo_kids.php **PUTAMAYO KIDS**: CDs, folk songs, multicultural, and world music listening resource , examples:



<http://www.sfskids.org/templates/splash.asp> **SAN FRANCISCO SYMPHONY FOR KIDS**: all about the symphony orchestra