

## Grade 2 Music

Diary map is based on the 2013-2014 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
Aug. - Sept.	<p><b>Rhythm</b> Why is a steady beat important to music?</p> <p><b>Pitch</b> How can we use our voice to show the difference in pitches?</p>	<p><b>Rhythm</b> -Steady beat</p> <p><b>Pitch</b> -Heavier and lighter registers -Pitch syllables: <i>mi, so, la</i></p>	<p><b>Rhythm</b> -Identify if a song has a steady beat -Move to show a song has a steady beat</p> <p><b>Pitch</b> -Sing alone and with others using heavier and lighter registers -Sing alone and with others using the pitches <i>mi, so</i> and <i>la</i></p>	<p>-Teacher observation</p> <p>-Pupil performance</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Drums -Lummi Sticks -Egg Shakers -All instruments</p> <p>-Various CD's</p>	<p>-Wikipedia -YouTube -SmartBoard -Smart Exchange</p>
Oct.	<p><b>Pitch</b> How can we use our voice to show the difference in pitches?</p> <p><b>Music History and Culture</b> How do composers vary in style?</p>	<p><b>Pitch</b> -Heavier and lighter registers -Pitch syllables: <i>mi, so, la</i></p> <p><b>Music History and Culture</b> -Holiday music</p>	<p><b>Pitch</b> -Sing alone and with others using heavier and lighter registers -Sing alone and with others using the pitches <i>mi, so</i> and <i>la</i></p> <p><b>Music History and Culture</b> -Use drums, rhythm sticks and shakers to show style and steady beat -Listen to musical examples -Perform musical activities relating to holidays and thematic units</p>	<p>-Teacher observation</p> <p>-Pupil performance</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Various CD's</p>	<p>-Wikipedia -YouTube -SmartBoard -Smart Exchange</p>
Nov.	<p><b>Pitch</b> How can we use our voice to show the</p>	<p><b>Pitch</b> -Heavier and lighter registers</p>	<p><b>Pitch</b> -Sing alone and with others using heavier and</p>	<p>-Teacher observation</p> <p>-Pupil performance</p>	<p>-McGraw-Hill <i>Share the Music</i></p>	<p>-Wikipedia -YouTube -SmartBoard</p>

Grade 2 Music

Diary map is based on the 2013-2014 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
	<p>difference in pitches?</p> <p><b>Music History and Culture</b> How do composers vary in style?</p> <p><b>Rhythm</b> Why is a steady beat important to music?</p>	<p>-Pitch syllables: <i>mi, so, la</i></p> <p><b>Music History and Culture</b> -Holiday music</p> <p><b>Rhythm</b> -Ostinatos</p>	<p>lighter registers -Sing alone and with others using the pitches <i>mi, so</i> and <i>la</i> -Move to show the direction of pitches</p> <p><b>Music History and Culture</b> -Use drums, rhythm sticks and shakers to show style and steady beat -Listen to musical examples -Perform musical activities relating to holidays and thematic units</p> <p><b>Rhythm</b> -Define ostinato -Perform ostinatos to accompany music</p>		<p>-<i>Music K-8</i> magazine</p> <p>-Various CD's</p>	<p>-Smart Exchange</p>
Dec.	<p><b>Pitch</b> How can we use our voice to show the difference in pitches?</p> <p><b>Music History and Culture</b> How do composers vary in style?</p>	<p><b>Pitch</b> -Heavier and lighter registers</p> <p><b>Music History and Culture</b> -Holiday music</p>	<p><b>Pitch</b> -Sing alone and with others using heavier and lighter registers</p> <p><b>Music History and Culture</b> -Use drums, rhythm sticks and shakers to show style and steady beat -Listen to musical examples</p>	<p>-Teacher observation</p> <p>-Pupil performance</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Drums -Lummi Sticks -Egg Shakers -All instruments</p> <p>-Various CD's</p>	<p>-Wikipedia -YouTube -SmartBoard -Smart Exchange</p>

Grade 2 Music

Diary map is based on the 2013-2014 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
			-Perform musical activities relating to holidays and thematic units			
Jan.	<p><b>GRANDPARENT DAY – REHEARSALS</b></p> <p><b>Pitch</b> How can we use our voice to show the difference in pitches?</p>	<p><b>GRANDPARENT DAY – REHEARSALS</b></p> <p><b>Pitch</b> -Heavier and lighter registers</p>	<p><b>GRANDPARENT DAY – REHEARSALS</b></p> <p><b>Pitch</b> -Sing alone and with others using heavier and lighter registers -Sing alone and with others using different pitches. -Move to show the direction of pitches</p>	<p>-Teacher observation</p> <p>-Pupil performance</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Various CD’s</p>	
Feb.	<p><b>GRANDPARENT DAY – REHEARSALS</b></p> <p><b>Pitch</b> How can we use our voice to show the difference in pitches?</p>	<p><b>GRANDPARENT DAY – REHEARSALS</b></p> <p><b>Pitch</b> -Heavier and lighter registers</p>	<p><b>GRANDPARENT DAY – REHEARSALS</b></p> <p><b>Pitch</b> -Sing alone and with others using heavier and lighter registers -Sing alone and with others using different pitches. -Move to show the direction of pitches.</p>	<p>-Teacher observation</p> <p>-Pupil performance</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Various CD’s</p>	
March	<p><b>Tone Color</b> How can you vary your instrumental timbre?</p>	<p><b>Tone Color</b> -Instrumental timbre</p>	<p><b>Tone Color</b> -Play instruments to show the difference in tone color -Show the difference in sound between drums, woods, shakers and</p>	<p>-Teacher Observation</p> <p>-Pupil performance</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p>	<p>-Wikipedia</p> <p>-YouTube</p> <p>-SmartBoard</p>

Grade 2 Music

Diary map is based on the 2013-2014 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
	<p><b>Rhythm</b> Why is a steady beat important to music?</p> <p><b>Melody</b> How do different pitches affect a song?  How can we use instruments to show the difference in pitches?</p> <p><b>Literacy</b> How does literacy affect music?</p>	<p><b>Rhythm</b> -Steady Beat -Notation</p> <p><b>Melody</b> -High pitches and low pitches -Melodic direction: pitches moving up and down</p> <p><b>Literacy</b> -Sound poems</p>	<p>scrapers -Explore the different timbres of many different instruments -Explore the different ways to play instruments</p> <p><b>Rhythm</b> -Show a steady beat while playing a game -Show the difference between 1 sound, 2 sounds and no sound to a beat using rhythmic -Echo speak a poem in rhythm</p> <p><b>Melody</b> -Play high and low sounds on barred instruments -Play melodies going up and down</p> <p><b>Literacy</b> -Play instruments while reciting a poem</p>		<p>-Various CD's</p> <p>-Mallet Madness</p>	
April	<p><b>Tone Color</b> How can you vary your instrumental timbre?</p>	<p><b>Tone Color</b> -Instrumental timbre</p>	<p><b>Tone Color</b> -Play instruments to show the difference in tone color -Show the difference in sound between drums, woods, shakers and scrapers -Explore the different</p>	<p>-Teacher Observation</p> <p>-Pupil performance</p>	<p>-McGraw-Hill Share <i>the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p>	<p>-Wikipedia</p> <p>-YouTube</p> <p>-SmartBoard</p>

Grade 2 Music

Diary map is based on the 2013-2014 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
	<p><b>Rhythm</b> Why is a steady beat important to music?</p> <p><b>Melody</b> How do different pitches affect a song?  How can we use instruments to show the difference in pitches?</p> <p><b>Harmony</b> What can we do to create harmony in music?</p> <p><b>Literacy</b> How does literacy affect music?</p>	<p><b>Rhythm</b> -Steady Beat -Notation -Ostinatos</p> <p><b>Melody</b> -High pitches and low pitches -Melodic direction: pitches moving up and down</p> <p><b>Harmony</b> -Borduns -2 and 3-part accompaniment</p> <p><b>Literacy</b> -Sound poems</p>	<p>timbres of many different instruments -Explore the different ways to play instruments</p> <p><b>Rhythm</b> -Show a steady beat while playing a game -Show the difference between 1 sound, 2 sounds and no sound to a beat using rhythmic -Perform ostinatos to accompany music -Echo speak a poem in rhythm</p> <p><b>Melody</b> -Play high and low sounds on barred instruments -Play melodies going up and down</p> <p><b>Harmony</b> -Perform borduns on barred instruments to produce harmony in music -Create 2 and 3-part accompaniment to poems and chants</p> <p><b>Literacy</b> -Play instruments while reciting a poem</p>		-Mallet Madness	

Grade 2 Music

Diary map is based on the 2013-2014 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
May	<p><b>Pitch</b> How can we use our voice to show the difference in pitches?</p> <p><b>Rhythm</b> Why is a steady beat important to music?</p>	<p><b>Pitch</b> -Heavier and lighter registers -Pitch notation</p> <p><b>Rhythm</b> -Steady Beat -Notation</p>	<p><b>Pitch</b> -Sing alone and with others using heavier and lighter registers -Sing alone and with others using different pitches -Move to show the direction of pitches -Internalize missing pitches in music -Notate pitches on a staff -Sing alone and with others using the pitches <i>mi, so</i> and <i>la</i></p> <p><b>Rhythm</b> -Show a steady beat while playing a game -Show the difference between 1 sound, 2 sounds and no sound to a beat using rhythmic -Perform ostinatos to accompany music -Observe the importance of silence in music (rests) -Echo speak a poem in rhythm</p>	<p>-Teacher observation</p> <p>-Pupil performance</p>	<p>-McGraw-Hill Share <i>the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p> <p>-Mallet Madness</p>	<p>-Wikipedia -YouTube -SmartBoard</p>