

**Curriculum Development Course at a Glance
Planning for 2nd Grade Music**

Content Area	Music	Grade Level	2 nd Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Expression of Music	1. Expressively perform simple songs in small groups or independently	MU09-GR.2-S.1-GLE.1	
	2. Perform simple rhythmic, melodic, and harmonic patterns	MU09-GR.2-S.1-GLE.2	
2. Creation of Music	1. Create musical phrases in the form of simple questions and answers alone and in small groups	MU09-GR.2-S.2-GLE.1	
	2. Identify rhythmic and melodic notation patterns	MU09-GR.2-S.2-GLE.2	
3. Theory of Music	1. Comprehension and use of appropriate vocabulary for dynamics, tempo, meter and articulation	MU09-GR.2-S.3-GLE.1	
	2. Comprehension of beginning notational elements and form in music	MU09-GR.2-S.3-GLE.2	
	3. Comprehension of vocal and instrumental tone colors	MU09-GR.2-S.3-GLE.3	
	4. Comprehension of beginning melodic and rhythmic patterns	MU09-GR.2-S.3-GLE.4	
4. Aesthetic Valuation of Music	1. Demonstrate respect for individual, group, and self-contributions in a musical setting	MU09-GR.2-S.4-GLE.1	
	2. Articulate reactions to the elements and aesthetic qualities of musical performances using musical terminology and movement	MU09-GR.2-S.4-GLE.2	
	3. Demonstrate increased awareness of music in daily life or special events	MU09-GR.2-S.4-GLE.3	

Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Won't You be My Neighbor?	Instructor Choice	Instructor Choice
Stories through Music	Instructor Choice	Instructor Choice
Musical Ecosystem	Instructor Choice	Instructor Choice

**Curriculum Development Overview
Unit Planning for 2nd Grade Music**

Unit Title	Won't You be My Neighbor?		Length of Unit	Instructor Choice
Focusing Lens(es)	Relationships	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.2-S.1-GLE.1, MU09-GR.2-S.1-GLE.2 MU09-GR.2-S.2-GLE.1 MU09-GR.2-S.3-GLE.1, MU09-GR.2-S.3-GLE.2, MU09-GR.2-S.3-GLE.3, MU09-GR.2-S.3-GLE.4 MU09-GR.2-S.4-GLE.1, MU09-GR.2-S.4-GLE.2, MU09-GR.2-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Why is music different from culture to culture? (MU09-GR.2-S.3-GLE.3) and (MU09-GR.2-S.4-GLE.1,2,3) • Why do people use music in ceremonies and social events? • What clues identify music from different cultures? • How would another culture describe your music? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Culture (world music, folk songs, value), Rhythm, Melody, Instrumental/Vocal Tone Color, Form, Dynamics, Tempo, Mood, Tradition, Style			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Cultures pass on traditions through music. (MU09-GR.2-S.1-GLE.1,2) and (MU09-GR.2-S.3-GLE.1,3) and (MU09-GR.2-S.4-GLE.3-EO.c,d)	How do cultures pass music from generation to generation?	How do outside factors shape the transmission of folk music's evolution?
Music evolves based on the changing needs of the people. (MU09-GR.2-S.3-GLE.1,.2,3) and (MU09-GR.2-S.4-GLE.2,3)	In what ways can music change in a folk song?	What would happen if a work song became a play party song?
Music can create empathy to the values of other cultures. (MU09-GR.2-S.4-GLE.1,3)	What commonalities does our culture share with other cultures?	How does listening to cultural music create empathy with another culture?
Musical style creates cultural identity and unity. (MU09-GR.2-S.1-GLE.1) and MU09-GR.2-S.2-GLE.2) and (MU09-GR.2-S.3-GLE.1,2,3-EO) and (MU09-GR.2-S.4-GLE.1,2,3)	What are three different styles of dance?	Why is dance important to specific cultures?

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Unit Planning for 2nd Grade Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Music is passed through the aural tradition (MU09-GR.2-S.1-GLE.1-EO.a) and (MU09-GR.2-S.4-GLE.3-EO.c, d) • Specific cultural dance styles (i.e. play parties, long-ways set, mixers, etc.) (MU09-GR.2-S.4-GLE.3-EO.c, d) • Specific multi-cultural music (i.e. Troika, Birch Tree, Jambo, Funga Alafia, Bobby Shafto, Ring Around the Rosie, Frere Jacques, Sei Sei Sei) (MU09-GR.2-S.1-GLE.1) and (MU09-GR.2-S.4-GLE.1,3) • The historical background of specific multi-cultural music (MU09-GR.2-S.4-GLE.3-EO.c, d) • Music evolves through time(MU09-GR.2-S.1-GLE.1; MU09-GR.2-S.4-GLE.1,3) 	<ul style="list-style-type: none"> • Sing, play, and move to a variety of multi-cultural music (MU09-GR.2-S.1-GLE.1) • Identify/create rhythmic and melodic patterns unique to various multi-cultural style (MU09-GR.2-S.2-GLE.2) • Comprehend and identify culturally specific vocal and instrumental tone colors (MU09-GR.2-S.3-GLE.3) • Express the idea/mood of music of various cultures (MU09-GR.2-S.4-GLE.2,3-EO.c, d) • Recognize music from different cultures (MU09-GR.2-S.4-GLE.3)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Folk music creates connections between a culture’s traditions and its people.</i></p>
<p>Academic Vocabulary:</p>	<p>Diversity, Culture, Communities, Traditions, Multi-Cultural, Neighborhoods, Empathy, Dance</p>
<p>Technical Vocabulary:</p>	<p>Tone Color, Form, Folk Music, Play Party, Long-ways Set</p>

**Curriculum Development Overview
Unit Planning for 2nd Grade Music**

Unit Title	Stories Through Music		Length of Unit	Instructor Choice
Focusing Lens(es)	Play/Exploration Relationships	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.2-S.1-GLE.1, MU09-GR.2-S.1-GLE.2 MU09-GR.2-S.2-GLE.1, MU09-GR.2-S.2-GLE.2 MU09-GR.2-S.3-GLE.1, MU09-GR.2-S.3-GLE.2, MU09-GR.2-S.3-GLE.3, MU09-GR.2-S.3-GLE.4 MU09-GR.2-S.4-GLE.1, MU09-GR.2-S.4-GLE.2, MU09-GR.2-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What happens in the music to give you the idea of particular mood? (MU09-GR.2-S.2-GLE.1) and (MU09-GR.2-S.3-GLE.1,3) and (MU09-GR.2-S.4-GLE.1,2,3) • What instrument tone color represents the hero? • What instrument tone color represents the villain? • How does music set the scene? • Is there more than one way to tell a story in music? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Style, Rhythm, Melody, Tone Color, Form, Dynamics, Tempo, Musical Preferences, Mood, Improvisation			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Musical preferences influence choices in improvisation. (MU09-GR.2-S.2-GLE.1-EO.c) and (MU09-GR.2-S.4-GLE.1,2,3)	What tempo is appropriate if the mood is sad?	How do individual preferences affect the performance of a song by different groups?
Different styles inspire the creation of compositional moods. (MU09-GR.2-S.2-GLE.1,2) and (MU09-GR.2-S.3-GLE.1,2) and (MU09-GR.2-S.4-GLE.1,2,3)	What moods are in the music?	How can you portray the mood of the story through music?
Knowing musical concepts improves improvisation (MU09-GR.2-S.1-GLE.1,2) and (MU09-GR.2-S.2-GLE.1) and (MU09-GR.2-S.3-GLE.1,3) and (MU09-GR.2-S.4-GLE.2)	Which instrument represents each character? How would you demonstrate ABA?	How would you improvise two contrasting moods?

**Curriculum Development Overview
Unit Planning for 2nd Grade Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Ways to use tone colors to highlight moods, characters, and situations to fit specific stories (MU09-GR.2-S.3-GLE.3) • How music expresses moods (MU09-GR.2-S.1-GLE.1,2) and (MU09-GR.2-S.2-GLE.2) and (MU09-GR.2-S.3-GLE.3) • Creative movement conveys the meaning (MU09-GR.2-S.2-GLE.1-EO.c) and (MU09-GR.2-S.3-GLE.1-EO.b, c) and (MU09-GR.2-S.3-GLE.2-EO.a) and (MU09-GR.2-S.4-GLE.2, 3) • The meaning of improvisation (MU09-GR.2-S.2-GLE.1) • Collaboration is essential in performing music (MU09-GR.2-S.4-GLE.1,2) 	<ul style="list-style-type: none"> • Perform a student created musical composition (MU09-GR.2-S.1-GLE.1,2) • Create a musical composition (MU09-GR.2-S.2-GLE1,2) • Identify/describe musical elements within the context of a story (MU09-GR.2-S.3-GLE.1,2,3,4) and (MU09-GR.2-S.4-GLE.2,3) • Demonstrate musical elements within the context of performing a story (MU09-GR.2-S.3-GLE.1-EO.b, c) and (MU09-GR.2-S.4-GLE.1,2,3) • Show appropriate audience behavior while listening to peer performances (MU09-GR.2-S.4-GLE.1,3)

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Information about the character’s mood and the story’s scene can be heard through musical elements.</i></p>
<p>Academic Vocabulary:</p>	<p>Character, Mood, Story, Setting, Ending, Style</p>
<p>Technical Vocabulary:</p>	<p>Improvisation, Form, Melody, Rhythm, Tone Color, Tempo, Dynamics</p>

**Curriculum Development Overview
Unit Planning for 2nd Grade Music**

Unit Title	Musical Ecosystem		Length of Unit	Instructor Choice
Focusing Lens(es)	Structure and Function	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.2-S.1-GLE.1, MU09-GR.2-S.1-GLE.2 MU09-GR.2-S.2-GLE.1, MU09-GR.2-S.2-GLE.2 MU09-GR.2-S.3-GLE.1, MU09-GR.2-S.3-GLE.2, MU09-GR.2-S.3-GLE.3, MU09-GR.2-S.3-GLE.4 MU09-GR.2-S.4-GLE.1, MU09-GR.2-S.4-GLE.2, MU09-GR.2-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does movement demonstrate what we see and hear? (MU09-GR.2-S.1-GLE.1) and (MU09-GR.2-S.2-GLE.1,2) and (MU09-GR.2-S.3-GLE.1,3) and (MU09-GR.2-S.4-GLE.1,2,3) • How is improvisation and patterning present in different places? • What in the environment inspires the creation and invention of instruments? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Musical Preferences, Value, Musical Elements (rhythm, melody, environmental/instrumental/vocal timbre, form, dynamics, tempo, texture), Improvisation, Observation, Investigate/Discovery, Technique, Science			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Specific musical techniques can transfer from traditional instruments to creative, non-traditional instruments through investigation and discovery. (MU09-GR.2-S.1-GLE.1,2) and (MU09-GR.2-S.3.GLE.1,3) and (MU09-GR.2-S.4-GLE.1,3)	What action is used to play a drum?	What everyday items can be used to make instruments that represent sounds in the environment?
Investigation and discovery triggers the expression of musical elements through different media including voice, instruments, and movement. (MU09-GR.2-S.1-GLE.1) and(MU09-GR.2-S.2-GLE.1) and (MU09-GR.2-S.3-GLE.1,3,4) and (MU09-GR.2-S.4-GLE.1,2)	What is one item that requires the scrape motion to make sound?	How would you move and what sounds would you make in response to a specific item in your environment?
Observation of environmental music provides a vehicle to learn and practice musical techniques (MU09-GR.2-S.1-GLE.1,2) and (MU09-GR.2-S.2-GLE.1,2) and (MU09-GR.2-S.3-GLE.1,3) and (MU09-GR.2-S.4-GLE.1,2,3)	What sounds do you hear in the environment?	What instruments could represent the elements wind, water, fire, and earth?

**Curriculum Development Overview
Unit Planning for 2nd Grade Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> Instrumental and Vocal Sound groupings (i.e. woodwind, brass, string, percussion, soprano, alto, tenor, bass) (MU09-GR.2-S.3-GLE.3) That movement creates sound (MU09-GR.2-S.2-GLE.1) and (MU09-GR.2-S.3-GLE.1-EO.a, b) and (MU09-GR.2-S.4-GLE.2,3) The meaning of improvisation (MU09-GR.2-S.2-GLE.1-EO) The importance of environmental and instrumental music (MU09-GR.2-S.4-GLE.1,2,3)) 	<ul style="list-style-type: none"> Demonstrate collaborative skills (MU09-GR.2-S.4-GLE.1-EO.b, c) Show proper instrumental technique (MU09-GR.2-S.1-GLE.1,2) Perform instrumental and environmental sounds (MU09-GR.2-S.1-GLE.1,2) Improvise musical phrases using learned musical elements (MU09-GR.2-S.2-GLE.1-EO.a, b, d) Re-create environments using instruments with musical elements (MU09-GR.2-S.2-GLE.1-EO.a b, d) and (MU09-GR.2-S.3-GLE.1,4) Re-create environments using creative movement with musical elements (MU09-GR.2-S.2-GLE.1-EO.c) and (MU09-GR.2-S.3-GLE.1,2.) and (MU09-GR.2-S.4-GLE.2-EO.b) Be able to discuss preferences for sounds (MU09-GR.2-S.4-GLE.1,2,3)

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Creative movement, voice, and instruments illustrate and reproduce any environmental setting.</i></p>
<p>Academic Vocabulary:</p>	<p>Investigate, Material, Ecosystem, Environment, Preference, Observe, Represent, Symbolize, Technique, Sound, Vibration, Acoustics</p>
<p>Technical Vocabulary:</p>	<p>Melody, Rhythm, Texture, Tempo, Dynamics, Improvisation, Environmental Instruments, Instrumental Families/Names, Timbre</p>