

Stockton Unified School District  
Curriculum Map

General Music

Grade 2

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
1, 4	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;"><b>First Six Weeks</b></div> <p><b>I. RHYTHM</b></p> <p>A. Beat Awareness</p> <ol style="list-style-type: none"> <li>1. Beat accompaniment</li> </ol> <p>B. Tempo</p> <ol style="list-style-type: none"> <li>1. Body percussion, locomotor, non-locomotor</li> </ol> <p>C. Rhythm of the Words</p> <ol style="list-style-type: none"> <li>1. Syllabication</li> </ol>	<p>Perform beat accompaniment (with body percussion, movement, or instruments) for a song/poem or listening example</p> <p>Perform rhythm of words using lowest 5 or highest 5 pitches on pitched Orff instruments (pentatonic)</p>	<p>"Song Time" - STM Grade 2</p> <p>"Aiken Drum" - STM Grade 3</p> <p>"Acka Backa" - STM Grade 1</p> <p><i>Blackberry Quadrille</i> - RM #2</p> <p>"Sally on the Seesaw" (Appendix)</p> <p>"Cross Patch" (Appendix)</p> <p>"Coffee Grows on White Oak Trees" (Appendix)</p>	<p><u>Language Arts</u>: extending vocabulary, syllabication, sequencing, phonemic segmentation</p>
1	<p><b>II. MELODY</b></p> <p>A. Vocal Tone</p> <ol style="list-style-type: none"> <li>1. Echo-sing</li> <li>2. Good vocal tone</li> </ol> <p>B. Size/Pitch Relationship</p> <ol style="list-style-type: none"> <li>1. Size related to pitch</li> <li>2. Identification</li> </ol> <p>C. High and Low</p> <ol style="list-style-type: none"> <li>1. Pitch description</li> <li>2. Movement response</li> <li>3. Instruments in pentatonic</li> </ol>			<p><u>Social Studies</u>: predicting</p> <p><u>Language Arts</u>: fluency</p>
1	<p><b>III. HARMONY</b></p> <p>A. Chord Bordun Accompaniment</p> <ol style="list-style-type: none"> <li>1. Correct mallet technique</li> </ol> <p><b>IV. FORM</b></p>			<p><u>Language Arts</u>: following directions, shared/choral reading</p>

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1	<p style="text-align: center;"><b>First Six Weeks</b></p> <p><b>V. EXPRESSIVE QUALITIES</b>            A. Unpitched Families                1. Categorization                2. Correct technique</p> <p><b>VI. ANALYSIS</b></p>			<p><u>Science</u>: categorizing</p> <p><u>Language Arts</u>: classification</p>
1	<p style="text-align: center;"><b>Second Six Weeks</b></p> <p><b>I. RHYTHM</b>            A. Iconic Notation for One Sound and No Sound Per Beat                1. Body percussion/unpitched</p> <p>B. Traditional Notation - Quarter Note and Rest (4-Beat Patterns)                1. Body percussion/unpitched</p> <p>C. Rhythm of the Words                1. Performance/labeling</p>	Respond to cues, demonstrating beat or rhythm of the words (with body percussion)	<p>"I Have a Car" - STM Grade 2</p> <p>"Aiken Drum" - STM Grade 3</p> <p><i>In the Hall of the Mountain King</i> – STM Grade 2</p>	<p><u>Math</u>: organizing information</p> <p><u>Language Arts</u>: syllabication</p>
1	<p><b>II. MELODY</b>            A. Solfege and Hand Signs for Sol-Mi-La Pitches                1. Iconic notation                2. Performance                3. Echo-sing</p> <p>B. Pitch-Matching                1. Echo-sing patterns</p>	Aurally identify short Sol-Mi-La patterns		<p><u>Math</u>: patterns</p> <p><u>Language Arts</u>: listening for a purpose, listening for multiple step oral directions</p>

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	<b>Third Six Weeks</b>			
1	<b>I. RHYTHM</b> A. One Sound, Two Equal Sounds, and No Sound 1. Echo - Quarter, Two Eighths, and Quarter Rest 2. Movement 3. Performance B. Notation - Quarter, Two Eighths, and Quarter Rest in "Beat Boxes" 1. Performance 2. Identification 3. Creation <b>II. MELODY</b>	Aurally identify 4-beat notated rhythm pattern using quarter, two eighths, and quarter rest		<u>Math</u> : organizing information <u>Language Arts</u> : shared/choral reading
1	<b>III. HARMONY</b> A. Broken Chord Bordun Accompaniment 1. Performance			<u>Language Arts</u> : following directions, poetry
3	<b>IV. FORM</b> A. Introduction and Coda 1. Listening 2. Performance			<u>Math</u> : sequencing
3, 4	<b>V. EXPRESSIVE QUALITIES</b> A. Body Shapes 1. Contrasting shapes B. Mirror Movement 1. Mirror movement performance C. Forte and Piano 1. Movement response 2. Contrasting dynamic levels 3. Speech			<u>Math</u> : spatial relationship <u>Language Arts</u> : extending vocabulary, speaking/listening, oral readings

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	<p style="text-align: center;"><b>Third Six Weeks</b></p> <p><b>VI. ANALYSIS</b> A. Comparison of Mood, Dynamics, and Tempo 1. Two listening examples</p>		<p>“Arabian and Russian Dances” from <i>Nutcracker</i> - STM Grade 2</p>	<p><u>Language Arts</u>: compare/contrast</p>
	<p style="text-align: center;"><b>Fourth Six Weeks</b></p>			
1, 4	<p><b>I. RHYTHM</b> A. Simple Ostinato 1. Speech 2. Movement 3. Unpitched instruments B. Movement/Dance 1. Body facing vs. direction of travel 2. Skip, gallop, and sashay</p>	Maintain a simple ostinato as accompaniment for speech/song	<p>“Cathy Clink” – Carol King (Appendix) “Eh Soom Boo Kawayya” - STM Grade 2 (Ostinato in Appendix) “Nigun Atik” - STM Grade 3 “Irish Washerwoman” – RM #3</p>	<p><u>Math</u>: patterns, spatial relationships, fluency, shared/choral reading, vocabulary</p>
1	<p><b>II. MELODY</b> A. Notation - Sol, Mi, and La on Staff 1. Identification 2. Line notes, space notes 3. Performance B. Pitch-Matching 1. Echo-sing</p>	Name pitches in a Sol-Mi-La notated pattern		<p><u>Language Arts</u>: organizing information</p>
3, 4	<p><b>IV. FORM</b></p>			

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	<b>Fourth Six Weeks</b>			
3	<b>V. EXPRESSIVE QUALITIES</b> A. Pitched Percussion Families <ol style="list-style-type: none"> <li>1. Categorization</li> <li>2. Performance in families</li> </ol>			<u>Language Arts</u> : classification <u>Science</u> : categorizing <u>Math</u> : compare/contrast
3	<b>VI. ANALYSIS</b> A. Repeating vs. Non-Repeating Patterns <ol style="list-style-type: none"> <li>1. Aural discrimination</li> </ol>			<u>Language Arts</u> : listening critically
	<b>Fifth Six Weeks</b>			
1	<b>I. RHYTHM</b>			
1	<b>II. MELODY</b> A. Solfege and Hand Signs for Mi, Re, and Do <ol style="list-style-type: none"> <li>1. Echo-sing</li> </ol> B. Mi, Re, and Do in Pentatonic Melodies <ol style="list-style-type: none"> <li>1. Mi, Re, Do performance</li> <li>2. Pentatonic performance</li> </ol>			<u>Language Arts</u> : shared/choral reading, organizing information
1	<b>III. HARMONY</b> A. Melodic Ostinato <ol style="list-style-type: none"> <li>1. Ostinato performance</li> </ol>			<u>Math</u> : patterns

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	<b>Fifth Six Weeks</b>			
1, 3, 4	<p><b>IV. FORM</b></p> <p>A. Like and Different Sections (Iconic ABA)</p> <ol style="list-style-type: none"> <li>1. Performance</li> <li>2. Movements</li> <li>3. Descriptions</li> <li>4. Icons</li> </ol> <p>B. Simple Rondo (ABACA)</p> <ol style="list-style-type: none"> <li>1. Performance</li> <li>2. Section labeling</li> </ol>	<p>Perform ABA</p> <p>Identify B section in a listening example</p> <p>Perform a rondo</p> <p>Identify/label sections of a rondo (listening example)</p>	<p>"If" – <i>Tyme for a Rhyme</i>, Randy DeLelles/Jeff Kriske</p> <p>"Hop Old Squirrel" (ABA) arr. Carol King (Appendix)</p> <p>"The Clock at Night" – STM Grade KK</p> <p>"Trepak" – STM Grade 2</p> <p><i>Margie</i> (Speech) - Carol King</p> <p>"Viennese Musical Clock" (ABACA) - STM Grade 2</p>	<p><u>Language Arts</u>: compare/contrast, classifying</p> <p><u>Math</u>: sequencing</p>
1, 3	<p><b>V. EXPRESSIVE QUALITIES</b></p> <p>A. Mirroring with Partners</p> <ol style="list-style-type: none"> <li>1. Descriptions</li> <li>2. Mirror movement</li> </ol> <p>B. Contrasting Body Shapes</p> <ol style="list-style-type: none"> <li>1. Creating</li> </ol>			<p><u>Language Arts</u>: giving demonstrations, antonyms</p> <p><u>Math</u>: spatial relationship</p> <p><u>Social Studies</u>: making decisions</p>
3	<p><b>VI. ANALYSIS</b></p> <p>A. Analysis of Sectional Form</p> <ol style="list-style-type: none"> <li>1. Listening example</li> </ol>			<p><u>Language Arts</u>: critical listening</p> <p><u>Science</u>: classifying</p>

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<p>1</p> <p>1</p> <p>1</p>	<p><b>Sixth Six Weeks</b></p> <p><b>I. RHYTHM</b></p> <p>A. One Sound, Two Equal Sounds, and 2-Beat Sounds</p> <ol style="list-style-type: none"> <li>1. Performance</li> <li>2. Movement</li> </ol> <p>B. Notation - Tied Quarter Notes</p> <ol style="list-style-type: none"> <li>1. Performance</li> </ol> <p>C. Notation - Half Notes</p> <ol style="list-style-type: none"> <li>1. Performance</li> <li>2. Identification</li> </ol> <p>D. Imitation - 8-Beat Patterns</p> <ol style="list-style-type: none"> <li>1. Two levels of body percussion</li> </ol> <p><b>II. MELODY</b></p> <p>A. Sol, Mi, Re, Do and La, Sol, Mi, Re, Do Patterns/Melodies</p> <ol style="list-style-type: none"> <li>1. Performance</li> </ol> <p><b>III. HARMONY</b></p> <p>A. Melodic Ostinato</p> <ol style="list-style-type: none"> <li>1. Vocal/instrumental</li> </ol> <p><b>IV. FORM</b></p> <p>A. Verse-Refrain Songs</p> <ol style="list-style-type: none"> <li>1. Performance</li> </ol>	<p>Aurally recognize Mi-Re-Do patterns in a listening example/song</p>	<p>"I Have a Car" - STM Grade 2</p> <p>"Hot Cross Buns" - STM Grade 3</p> <p>"Bow Wow Wow" - STM Grade 2</p>	<p><u>Math</u>: patterns</p> <p><u>Language Arts</u>: organizing information, responsive listening</p> <p><u>Language Arts</u>: organizing information, shared/choral reading</p> <p><u>Language Arts</u>: fluency and expression, sequencing</p> <p><u>Math</u>: patterns</p>

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3	<p><b>VI. ANALYSIS</b></p> <p>A. Size/Pitch Relationship within Orchestral Families</p> <ol style="list-style-type: none"> <li>1. Identification</li> </ol>			<p><u>Math</u>: predicting</p>

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