



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Music (Grade 2)

Course Description:

The curriculum for this required course is developed from the [Wisconsin Standards for Music](#). Students will be exposed to and practice skills related to: reading literature, reading informational text, writing, speaking and listening, and language. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

Mastery Standards:

CREATING

Improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources. (MG1.Cr.2.e)

Explore the creation of short pieces using standard and/or alternative notation. (MG.1.Cr.3.e)

Identify musical ideas through verbal, written, aural, or technological means. (MG.1.Cr.4.e)

PERFORMING

Explore and identify the meaning of a song through its text by singing and/or playing an instrument. (MG2.P.1.e)

Explore music through both reading and aural approaches. (MG2.P.5.e)

RESPONDING

Express musical ideas through verbal, movement, written, or artistic means. (MG3.R.2.e)

Identify proper concert/audience etiquette. (MG3.R.4.e)

Unit	Description of Unit and Learning Targets
<p>Unit Title: Melodic (Improvisation & Composition)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How do musicians make creative decisions? 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Be able to identify on staff do, re, mi, so, la, and high do. Be able to improvise and compose do, re, mi, so, la, high do on melodic instruments. Be able to correctly sing do, re, mi, so, la, high do in simple songs and two-part canons.
<p>Unit Title: Rhythmic (Improvisation & Improvisation)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How do musicians generate creative ideas? How do musicians improve the quality of their creative work? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Be able to perform a musical question and answer Be able to read, improvise and compose with rhythms that include quarter notes, quarter rests, eighth notes, half notes, half rests, whole notes and whole rests. Be able to accompany songs using simple and walking borduns.
<p>Unit Title: Performing/Concert</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How does understanding the structure and context of musical works inform 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Be able to apply proper concert etiquette through posture, presentation behavior, and listening skills.

<p>performance?</p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? 	<ul style="list-style-type: none"> • Be able to demonstrate proper audience behavior.
<p>Unit Title: Listening and Responding (Peer Gynt)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do we discern musical creators' and performers' expressive intent? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Be able to identify and explain dynamics piano, forte, crescendo and decrescendo. Be able to identify changes in tempo slow, medium and fast.