

# HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



COURSE/SUBJECT

2nd Grade Music

...singing, performing, improvising, composing, reading, listening, evaluating, understanding music (National Standards)

ELEMENT	KEY CONCEPTS	BENCHMARKS
Rhythm	<ul style="list-style-type: none"> <li>• Rhythm is the organization of long and short sounds and silences into patterns, moving with an underlying steady beat.</li> <li>• Rhythmic durations can be notated with icons or specific music symbols.</li> <li>• Meter is the organization of the underlying pulse into groups of twos or threes.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a steady beat through moving, singing, chanting and playing.</li> <li>• Create different ways to keep a steady beat through moving, chanting, and/or playing.</li> <li>• Identify and demonstrate long and short sounds and silences.</li> <li>• Demonstrate strong beats through movement.</li> <li>• <b>Echo, improvise, read and perform more complex rhythm patterns.</b></li> </ul>
Melody	<ul style="list-style-type: none"> <li>• Melody is the organization of pitch and duration and may have a tonal center.</li> <li>• Melodies can be notated with icons or specific musical symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate melodic contour through movement and singing.</li> <li>• Listen, analyze and describe characteristics of a melody.</li> <li>• Sing and play a melody independently and with others.</li> <li>• Perform short melodies that move by steps, repeats, and skips.</li> <li>• <b>Create melodies within a tonality.</b></li> <li>• <b>Improvise simple melodies.</b></li> </ul>
Harmony	<ul style="list-style-type: none"> <li>• Harmony is the simultaneous performance of two or more parts that are different yet musically compatible.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify unison vs. harmony.</b></li> <li>• <b>Perform independent instrumental parts while others sing.</b></li> <li>• <b>Perform simple ostinato accompaniments.</b></li> </ul>

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Form	<ul style="list-style-type: none"> <li>Form is the organization of musical ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Move to demonstrate same and different.</li> <li>Sing and perform same and different musical ideas.</li> <li><b>Create short pieces in AB and ABA form.</b></li> <li><b>Perform and improvise within AB, ABA forms.</b></li> </ul>
Expression	<ul style="list-style-type: none"> <li>Expressive elements (tempo, timbre, dynamics, articulation, and phrasing) are manipulated in performance to create an effect or mood.</li> </ul>	<ul style="list-style-type: none"> <li>Move to demonstrate loud/soft and fast/slow music.</li> <li><b>Describe the effect that expression has on music.</b></li> <li><b>Sing expressively using dynamics and tempo.</b></li> </ul>
Timbre	<ul style="list-style-type: none"> <li>Timbre is the organization of different qualities of sound generated by the manipulation of various physical materials found in the following: vocal, environmental, acoustic and electronic music.</li> </ul>	<ul style="list-style-type: none"> <li>Use classroom instruments, voices, and other sources to demonstrate a variety of sounds in music.</li> </ul>
Style	<ul style="list-style-type: none"> <li>Styles of music reflect historic/cultural traditions and genres.</li> <li>One piece of music may be performed in a variety of different styles.</li> </ul>	<ul style="list-style-type: none"> <li>Sing and perform a varied repertoire of music representing genres and styles from diverse cultures.</li> <li>Listen, move to, and describe a variety of styles, cultures, and historical periods.</li> </ul>
Texture	<ul style="list-style-type: none"> <li>Texture is the layering of sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Identify group vs. solo performance.</li> <li>Perform simple solo and group songs.</li> </ul>
Etiquette	<ul style="list-style-type: none"> <li>At a performance, there are expectations for both performers and audience members.</li> <li>Proper respect and care of musical instruments and equipment have a profound effect on their ability to function and endure.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate correct posture while performing.</li> <li>Respond appropriately to the musical cues of a director.</li> <li>Demonstrate active listening skills when listening to a performance.</li> <li>Demonstrate proper handling of classroom instruments.</li> </ul>