

PITTSGROVE TOWNSHIP SCHOOL DISTRICT

Course Name: Music	Grade Level(s): 2nd
Department: Humanities	Credits: N/A
BOE Adoption Date: 9/17/2020	Revision Date(s): 6/18/2020

Course Description

The organization of the visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. There are four visual and performing arts standards, as follows. Standards 1.1 and 1.2, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of creating. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture. Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. Standard 1.3 is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of performing/interpreting. Like Standard 1.1, standard 1.3 is made up of four arts- specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art. Standard 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Standard 1.4 addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts process of responding. This standard pertains to all four 4 arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust + =LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: Music 2

Prerequisite(s): N/A

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1:Patterns of Strong/Weak Beats	1 1/2	<i>VPA.1.1.2.B.CS1</i> <i>VPA.1.1.2.B.1</i> <i>VPA.1.1.2.B.2</i> <i>VPA.1.3.2.B.CS1</i>	Recall the definition of steady beat-Perform steady beat in a song-Define strong beat-Define weak beat-Feel and find the strong and weak beats in music	Understand that the beat stays the same-Understand that patterns of strong and weak beats will determine the meter
Unit 2:Note Durations-Accent Marks-Writing Notes and Rests	1 1/2	<i>VPA.1.3.2.B.1</i> <i>VPA.1.3.2.B.CS3</i> <i>VPA.1.3.2.B.CS5</i> <i>VPA.1.3.2.B.CS6</i>	Define Duration-Identify whole, half, quarter and eighth notes-Define accent mark-Notate whole, half, quarter, and beamed eighth notes	Understand that different rhythms represent different lengths of sound-Accurately perform various contrasting durations of sound-Accurately perform accent marks-Compose using contrasting durations

Unit 3: The Baroque Period- Baroque Music- Baroque Composers and Orchestra	3 Weeks	VPA.1.4.2.A.CS1 VPA.1.4.2.A.1 VPA.1.4.2.A.2 VPA.1.4.2.A.3 VPA.1.4.2.B.CS1 VPA.1.4.2.B.CS2 -	Recognize the Baroque period as a time when music was very fancy- Name two famous Baroque composers- Define composer- Recognize the most notable Baroque composers as Bach, Vivaldi, and Handel	Listen to, discuss, analyze and critique the Baroque period as a style, and the leading composers of the Baroque period
Unit 4: My Voice is an Instrument- Singing Solfege- Singing Partner Songs	1	VPA.1.3.2.B.CS2 VPA.1.3.2.B.2 VPA.1.3.2.B.CS4 VPA.1.3.2.B.4	Define diaphragm- Define home tone and demonstrate by singing it in a song- Recognize do-mi-sol aurally	Understand that the voice/body is an instrument and should be treated as such- Understand that just as all instruments require technique, so does the voice/body- Accurately audiate and perform the home tone in a song and do-mi-sol patterns

<p>Unit 5:Adding “issimo”- Crescendo and Decrescendo- Dynamics Create Interest</p>	<p>1</p>	<p>VPA.1.1.2.B.2 VPA.1.1.2.B.CS3 VPA.1.1.2.B.3 VPA.1.3.2.B.CS1</p>	<p>Recall the meaning of forte and piano-Define "issimo"-Define crescendo and decrescendo-Aurally recognize crescendo and decrescendo in music-Recall that composers use dynamic contrasts to make music more interesting</p>	<p>Understand that musicians employ dynamics to add expression to music-Understand that dynamics can affect how music makes us feel</p>
<p>Unit 6:AB Form and Repeat Sign-ABA Form-ABACA Form</p>	<p>1</p>	<p>VPA.1.3.2.B.1 VPA.1.3.2.B.CS3 VPA.1.3.2.B.CS5 VPA.1.3.2.B.CS6</p>	<p>Recall that a simple, common form is AB or verse/chorus-Explain that a repeat sign at the end of a section tells us to repeat that section of music</p>	<p>Understand that a repeat sign saves time and space by not having to write a section of music twice</p>

Unit 7:Melodic Direction-Melodic Phrases-The Pentatonic Scale	1	VPA.1.1.2.B.2 VPA.1.1.2.B.CS3 VPA.1.3.2.B.1 VPA.1.3.2.B.CS3 VPA.1.3.2.B.3	Recognize that melodies can move by steps, skips, and repeated notes-Define Melodic Direction-Define skip, step, and repeated notes	Understand that melody is built upon combinations of steps, skips and repeated notes-Understand that phrases are musical sentences-Understand that scales are tools used to construct melodies
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