

J.E. COSGRIFF SCHOOL

MR. DAVID ASMAN

SECOND GRADE MUSIC CURRICULUM

My curriculum will sequence music skills and objectives that support the National Standards for Arts Education, which in turn influenced the Utah State Music Core, as well as that of our Diocese.

Objectives are organized into five conceptual areas: Rhythm, Melody, Harmony, Form, and Timbre.

Students approach objectives through a variety of experiences: Moving, Speaking, Singing, Listening, Playing, and Notating.

Lessons unfold through different stages of learning: Imitation, Exploration, Improvisation, and Visualization.

Objectives are presented through different stages of teaching: Introduction, Reinforcement, and Assessment.

Your students will be playing pitched instruments, including, glockenspiels, metallophones, and xylophones. A sampling of some of the unpitched instruments include wood blocks, maracas, rain sticks, tambourines, triangles, cowbells, hand drums, and tubanos(conga drums).

They will be taught RHYTHM: demonstrate pulse, identify and label the half note and half rest, define tempo, experience meter, and recognize the time signature; MELODY: demonstrate contour and vocal technique, develop a repertoire of songs, experience and perform MRD (Mi Re Do) melodies, et al; HARMONY: develop mallet technique, demonstrate the ostinato and simple bordun, experience major/minor and suspended pitch; FORM: demonstrate phrase, identify Coda, ABC, and barline/double bar/measure, and explore time/space/shape/force; TIMBRE: identify forte/piano, pitched percussion, accent, and demonstrate hand drum technique.

A sampling of songs they will sing include ‘America, the Beautiful’, ‘Down in the Valley’, ‘I Hear the Train A-comin’, ‘Martin Luther King’, ‘The Star Spangled Banner’, ‘Up on the Housetop’, ‘You’re a Grand Old Flag’.

We will listen to recordings including ‘The Four Seasons’ by Vivaldi, ‘Chinese Dance’, ‘Funeral March of a Marionette’ by Gounod, ‘Old Joe Clark’, and ‘Yankee Doodle’.

GRADING POLICY

The ability to perform, create, and listen to music with understanding is a goal for every student.

Students are evaluated in the areas of content (50%), and effort/participation (50%).

The following assessment tools are used to determine mastery of material being taught:

1. Auditory- For example: pitch matching, solfege singing, listening
2. Verbal- For example: definitions of terms
3. Visual- For example: reading melodic and rhythmic notation
4. Kinesthetic- For example: movement activities, body percussion
5. Written- For example: identify eighth, quarter and half notes

Classroom Rules: ***M.U.S.I.C***

Make Good Choices

Use Your Best Voice

Stay In Your Place

Instruments – Use Them Properly

Care About Others in Room

Classroom management is maintained, in part, utilizing the following discipline cycle: Visual warning>Verbal warning>Watching turn/Disciplinary Referral (depending on grade)>Removal from activity along with communication with parent(s) and administration.

The development of musicianship is the goal of the program. The ultimate aim is to enrich the lives of the children-aesthetically, socially, academically, and personally. For all students, music can be a catalyst toward the maximum development of individual potential.