

SYLLABUS

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Conference Hours	By appointment

Course Name	MUSIC
Course Number	
Grade Level	Second Grade
Textbooks	none
Resources	none
Required Materials	2 two-pocket folders, 1 pack 4x6 index cards (blank and color)

Course Description:

The goal of this course is to enhance the second graders' artistic perception, and to give them the necessary skills to express themselves creatively through vocal and instrumental improvisation and performance.

In music class, the students begin to recognize pitch, tempo, dynamics and form in short songs and classical music excerpts, and apply this knowledge to read, write and perform simple patterns of pitch, using verbal syllables of solfège: Do-Ré-Mi-Fa-So-La-Ti-Do.

Students further learn and discuss elements of multicultural music, such as rhythms and instruments, and learn to visually and aurally identify world and western instruments.

The music program designed for second graders combines the Visual and Performing Arts Standards set by the California Department of Education, which includes recognizing, basic reading and writing of music by following ascending and descending melodic contours, responding to as well as performing beats and melodies on simple classroom band instruments such as tambourines, rhythms sticks, slide whistles, xylophones, triangles, using quarter notes, eighth notes, half notes, and rests, to a sensitive group vocal performance of bilingual repertoire, from patriotic songs to Christmas songs, favorite musical numbers, as well as songs and games by other cultures and in foreign languages.

In second grade, the students will form a xylophone ensemble and play beats, rhythms and melodies on their own and in small groups. Students will begin to build up a vocabulary appropriate to talking about music, and discuss their feelings and their findings about listening examples, and all the uses of music in our daily lives.

The special focus of this class is Water as nature's architect and composer, as students listen to and discuss classical music that imitates the sound of water gushing, trickling, raging, falling, and rippling. Students will use instruments that imitate the sound of water, such as rain sticks, wave drums, thunder tubes, and sand blocks, and experiment using their own bodies and making instruments themselves to re-create all the sounds that water makes.

ESLRs Addressed

1a	1b	1c	2a	2b	2c	3a	3b	3c	4a	4b	4c	5a	5b	5c
Re-enter in the following boxes the designated ESLRs numbers, which are addressed by this course														
1b	2b		3b			4a, 4b			5a, 5b, 5c					

Content Standards

The following is the California Department of Education Content Standards of this Course.

Grade Two

Visual and Performing Arts: Music Content Standards.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- *1.1 Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests.*
- *1.2 Read, write, and perform simple patterns of pitch, using solfege.*

Listen to, Analyze, and Describe Music

- *1.3 Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.*
- *1.4 Identify simple musical forms, emphasizing verse/refrain, AB, ABA.*
- *1.5 Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.*

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

- *2.1 Sing with accuracy in a developmentally appropriate range.*
- *2.2 Sing age-appropriate songs from memory.*
- *2.3 Play rhythmic ostinatos on classroom instruments.*

Compose, Arrange, and Improvise

- *2.4 Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.*

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

- *3.1 Identify the uses of specific music in daily or special events.*

Diversity of Music

- *3.2 Sing simple songs and play singing games from various cultures.*
- *3.3 Describe music from various cultures.*

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

- *4.1 Use the terminology of music in discussing individual preferences for specific music.*

Derive Meaning

- *4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.*
- *4.3 Identify how musical elements communicate ideas or moods.*
- *4.4 Respond to a live performance with appropriate audience behavior.*

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

- *5.1 Identify similar themes in stories, songs, and art forms (e.g., patterns, texture).*

Careers and Career-Related Skills

- *5.2 Identify and discuss who composes and performs music.*

Questions: State Board of Education | 916-319-0827

Last Reviewed: Friday, April 6, 2018

If need be please use additional pages

Common Core Standards (If available)

The following is the Common Core Standards

If need be please use additional pages

Subject Matter Covered

Semi-quarter syllabus includes the textbook chapters, additional resources and other relevant information to be used

Semi-Quarter 1	
Week 1	Music Ed: Meet and greet, classroom rules Water Music: instruments that imitate the sounds of water: concept and illustrations Choir: Զանգն Առաջին , Armenian Back to School theme song
Week 2	Music Ed: “America” song, 338, Patriotic Song, melody, rhythms Choir: Զանգն Առաջին
Week 3	Music Ed: “Step in Time” song, 6, beat and rhythm Choir: “Columbus Sailed” song, 344, So-Mi pattern, loud and soft
Week 4	Music Ed: Xylophone practice: scale up and scale down, solfège pitch names Choir: “Columbus Sailed” review
Week 5	Music Ed: “Check it Out, Respect” song, 10, pitch versus melody, higher versus lower, repeat sign Choir: Review “Columbus sailed” and Զանգն Առաջին

Semi-Quarter 2	
Week 1	Music Ed: Water Music: Instruments that imitate the sounds of water: showcase rain stick, wave drum, sand block, thunder tube Choir: “Apple Picker’s Reel” song, 343, sing half notes, quarter notes
Week 2	Music Ed: “I Bought Me A Cat” song, 14, quarter note, eighth notes, quarter rest, long versus short beats “Yankee Doodle” song, verse and refrain
Week 3	Music Ed: “Lemonade” song, 19, Read So-Mi
Week 4	Music Ed: Xylophone practice: play and sing from low Do to high Do Choir: “This is Halloween” song, 346, Vocal tone, singing, meaning
Week 5	Music Ed: “Baby Beluga” song, <i>f-p</i> dynamics Choir: “Pick A Pumpkin” song, 347/2, AB Form, find beats in a bar

Semi-Quarter 3	
Week 1	Music Ed: Water Music: listening to piano music by L.Berio, “Wasserklavier”, discuss Choir: “Thank You” song, 349/2, phrasing
Week 2	Music Ed: “Chichipapa” song, 22, and “Loose Tooth” song, 28, quarter note and eighth notes Choir: “Thank You” song, phrasing, quarter note, half note, index cards Armenian Fall theme song: Չսն, ջսն, ջսն, աչուն է
Week 3	Music Ed: Listening to Music: “Flight of The Bumblebee”, 40, and “Gavotte”, 41: Tuba and Cello Recycle for Sound, 36, rhythm patterns on found instruments
Week 4	Music Ed: “Doggie, doggie” song, 59, Identify Mi-So-La, quarter note and eighth notes Music class notes: reflect “Tinga Layo” song, 50, hand signs for Mi-So-La
Week 5	Music Ed: “Puff The Magic Dragon” song, 54, 2/4 meter, find beat “Take Me Out To The Ball Game” song, 56/2, 3/4 meter: find strong beat in duple and triple meter Choir: Armenian Christmas theme song: Տօնածառ

Semi-Quarter 4	
Week 1	Music Ed: Water Music: Listening to Music: T.Takemitsu, “Rain Tree Sketch” Choir: Չմեռ , Armenian Winter theme song
Week 2	Music Ed: Listening to Music: P.I.Tchaikovsky, “Chinese Dance” from Nutcracker Ballet, 354, tone color Choir: “I Saw Three Ships” song, 359, dynamics
Week 3	Music Ed: “Up On The Housetop” song, 356/2, play the beat with wrist bells and tambourines Choir: Review all Christmas Songs
Week 4	Music Ed: “Pizza, Pizza” song, 62, call and response “Skating” song, 350, steady beat in 2/4 meter Choir: Armenian Vartanantz song: Իմ Հայրենեաց Հողի Վարդան
Week 5	Music Ed: Xylophone practice by reviewing music alphabet “Martin Luther King” song, 364/2, steady beat, play rhythms with cymbals

Semi-Quarter 5	
Week 1	Music Ed: Water Music: Listening to Music: M.Ravel, “Jeux d’Eaux” “Willowbee” song, 68/2, AB Form Hand signs for solfège
Week 2	Music Ed: Listening to Music: A.Vivaldi, “Concerto for 2 trumpets”, 72/2, brass instruments “This Is My Country” song, 86/2, half notes
Week 3	Music Ed: “Shake The Papaya Down” song, 90/2, So-Mi-Do, sing and use hand signs, discuss high-middle-low sounds “You Are My Sunshine” song, 369, shape of melody
Week 4	Music Ed: Xylophone practice Choir: “Who Chopped The Cherry Tree Down” song, 371, solo singing, group singing “Skinnamarink” song, 368/2, Valentine theme song
Week 5	Music Ed: “Dal Taro Kacha” song, 98, Do-Mi-So “The Ducks” song, 100, half notes “Listen to the Rain” book, read and improvise sounds with the story using hands and breath Listening to Music: C. Ives, “Washington’s Birthday” orchestral music

Semi-Quarter 6	
Week 1	Music Ed: Water Music: Listening to Music: C.Debussy, “La Cathédrale Engloutie” Choir: “Duck” song, 100/2, half notes, index cards
Week 2	Music Ed: “Hello, Hello There” song, 126, dotted whole note Choir: Գարունը, Armenian Spring Theme Song Review Duck song, add movement
Week 3	Music Ed: “Old Woman and The Pig” song, 130, Ré “Land of the silver birch” song, 88/3 student book, quarter note and half note, sing using index cards, sing and play xylophone Choir: “The Wee Falorie Man” song, 375, low So, high So
Week 4	Music Ed: Listening to Music: P.I.Tchaikovsky, “Peter and The Wolf”, 161, clarinet Index cards for half notes and eighth notes Play band music following a map, 374
Week 5	Music Ed: “Big Beautiful Planet” song, 374, quarter note and eight notes “Hello, hello there” song, 126/2, dotted half note, index cards

Semi-Quarter 7	
Week 1	Music Ed: “Let’s go fly a kite” song, 134/2 student book, verse and refrain, index cards “On Top Of Spaghetti” song, 312, tie and beat control
Week 2	Music Ed: “We’re Sailing Down The River” song, 166/2, dotted quarter note “Artichokes” song, 314/2, dotted eighth and sixteenth notes, rhythm accuracy
Week 3	Music Ed: “La Choisy” song, 177/2, French Horn “Lassus Trombone” song, 191/2, Trombone Treble clef, Bass clef, index cards, practice writing
Week 4	Music Ed: “Grasshopper” poem, poem for two voices from Joyful Noises book, read together, read alone, read the same words, read different words Choir: Երգ Մայրիկին, Mother’s Day Armenian theme song
Week 5	Music Ed: “Seeds and Seasons” song, 206/2, 2/4. meter “Welcome Is The Month Of May” song, 378/2, phrasing and articulation

Semi-Quarter 8	
Week 1	Music Ed: Water Music: experiment in class with glass cups full of water, by bowing the edges with a violin bow to produce resonance “Animal Fair” song, 214/2, 2/4. Meter Choir: Armenian patriotic song Երեւան
Week 2	Music Ed: “In The Market of San Juan” song, 226-227/2, Orchestral Instruments Families “The Food Song”, 318/2, good diction, AB Form
Week 3	Music Ed: Step, Skip, Leap: shape of melodies, 232-234/2 “City Traffic” song, 328, read and perform patterns to accompany a poem “A place in the choir” song, 308/2 student book, high sounds versus low sounds
Week 4	Music Ed: Index cards for AB, ABA, and Rondo Form Practice singing City Traffic and The food song, using index cards of Form
Week 5	Music Ed: “Garden Song”, 236/2, melodic shape “Shoo Fly” song, 222/2, Rondo Form

Classroom Rules

This section includes rules set by the teacher and the consequences of violating these rules. The classroom rules are in addition to the school Rules and Regulations.

All school-wide rules apply to Music class.

In addition:

Respect Music Class

Respect Teachers and Classmates

Respect and Care for the Musical Instruments

Assessment Method

This section includes rules set by the school administration

Test/Quiz Policy

Students take at least TWO tests and two quizzes per class or course per semi-quarter. Two to four quizzes may be counted as one test. It is up to the individual teacher to adopt a policy to drop the lowest test grade of a student in calculating the quarter grade. No more than two tests are scheduled on the same day. The test scheduled last will be automatically dropped.

Test/Quiz Make-Up

Students with **excused** absences shall have the opportunity to complete missed class work and make up all tests receiving full credit. The student is responsible to arrange for the make-up.

Students who miss a test/quiz because of an **unexcused** absence will receive a failing grade on that test/quiz, except when the teacher decides to offer the chance for make-up.

If a student misses a test/quiz while on suspension, he/she will not have the opportunity to make up the test/quiz and will receive an "F".

Cheating

Acts of cheating or plagiarism will result in suspension and the student will receive an "F" (20/100) on the test or the assigned work.

This section includes grade percent distribution and additional rules set by the teacher

Assessment in music class is primarily informal, and it consists of reviewing, questioning, repeating and re-teaching the material in efforts to encourage all learners regardless of their backgrounds, abilities and artistic inclinations.

Music class typically doesn't carry homework, test and exam requirements. However, students are required to collaborate in the group effort ahead of school assemblies or class projects, by memorizing lyrics, or researching and bringing various items to class.

Grading will be based on the student's participation and cooperation, which are essential in the learning process that music class offers.

Department Rubrics

This section includes rules set by the school administration