



SAN FRANCISCO UNIFIED SCHOOL DISTRICT

# CURRICULUM & INSTRUCTION DIVISION

WE ARE A THROUGHLINE TO STUDENT ACHIEVEMENT

## *Visual and Performing Arts Department*

*BASED ON THE CONTENT STANDARDS, CALIFORNIA DEPARTMENT OF  
EDUCATION*

*(<http://www.cde.ca.gov/be/st/ss/vaprekindergarten.asp>)*

*(DRAFT)*

Performing Arts: General Music Content

### SCOPE AND SEQUENCE: SECOND GRADE

BY THE END OF THE YEAR SECOND GRADE LEARNERS MAY BE FAMILIAR  
WITH AND ABLE TO:

*Develop a plan to present musical ideas and explain how connections are  
made among selected musical ideas.*

#### **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.*

*(Students discuss/express the relation of note value in a given 4-beat  
measure)*

*1.2 Read, write, and perform simple patterns of pitch, using solfege.*

*(Students learn to sing simple intervals through solfege)*

##### ***Listen to, Analyze, and Describe Music***

*1.3 Identify ascending/descending melody and even/uneven rhythm  
patterns in selected pieces of music.(Students study/perform simple  
melodic scales using solfege games ) (Students study synchopated beat  
through percussion instruments)*

*1.4 Identify simple musical forms, emphasizing verse/refrain, AB, ABA. (Students study musical terms: refrain/verse and fine, meaning conclusion)*

*1.5 Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music. (Students study/discuss/identify orchestra families as they relate to various symphonic listening excerpts)*

## **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. (Students keep the beat to accompaniment while singing or playing instruments)*

*2.2 Sing age-appropriate songs from memory.*

*(Students perform memorized songs for an audience)*

*2.3 Play rhythmic ostinatos on classroom instruments.*

*(Students perform repeated rhythmic patterns on percussion instruments)*

#### ***Compose, Arrange, and Improvise***

*2.4 Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments. (Given a simple 4 beat tempo, students create their own rhythmic pattern to share out)*

## **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.*

*(Students explore/perform songs about the seasons)*

***Diversity of Music***

*3.2 Sing simple songs and play singing games from various cultures.*

*(Students discuss/learn how different seasons are celebrated through song, around the world)*

*3.3 Describe music from various cultures. (Students analyze/identify various instruments used in different cultural songs.)*

**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. (Students compare/contrast opera vs. symphonic music selections. They discuss and develop a critical analysis of other musical styles, i.e., jazz, blues, rock)*

***Derive Meaning***

*4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music. (Students learn how to conduct an orchestra or chorus, using signals for musical terms and conducting patterns)*

*4.3 Identify how musical elements communicate ideas or moods.*

*(Carnival of Animals- Saint Saens; Students use learned musical elements to describe how different symphonic movements make them feel or what it reminds them of)*

*4.4 Respond to a live performance with appropriate audience behavior. (Students take a field trip to the Symphony to listen to a live performance of musical piece studied)*

## **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). (Students discover how a musical piece can tell a story: The Nutcracker Ballet- Tchaikovsky)*

### ***Careers and Career-Related Skills***

*5.2 Identify and discuss who composes and performs music. (Students discuss the role of composer and ballet dancer)*