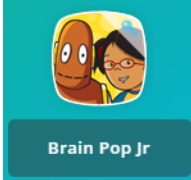





**Sarasota County School District**  
**2<sup>nd</sup> Grade Music- Year Overview 21-22**



	<b>Music- Grade 2 (#35013080)</b> <a href="https://www.cpalms.org/PreviewCourse/Preview/4014">https://www.cpalms.org/PreviewCourse/Preview/4014</a>	<b>Additional Information</b>
<b>Course Description</b>	<p>Second-grade students in music class continue exploration of their world as they strengthen their musical skills, techniques, and processes. Student's working vocabulary and musical literacy and understanding deepen with the ability to use unique musical language to communicate their own ideas. Connections with the arts and other disciplines allow students to transfer knowledge and skills to and from other fields of study. As students sing, play, move, and create together, they continue to build such important skills as teamwork, acceptance, respect, and responsibility that will help them be successful in the 21st century.</p> <p>Below is a suggested timeline. Please check with your student's music teacher if you have questions.</p>	
<b>Quarter 1</b> August 10- October 12	<p style="text-align: center;"><b>Benchmarks</b></p> <p><b>MU.2.C.1.1</b> Identify appropriate listening skills for learning about musical examples selected by the teacher.  <b>PE.2.C.2.2</b> Identify safety rules and procedures for selected physical activities  <b>MU.2.S.3.2</b> Play simple melodies and/or accompaniments on classroom instruments.  <b>MU.2.O.3.1</b> Describe changes in tempo and dynamics within a musical work.  <b>MU.2.O.1.1</b> Identify basic elements of music in a song or instrumental excerpt.  <b>MU.2.C.3.1</b> Discuss why musical characteristics are important when forming and discussing opinions about music.  <b>MU.2.C.1.2</b> Respond to a piece of music and discuss individual interpretations.  <b>DA.2.O.3.1</b> Use movement to interpret feelings, stories, pictures and feelings.</p>	<ol style="list-style-type: none"> <li>Our adopted textbook for Elementary Music is the <i>Spotlight on Music</i> series from McGraw Hill Publishing</li> <li>Other musical examples or tutorials will be shared as needed to align with instruction.</li> <li>Open the <a href="#">Parents &amp; Students</a> page of the district website.</li> <li>Choose MySCS.</li> <li>Student will log in with N number and pin number.</li> <li>Apps that offer some support for music instruction include:</li> </ol>
<b>Quarter 2</b> October 13- December 22	<p style="text-align: center;"><b>Benchmarks</b></p> <p><b>MU.2.S.3.1</b> Sing songs in an appropriate range, using head voice and maintaining pitch.  <b>MU.2.H.2.1</b> Discuss how music is used for celebrations in American and other cultures.  <b>MU.2.C.1.4</b> Identify child, adult male, and adult female voices by timbre.  <b>MU.2.H.1.2</b> Identify the primary differences between composed and folk music.  <b>MU.2.H.1.1</b> Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.  <b>PE.2.M.1.9</b> Perform one folk or line dance accurately.  <b>MU.2.S.2.1</b> Sing or play songs, which may include changes in dynamics, lyrics, and form, from</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">               Brain Pop Jr         </div> <div style="text-align: center;">               CPALMS Florida Students         </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">               Elementary Esources         </div> <div style="text-align: center;">               World Book Online         </div> </div>
<b>Quarter 3</b> January 11- March 11	<p style="text-align: center;"><b>Benchmarks</b></p> <p><b>MU.2.C.1.3</b> Classify unpitched instruments into metals, membranes, shakers, and wooden categories.  <b>MU.2.S.3.4</b> Compare aural melodic patterns with written patterns to determine whether they are the same or different.  <b>MU.2.S.1.1</b> Improvise short phrases in response to a given musical question.  <b>PE.2.R.6.2</b> Discuss the relationship between skill competence and enjoyment.</p>	<ol style="list-style-type: none"> <li>Use the search feature in the platform to locate resources, videos, articles, and/or activities.</li> </ol>

	<p><b>MU.2.S.3.5</b> Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.</p> <p><b>MU.2.S.1.2</b> Create simple ostinati to accompany songs or poems.</p> <p><b>MU.2.H.3.1</b> Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.</p>	
<p>Quarter 4 March 22- May 27</p>	<p><b>Benchmarks</b></p>	
	<p><b>MU.2.O.1.2</b> Identify the form of a simple piece of music.</p> <p><b>MU.2.F.1.1</b> Create a musical performance that brings a story or poem to life.</p> <p><b>MU.2.F.3.1</b> Collaborate with others in a music presentation and discuss what was successful and what could be improved.</p> <p><b>TH.2.C.1.1</b> Describe a character in a story and tell why the character is important to the story.</p> <p><b>PE.2.R.6.3</b> Identify ways to contribute as a member of a cooperative group.</p> <p><b>MU.2.S.3.3</b> Sing simple la-sol-mi-do patterns at sight.</p> <p><b>MU.2.C.2.1</b> Identify strengths and needs in classroom performances of familiar songs.</p> <p><b>MU.2.F.2.1</b> Describe how people participate in music.</p>	