

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Music
COURSE TITLE: 2nd and 3rd Grade General Music
GRADE LEVEL: 2nd and 3rd Grade

COURSE DESCRIPTION: Students in 2nd through 3rd Grade general music will utilize age appropriate activities to develop their musical abilities and vocabulary. Activities will include vocal development, instrumental skills, expressive movement, New England Folk Dance, games, and reading and writing musical notation.

CONTENT STANDARDS:

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's 2nd and 3rd Grade General Music education should be able to . . .

Content Standard I: Sing or perform on instruments alone and with others, a varied repertoire of music.

Benchmarks: Sing alone and with others a varied repertoire of music.
Perform on instruments alone and with others a varied repertoire of music.

Content Standard II: Read and notate music.

Benchmarks: Read representations of music.
Notate music.

Content Standard III: Listen to, analyze, and describe music.

Benchmark: Listen to, analyze, and describe music.

Content Standard IV: Understand music in relation to culture and careers.

Benchmarks: Explore music in relation to culture.
Explore music in relation to careers.



**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Music
COURSE TITLE: 2nd and 3rd Grade General Music
GRADE LEVEL: 2nd and 3rd Grade

**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR
2nd AND 3rd GRADE GENERAL MUSIC**

Standard I: Sing or perform on instruments alone and with others, a varied repertoire of music. The students in 2nd and 3rd Grade General Music should be able to . . .

Benchmark: Sing alone and with others a varied repertoire of music.

Indicators: Demonstrate head voice and develop tuneful singing.
Participate in pitch exploration, echo singing, and traditional song literature.
Experience harmony through suspended pitch, vocal ostinati (2-I), canons/rounds, 2-part reading (3-I).
Continue to develop a repertoire of songs (folk, seasonal, multicultural, patriotic).

Assessments: Teacher observation

Benchmark: Perform on instruments alone and with others a varied repertoire of music.

Indicators: Identify and demonstrate appropriate instrumental technique using pitched and non-pitched percussion instruments.
Develop and demonstrate, using Orff instruments, the following skills: simple chord bordun, simple broken bordun (2- I,D), and simple crossover bordun (3- I,D).
Develop ostinato skills on classroom instruments. (I,D)
Improvise with instruments.

Assessments: Teacher observation

Standard II: Read and notate music. The students in 2nd and 3rd Grade General Music should be able to . . .

Benchmark: Read representations of music.

Indicators: Decode, read, and create music in 2/4 (2- I, D, M), 3/4 (I), 4/4 (I), and 6/8 (2- I, D) (3- D, M) meter (resource: Conversational Solfege).
Recognize and identify the following concepts including, but not limited to:
Rhythm- quarter note, eighth note, half note, quarter rest, half rest (2), whole note, whole rest, dotted half note, and sixteenth notes (3).
Melody- Do, Re, Mi, Sol, La (2), high Do, low La, Fa, low Sol (3).
Note Names- treble clef lines and spaces (E, F, G, A, B, C', D', E', F') (3).

Assessment: Teacher observation and/or written assessment

Benchmark: Notate music.

Indicators: Write music (resource: Conversational Solfege).



Write and create rhythms in 2/4 (2- I, D, M) and 6/8 (2- I, D) (3- D, M) meter.
Practice notation on lines and spaces.

Assessment: Teacher observation and/or written assessment

Standard III: Listen to, analyze, and describe music. The students in 2nd and 3rd Grade General Music should be able to . . .

Benchmark: Listen to, analyze, and describe music.

Indicators: Respond to music through expressive movement emphasizing musical concepts including: form, articulation, dynamics, and phrasing.
Compare and contrast the timbres of pitched (xylophone, metallophone, and glockenspiel) and non-pitched percussion instruments (2- D, M).
Identify instruments from the orchestral string family and the orchestral percussion family (3).
Use terminology to describe musical concepts including, but not limited to:
Rhythm- time signature, tempo
Melody- staff, treble clef, lines and spaces
Articulation- accent (2), fermata (3)
Dynamics- forte/piano (2), crescendo/decrescendo (3)
Form- introduction, repeat sign, ABA, coda, ABC, bar line, double bar line, measure, phrase (2), interlude, and rondo (3)

Assessments: Teacher observation and/or written assessment

Standard IV: Understand music in relation to culture and careers. The students in 2nd and 3rd Grade General Music should be able to . . .

Benchmark: Explore music in relation to culture.

Indicators: Identify, sing, and play on instruments, music from a variety of world cultures.
Experience cultures through traditional games, listening, and movement.
Experience New England Folk Dance figures, formations, and terms including:
Figures- forward and back, right/left hand turn, two hand turn, sashay, cast off, do-si-do, circle left/right, gypsy turn.
Formations- longways sets, circle dances.
Terms- top/bottom of set, partner, couple, head couple.

Assessments: Teacher observation

Benchmark: Explore music in relation to careers.

Indicators: Identify possible careers in the performing arts field. (e.g. opera, musical theater, ballet, orchestra, accompanist, and chorus.)

Assessments: Classroom discussion



No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

