

NJDOE MODEL CURRICULUM

CONTENT AREA: Music	GRADE: 2	UNIT #: 2	UNIT NAME: Performing
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Perform combinations of quarter, two eighths, half, tied, dotted half, whole notes, quarter rests and syncopated rhythms by clapping and counting aloud.	1.3.2.B.1
2	Read, sing/play various combinations of do-re-mi-sol-la, high do, low sol, low la from a five line staff using quarter, two eighth, half, tied, dotted half, whole notes, syncopated rhythms and quarter rests.	1.3.2.B.1 1.3.2.B.3
3	On pitched barred instruments, read/perform melodies or ostinatos using do-re-mi-sol-la, high do, low sol, low la.	1.3.2.B.3
4	Perform a different movement, use different percussion instruments or dynamics for each different section in AB, ABA, verse and refrain or rondo.	1.3.2.B.6
5	Sight read a rhythmic ostinato using combinations of quarter, two eighths, half notes, quarter rests and syncopated rhythms, on percussion instruments or with a counting system.	1.3.B.2.6

Code #	NJCCCS
1.3.2.B.1	<p>Content Statement: The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.</p> <p>Cumulative Progress Indicator: Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p>
1.3.2.B.2	<p>Content Statement: Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.</p> <p>Cumulative Progress Indicator: Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</p>
1.3.2.B.3	<p>Content Statement: Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic</p>

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	<p>percussion instruments.</p> <p>Cumulative Progress Indicator: Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p>
1.3.2.B.4	<p>Content Statement: Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.</p> <p>Cumulative Progress Indicator: Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.</p>
1.3.2.B.6	<p>Content Statement: Prescribed forms and rules govern music composition, rhythmic accompaniment, and the harmonizing of parts.</p> <p>Cumulative Progress Indicator: Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p>
1.3.2.B.7	<p>Content Statement: Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.</p> <p>Cumulative Progress Indicator: Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.</p>