

**PETERS TOWNSHIP SCHOOL DISTRICT**  
**CORE BODY OF KNOWLEDGE (CBK)**

**VOCAL MUSIC**

**GRADE 2**

For each of the sections that follow, students may be required to understand, apply, analyze, evaluate or create the particular concepts being taught.

**COURSE DESCRIPTION**

Vocal music in grade 2 provides a greater exposure to musical concepts including units of rhythm, pitch/melody, form, expressive elements, musical literature, and performance techniques. A classroom environment will be created that fosters creative inquiry, collaboration, and music literacy. Expanded depth to musical content will lead to higher levels of student understanding of fundamental musical concepts.

**STUDY SKILLS**

- Starting music from silence
- Proper care and handling for musical instruments
- Identifying time signature and style markings before beginning a piece of music
- Check the roadmap of the piece looking for repeats and endings
- Being respectful to all collaborators in music making

**MAJOR UNIT THEMES:**

**1. RHYTHM SKILLS**

- Feel, tap and move to a steady beat
- Play rhythm and melody instruments to a steady beat
- Recognize and respond to long and short sounds
- Recognize the quarter note, quarter rest, half note, half rest, dotted half note, dotted half rest, whole note, whole rest, eighth notes and sixteenth notes
- Read and utilize notation for the bar line, double bar line, repeat sign and meter sign
- Distinguish between music grouped in two's and three's

**2. PITCH /MELODY**

- Read, sing, decode and sign sol, mi, la, do and re pitches
- Recognize and respond to upward, downward and repeated pitches
- melodic improvisation of pitch patterns

### 3. EXPRESSIVE ELEMENTS

- Recognize and respond to fast, moderate and slow
- Utilize symbols of *p* and *f*
- Utilize crescendo and decrescendo

### 4. FORM

- Identify AB and ABA patterns
- Identify verse and refrain

### 5. MUSIC LITERATURE

- Define ballet
- Identify characters of "The Nutcracker" by P. Tchaikovsky
- Identify key instruments of "The Nutcracker" by P. Tchaikovsky

### 6. PERFORMING TECHNIQUES –VOCAL/IINSTRUMENTAL

- Demonstrate sitting and standing posture for singing
- Sing in the "head voice"
- Have a vocal range of six to eight pitches
- Demonstrate proper phrasing
- Play rhythm percussion instruments to songs and stories
- Play basic bordune on Orff instruments
- Play broken bordune on Orff instruments
- Play pentatonic improvisation on Orff instruments

#### **MATERIALS (and Supplemental materials used in course):**

- Spotlight On Music GR. 2, MacMillan/McGraw-Hill, 2005
- The Music Connection Gr. 2, SBG, 1995
- Music and You Gr. 2, MacMillan, 1988
- Primary level repertoire music library
- Orff instruments
- Classroom percussion instruments (hand drums, tambourines, guiros, afuche, etc.)
- Stereo equipment
- Movement exploration items (scarves, parachutes, balls, streamers, etc.)
- Piano/keyboard

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