Grade 2 Scope & Sequence

August/September:

*Songs:*

1. Here we are Together
2. Muffin Man
3. Ram Sam Sam
4. This Land is Your Land
5. When the Flag Goes By
6. Mr. Frog
7. Tue Tue
8. Lemonade
9. Donkey Donkey

*Movement:*

1. How do you do?
2. Color Song
3. Birthday Twist
4. Head & Shoulders, Baby
5. Lassie
6. Bow Wow Wow
7. Farmer in the Dell
8. All Around the Kitchen

*Instrumental/Readiness:*

1. Rhythm Sticks
* Come on Everyone
* Welcome
* Follow Me
* Tap & Freeze
* Echo Level 1 Patterns

*Tonal Development:*

1. Matching Pitch
* Sirens
* Singing Ball/Target
1. Echo Level 1 Tonal Patterns
* Group (with Hand Signs) in D to F Major

*Rhythmic Development:*

1. Beat
* Single Bilateral
	+ Gross Motor Mvts
	+ Rhythm Sticks
* Use instrumental tracks (Rhythmically Moving)
1. Echo Level 1 Patterns
* Rhythm Sticks
	+ Group – Neutral 4 Beat Pattern
	+ Indiv. – Labeled 4 Beat Patterns with peer assessment
	+ Group – Labeled 4 Beat Patterns

*Vocabulary:*

 Percussion

Grade 2 Scope & Sequence (Cont.)

*October:*

*Songs:*

1. Cuckoo
2. Swallowed a Fly (book)
3. Pumpkin Stew
4. Hallowe’en
5. Five Little Pumpkins
6. Skin and Bones
7. Sorida

*Movement:*

1. Mi Cuerpo
2. Bate Bate
3. Los Pollitos

*Instrumental/Readiness:*

Woodblock

* Tap & Freeze
* Say Your Name (Improvisation)
* (Instrumental tracks to keep beat)
* Echo Level 1 Patterns

*Tonal Development:*

(Same as previous)

*Rhythmic Development:*

Woodblock & Rhythm Sticks:

(Same as previous)

*Listening:*

*In the Hall of the Mountain King* – E. Grieg

*(Listening Map/Movement Activity)*

*Vocabulary:*

 Percussion

Grade 2 Scope & Sequence (Cont.)

*November:*

*Songs:*

1. Come on Everyone
2. Five Fat Turkeys
3. Pumpkin Song
4. Sylvester the Snake
5. Autumn Leaves

*Movement:*

1. Turkey Named Bert
2. Jim Along Josie
3. Old Brass Wagon
4. Allee Galloo (Scarves)
5. Apple Rhyme (Scarves)
6. Folding Song (Scarves)

*Instrumental/Readiness:*

Egg Shakers

* Tap (Shake) & Freeze
* Say Your Name
* Duke of York
* Echo Level 1 Patterns

*Tonal Development:*

(Same as previous)

*Rhythmic Development:*

Rhythm Sticks, Woodblock & Shakers

(Same as previous)

*Listening:*

 Turkey gobbling (You Tube)

*Vocabulary:*

 Percussion

 Wooden

 Shaker

Grade 2 Scope & Sequence (Cont.)

*December:*

*Songs:*

Holiday/Winter Songs

*Movement:*

1. Skip to My Lou
2. Bluebird
3. Tideo (Jingles)
4. Simmons/Circle Left
5. *Nutcracker –* Trepak & Waltz of the Flowers

*Instrumental/Readiness:*

Jingles

* Tap (Shake) & Freeze
* Say Your Name
* Duke of York
* Tideo
* Holiday Songs

*Tonal Development:*

(Same as previous)

*Rhythmic Development:*

Rhythm Sticks, Woodblocks, Shakers, Jingles

(Same as previous)

*Listening:*

Excerpts from *The Nutcracker*

– P.Tchaikovsky

*(Listening Maps/Movement Activities)*

*Vocabulary:*

 Previous

 Metal

Grade 2 Scope & Sequence (Cont.)

*January:*

*Songs:*

1. Sing about Martin
2. There’s a Little Wheel
3. Skinnamarink
4. You are My Sunshine
5. Clickety Clack

*Movement:*

1. What’ll I do with the Baby? (Scarves)
2. Pizza Pizza Daddy-o
3. Kye Kye Kule
4. I Have a Car

*Instrumental/Readiness:*

Triangles

* Tap (Shake) & Freeze
* Say Your Name
* Echo Level 1 Patterns with quarter rests

*Tonal Development:*

(Same as previous)

*Rhythmic Development:*

1. Informally TEST students on internalization of level 1 patterns: Teacher plays a variety of patterns on an instrument they have been playing. Students must echo the pattern using the rhythm language. If 80% or more can do this, then move on to symbolizing the patterns they have internalized. If not, then continue to provide experiences echoing/speaking/playing these patterns by rote.

**Symbolize** Level 1 Patterns

\*\*\*Introduce symbol (notation) for the level 1 patterns (4-beat pattern) students have echoed and played. Students speak patterns on board **using the language** they have been using. String patterns together to create 4-8 measure exercises. Introduce symbols they need to ensure success, such as bar lines, measures, double bar lines and repeat signs. NO NEED for clefs or time signatures yet. ONLY teach them what they need to know to ensure success.

In subsequent lessons, students must play AND say these level 1 patterns. Then students play and lip synch the patterns/exercises. Do this with the instruments they have already had experience with.

1. Echo Level 1 Patterns with quarter rests on beats 2 and 3 only.
* Classroom Percussion used thus far
	+ Group – Neutral 4 Beat Pattern
	+ Indiv. – Labeled 4 Beat Patterns with peer assessment
	+ Group – Labeled 4 Beat Patterns

*Listening:*

Take the “A” Train – D. Ellington

(Movement Activity)

*Vocabulary:*

Previous

 Jazz

 Call & Response

Grade 2 Scope & Sequence (Cont.)

*February:*

*Songs:*

1. Good News
2. Chatter with the Angels
3. Git on Board
4. Kum Ba Yah
5. Pick a Bale of Cotton
6. Eh Soom Boo Kawaya

*Movement:*

1. Sally Go ‘Round the Sun
2. Here Comes a Bluebird
3. Stop & Go
4. Rig Jig Jig

*Instrumental/Readiness:*

 *Hand Drums*

* Tap (Shake) & Freeze
* Say Your Name/What’s for dinner?
* Echo Level 2a Patterns

*Tonal Development:*

(Same as previous)

*Rhythmic Development:*

1. Introduce time signature and use it to help students read quarter rests on beats 2 and 3 in level 1 patterns.
2. Practice reading level 1 notation with quarter rests on beats 2 and 3. When students show proficiency then add quarter rests to beats 1 and 4.
3. Echo Level 2a Patterns –start with four sixteenths and quarter notes first, do not echo paired eighths or quarter rests at this point.
* Classroom Percussion used thus far
	+ Group – Neutral 4 Beat Pattern
	+ Indiv. – Labeled 4 Beat Patterns with peer assessment
	+ Group – Labeled 4 Beat Patterns

*Listening:*

 A choral arrangement of one of the spirituals sung in either January or February. Compare/Contrast with version sung in class. Choose an arrangement that features both male and/or female voices in order to satisfy state standards.

*Vocabulary:*

1. Previous
2. Spiritual
3. Arrangement

Grade 2 Scope & Sequence (Cont.)

*March:*

*Songs:*

1. 2-4-6-8 (Round)
2. Make New Friends (Round)
3. Green Grass
4. Mrs. Murphy’s Chowder

*Movement:*

1. Here we sit
2. Hop, Old Squirrel
3. Mousie Mousie

*Instrumental/Readiness:*

 Gathering Drums

*Tonal Development:*

(Same as previous)

*Rhythmic Development:*

 *(Same as previous)*

*Listening:*

*Vocabulary:*

 Previous

 Round

Grade 2 Scope & Sequence (Cont.)

*April:*

*Songs:*

1. Shoo Fly (Round)
2. Frere Jacques (Round)
3. Kookaburra (Round)
4. Going on a Picnic
5. Allee Allee O

*Movement:*

1. Who Has the Penny?
2. Grizzly Bear
3. Punchinella

*Instrumental/Readiness:*

 (Same as previous)

*Tonal Development:*

(Same as previous)

*Rhythmic Development:*

 *(Same as previous)*

*Listening:*

*STEAM:*

 Discovery Education Videos:

Grizzly Bears

*Vocabulary:*

Grade 2 Scope & Sequence (Cont.)

*May:*

*Songs:*

1. Cuckoo
2. Take a Bite of Music
3. A Sailor Went to Sea
4. Four in a Boat
5. Ku’ u l’ a
6. Nani Wale

*Movement:*

1. Amasee
2. Se Se Se
3. Going Over the Sea

 *Instrumental/Readiness:*

 (Same as previous)

*Tonal Development:*

(Same as previous)

*Rhythmic Development:*

1. *Read Level 1 notation with quarter rests.*
2. *Echo Level 2a notation with quarter notes and paired eights.*
3. *Informally assess level 2a.*
4. *Read patterns consisting of four sixteenths with level 1 notation.*

*Listening:*

1. *Ukelele: Covers of popular songs (Honoka and Azita)*
2. *Hula performances – preferably with singing.*

*STEAM:*

 Discovery Education Videos:

Hawaiian Islands and Volcanoes

*Vocabulary:*

 Previous

 String Family