



Prince George's County Public Schools
2nd Grade Vocal General Music
Course Syllabus

Prerequisites: 1st Grade Vocal General Music

Course Description: The Vocal General Music program of instruction provides all students with resources and experiences to develop appropriate music skills. Through the implementation of sequential musical concepts, students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values, and beliefs. The program is also designed to foster enjoyment and appreciation of music beyond the classroom.

Contact Information:

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GRADING

2nd Grade Vocal General Music

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the Maryland Fine Arts Standards.

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	Individual and group activities: In-class solo and ensemble performances, dictation, composition, critique, proper technique and interpretation of style, daily work habits, proper care of supplies and equipment, time on task, group interaction, and preparation for class (materials)	60%
Homework	Individual and group assignments: Projects, journal entries, listening logs, incomplete complete class work, written critiques (self and group) and attendance of performances outside school-extra credit, reports.	10%
Assessment	Individual and group: Evaluation, journal entries, homework, notebooks, research projects, written/oral critiques, oral presentations, vocabulary, portfolios, quizzes, elements of discipline literacy, ensemble etiquette, and exams.	30%

Course Study

Topics	Standards
<u>Performing music</u>	Improvise instrumental sounds for songs and stories Echo rhythmic patterns in duple meter using quarter notes, 2 eighth notes, half note, whole note, quarter rest, 4 sixteenth notes, 1 eighth-two sixteenth notes and 2 sixteenth -1 eighth note combinations. Echo rhythmic patterns in triple meter using dotted quarter notes, 3 eighth notes, dotted half note, and 6 sixteenth notes. Echo melodic patterns including Sol-Mi-La-Do and extending to include Do-Mi-Sol and Mi Re Do Interpret iconic representations for sound Perform ostinato while others perform a contrasting ostinato Sing from memory songs of various styles, genres, meters, and cultures Use the head voice to sing and match pitches Use good singing and playing posture
<u>Composition/Improvisation/Notation</u>	Create rhythmic and melodic patterns; including quarter notes, 2 eighth notes, half notes, whole notes, quarter rests, and beginning with the pitches Sol-Mi-La-Do and extending to include Do-Mi-Sol and Mi Re Do. Compose and use non-traditional notation for ostinatos Improvise instrumental sounds for songs and stories Use the voice to improvise melodic singing, i.e. scat, melodic patterns, variations of classroom songs without words. Use notation for melodies; including the pitches Sol-Mi-La-Do Experiment with creative expression
<u>Develop awareness of sounds</u>	Aurally identify verse/refrain Listen to, perform, and describe music in major and minor modes Listen to, perform, and describe music in duple and triple meter Describe the differences between voice types (whisper, talk, shout, sing). Continue to classify band, orchestra and classroom instruments by sound production type: idiophones, membranophones, chordophones, aero-phones. Differentiate between blending and non-blending voices
<u>Recognize the role of music</u>	Describe characteristics of music for different community uses Describe how music is used in communities Connect musical content to other subject areas Sing, listen to, and describe music of various holidays and cultures Listen to and perform patriotic, celebratory songs, and spirituals Participate in activities that connect musical content to other subjects
<u>Meter</u>	Perform duple and triple meters Aurally identify duple and triple meter and convey meter through movement
<u>Melody</u>	Listen to and perform music in major and minor modes Relate melodic contour to notation (aural description)
<u>Audience Behavior</u>	Describe and demonstrate appropriate audience behavior
<u>Movement</u>	Demonstrate beat awareness through movements Demonstrate sequences of movement in singing games Create movement patterns for music and describe the relationship to musical concepts

<u>Music Evaluation</u>	Create a hierarchy of musical preference Apply criteria for evaluation of classroom performances
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Professional judgment and analysis of students' skills and needs will be used to determine the order for instruction of standards. The pacing guide is organized with the assumption of twenty-minute class periods, on an A/B week schedule with 120 minutes of music instruction in a two-week period.