

Second Grade

Monthly Music Curriculum

Katie Traxler, PS 51

Musical Element	January	February	March	April
Hello Song of the Month	- <i>Funga Alafia</i> - singing, movement, instrument playing - <i>Round and Round We Go</i> - goodbye song	- <i>Getting to Know You</i> - learn a famous song from The King and I, watch a scene from a classical musical - <i>Round and Round We Go</i> - goodbye song	- <i>Welcome</i> - sing and move in a round - <i>I Let Her Go-Go</i> - goodbye song	- <i>Wake Me, Shake Me</i> - sing and learn a partner dance - <i>I Let Her Go-Go</i> - goodbye song
Songs/Rhymes for Teaching Content and Skills	- <i>Nayungara Chena</i> - (or some other story) acting out story and composing a musical soundtrack (Fairytale like Gingerbread Man, Little Red Riding Hood, Little Red Hen, The Princess and the Pea, Cinderella, etc.)	<i>Four White Horses</i> - singing, literacy, movement - <i>So Why?</i> with <i>Georgie Porgie Pudding Pie</i> - singing, instrument playing, literacy - <i>Ho Ro The Rattlin Bog</i> - singing, sequencing, movement - <i>Sail Away Ladies, Sail Away</i> - singing multiple verses with call and response and chorus	- <i>Catalina Magdalena</i> - singing, instrument playing, literacy connection - <i>Musical Poetry and Haikus</i> - composition and instrument playing *Musical Explorers Curriculum	- <i>Bringing the Rain to Kapiti Plain</i> - dramatic play, literacy connection, instrument playing, sequencing - <i>I Don't Care if the Rain Comes Down</i> - instrument playing, literacy, movement, improvisation - <i>Don't Let the Wind</i> - singing, instrument playing, literacy *Musical Explorers Curriculum
Music Literacy (Reading and Writing Music, Theory)	-Notate whatever melodies and rhythmic pieces they compose for the story	- <i>Georgie Porgie Pudding Pie</i> - notate and read B section and <i>GP poem</i> (C section) in 6-8 - <i>Four White Horses</i> -introduce notation for syncopation: eighth, quarter, eighth , reading simple melodic phrase on staff with MRD/EDC	- <i>Catalina Magdalena</i> - notating a scalar melody on the staff (DRMFS/CDEFG) with sixteenth notes	- <i>Wake Me, Shake Me</i> and <i>Don't Let the Wind</i> - identify syncopated rhythmic figure - <i>I Don't Care if the Rain Comes Down</i> - read notation in solfege first and then rhythmic syllables, identify form
Movement (Singing Games, Folk Dances, Eurhythmic Activities, Movement Exploration with Body and Props, Dramatic Play)	- <i>Funga Alafia</i> - traditional African dance - <i>Statues in the Park</i> - creating shapes, using levels independently, then with partners, and finally with whole groups - <i>Museum Walk</i> - having an individual "sculpt" a group of figures into a whole shape	-“Stop and Clap” game- review rhythm patterns, 2 groups, one moves and one notates, include new syncopated rhythmic figure as well 6-8 rhythms in a different class period - <i>Ho Ro The Rattlin Bog</i> - explore movement and phrasing with partners and hand drums	- <i>Welcome</i> - create movements to perform in a round while singing	- <i>Wake Me, Shake Me</i> - learn a simple partner dance - <i>I Don't Care if the Rain Comes Down</i> - create a simple dance in ABA form (possibly using bells and drums)

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Listening (Maps, Analysis through Movement and Instrument Playing)	<i>-Museum Walk</i> - listening to recorded music for inspiration in creating sculptures			-YouTube video of African Rain storm with body percussion
Instrument Playing (Barred Orff Instruments, Drums and Unpitched Percussion)	<i>-Funga Alafia</i> - add UPP accompaniment and melody <i>-Nayungara Chena</i> - play sound effects and orff accompaniment for the melody	<i>-So Why?</i> with <i>Georgie Porgie Pudding Pie</i> - orff accompaniment and rhythm of B and C section on drums or temple blocks	<i>-Catalina Magdalena</i> - playing a scalar melody using sixteenth notes on xylophones <i>-Musical Poetry</i> - write a poem that describes and personifies a specific instrument sound	<i>-Bringing the Rain to Kapiti Plain</i> - choose percussion instruments to represent sounds in the story <i>-I Don't Care if the Rain Comes Down</i> - orff accompaniment <i>-Don't Let the Wind</i> - add accompaniment and analyze form and structure with phrase length
Composition	<i>-Nayungara Chena</i> - compose a musical soundtrack for each section of the story		<i>-Musical Haikus</i> - compose soundscapes as accompaniment for poems and haikus in small groups (attention to choosing appropriate timbres)	-Create a rainstorm with body percussion and/or instruments
Improvisation	-improvise speaking parts and sound effects for story characters and for the scene changes and any traveling music	-"Stop and Clap"- add improvisation section		<i>-I Don't Care if the Rain Comes Down</i> - improvise an instrumental section for the dance
Literature Connection	<i>-Nayungara Chena</i> - (from the Singing Sack)		<i>-Catalina Magdalena</i> <i>-Musical Poetry and Haikus</i>	<i>-Bringing the Rain to Kapiti Plain</i>
History (Composers, Artists, Performers)		Rogers and Hammerstein- <i>The King and I</i>		