

Thomaston Public Schools - Curriculum Overview and Pacing Guide

Directions - Each colored box below represents one curricular unit. In each box, complete as much of the required information as possible (unit title, unit pacing, unit overview, priority learning targets). On its own, this document will eventually become a public-facing and quick-reference curriculum guide. As suits our curriculum goals, we will eventually use the information you lay out here as the basis for building a fully-expanded curriculum.

A few important points:

1. Unit Title - Your unit title can be thematic (i.e. “The Power and Pain of Love”) or Skill-Based (i.e. Research and Argumentation) or Content-Driven (“Quadratic Functions and Operations”).
2. Unit Pacing - There are approximately forty instructional weeks in a school year, but due to testing, school events, etc., we build a curriculum to cover thirty-six weeks. A full curriculum should contain six units each a minimum of four weeks and maximum of eight weeks long. In total, the units should add up to thirty-six weeks of coverage. The only exception is ELA, which uses quarterly units each 9 weeks long.
3. Unit Overview - The unit overview is a “meaty” paragraph that provides a narrative description of the unit, including major themes, skills, and (possibly) content. Think: In this unit students will (read / do / experience / learn / understand / develop / consider /etc.)...
4. Compelling Questions - Compelling questions are essential. They reflect critical and important inquiries that help students make sense of the world around them through the lenses of specific themes, issues, and topics that connect to specific disciplines. Compelling questions are relevant. They engage students in inquiries that are of personal importance and that ask students to consider themes, issues, and topics that help them connect the content of specific disciplines to their own lives and to their world. For more information, click [here](#).
5. Priority Learning Targets - Each unit should contain three priority learning targets. These are effectively end-of-unit guarantees of what students will be able to do and demonstrate as a result of their learning. As priority learning targets, they are those “level three” learning targets on our eventual proficiency scales that we’ve been developing for a while now. The only exception to three targets per unit are for ELA (5-6 per unit) and history (six per unit, incl. three inquiry targets). These content areas have separate curriculum guide templates

Course Title: General Music		
School: BRS	Grade: Second Grade	Curriculum Pacing: 36 weeks
Unit One: Vocal Development (Singing)	Unit Two: Movement	Unit Three: Music Literacy Rhythmic (Beat/Rhythm)
Unit Pacing: 36 Weeks	Unit Pacing: 36 Weeks	Unit Pacing: 36 Weeks
<p>Unit Overview:</p> <p>In this unit students will continue to develop their singing (head) voice focusing on matching pitch with the teacher and student models. Students will experience and develop their voices through a variety of melodic patterns, classroom songs as well as individually created melodic responses.</p>	<p>Unit Overview:</p> <p>In this unit students will move their bodies to a variety of recorded music and music games. Students will move through a variety of leveled movement activities including individual personal space activities, single and double circle games, choosing partner games, Longways Set dances, and passing games utilizing both classroom singing and recorded music.</p>	<p>Unit Overview:</p> <p>In this unit students will gain a solid understanding of rhythms in both Duple and Triple Meter. Students will experience and develop their rhythm skills through echoing, reading and writing a variety of simple Duple (quarter notes, eighth notes, quarter rest) and Triple (dotted quarter notes, 3 eighth notes) Meter Rhythm patterns.</p>
<p>Compelling Questions</p> <ul style="list-style-type: none"> - How do I use my voice to sing? - How do I make my voice sound the same as others? - How do my melodic responses connect with the songs I sing in class? 	<p>Compelling Questions</p> <ul style="list-style-type: none"> - How do I choose a partner for a game? - How do I follow directions with my movements? - How does recorded music give me directions without words? 	<p>Compelling Questions</p> <ul style="list-style-type: none"> - How do musical rhythms relate to words and sentences? - How does the meter of a piece affect how it is felt/spoken/sung?
<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can use my singing voice to match pitch. 2. I can sing alone and with others using my singing voice. 3. I can create my own vocal response using 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can move by myself and with others while keeping my body and the bodies of others safe. 2. I can respectfully choose and partner for a variety of games. 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can evaluate the difference between duple and triple meter in both familiar and unfamiliar songs and rhymes. 2. I can demonstrate a variety of simple duple and triple meter rhythm patterns

<p>my singing voice.</p>	<p>3. I can follow given directions in music games.</p>	<p>on my body and on unpitched percussion.</p> <p>3. I can read, write and create my own duple and triple meter rhythm patterns.</p>
<p>Unit Four: Music Literacy Melodic (Tonal)</p>	<p>Unit Five: Form</p>	<p>Unit Six: Musical Concepts (Expression)</p>
<p>Unit Pacing: 36 Weeks</p>	<p>Unit Pacing: 36 Weeks</p>	<p>Unit Pacing: 8 Weeks</p>
<p>Unit Overview:</p> <p>In this unit students will develop an understanding of written melodies and familiar songs. Students will gain this understanding by reading these patterns and songs off the Music Staff. Students will correctly respond to the pitches DRM-S. This will be completed through echoing (and signing) patterns as well as recognizing the pitches in familiar songs.</p>	<p>Unit Overview:</p> <p>In this unit students will gain understanding of the overall form (Verses, Verse/Refrain as well as both Rhythmic and Melodic Ostinatos) of classroom songs. This will be completed through identifying same/different parts in classroom songs, creating whole class and small group verses of familiar songs as well as performing and creating a variety of rhythmic and melodic ostinatos to accompany classroom songs.</p>	<p>Unit Overview:</p> <p>In this unit students will experience and evaluate differences in recorded music. Students will be listening for differences in Dynamics (Piano/Mezzo/Forte) and Tempo (Largo, Andante, Allegro, Presto) as well as movement between these differences (crescendo/decrescendo & accelerando/ritardando). Students will show these changes in recorded music through movement as well as visual (drawing) representation.</p>
<p>Compelling Questions</p> <ul style="list-style-type: none"> - How do two (or more) notes sound different? - How do I use my body to show DRM-S? - How do the pitches DRM-S relate to familiar songs I know? 	<p>Compelling Questions</p> <ul style="list-style-type: none"> - How does the form of a song help me understand the words/story of that song? - How do verses help me tell and understand the story of a song? - How does an ostinato change the mood of a piece of music? 	<p>Compelling Questions</p> <ul style="list-style-type: none"> - What kind of differences are found in the music I listen to? - How can I show differences in a variety of music?
<p>Priority Learning Targets</p> <p>1. I can echo, sing and sign the pitches</p>	<p>Priority Learning Targets</p> <p>1. I can identify different parts in classroom</p>	<p>Priority Learning Targets</p> <p>1. I can listen to a wide variety of musical</p>

<p>DRM-S.</p> <ol style="list-style-type: none"> I can identify and read DRM-S in familiar songs from the music staff. I can create my own DRM-S patterns with my voice. 	<p>songs.</p> <ol style="list-style-type: none"> I can identify and create different verses for familiar songs. I can perform and create a variety of ostinatos (on pitched and unpitched percussion instruments) within given parameters. 	<p>examples.</p> <ol style="list-style-type: none"> I can identify differences in recorded music. I can show differences in recorded music with body movements and with drawings.
<p>Unit Seven: Instrument Ensembles</p>		
<p>Unit Pacing: 8 Weeks</p>		
<p>Unit Overview:</p> <p>In this unit students will experience the four instrument families through a variety of Instrument Ensembles. This unit will allow students to experience instrument ensembles from a wide variety of musical styles and genres. Through this unit students will gain a deeper understanding of the four instrument families and how those instruments and families work together to form an ensemble.</p>		
<p>Compelling Questions</p> <ul style="list-style-type: none"> - How does different instrumentation change the overall mood and style of the music they play? - How do the musical functions of an instrument in an ensemble affect the type of music they play? 	<p>-</p>	
<p>Priority Learning Targets</p> <ol style="list-style-type: none"> I can identify the four instrument families. 		<ol style="list-style-type: none">

2. I can be a respectful audience member while listening to a variety of instrumental music.

3. I can identify a variety of Instrument Ensembles along with the instruments that make up those ensembles.