



Recommended P2/Grade 2 Curriculum Framework

Content: MUSIC – Grade 2						
Topic: American Folk Music and Dance (Weeks 11-14)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>AH-E-1.2.31 –Identify similarities and differences in musical elements used in the music of Native Americans, West Africans and American Folk music</p> <p>AH-E-1.2.32 – Discuss game songs, folks songs, work songs, lullabies, patriotic songs, marches</p> <p>AH-E-2.2.31 – Explain how dance has been a part of cultures and time periods throughout history</p> <p>AH-E-2.2.32 – Discuss three purposes of dance: ceremonial (celebration, hunting), recreational (folk, social), and artistic (ballet)</p> <p>AH-E-2.2.33 – Describe, using appropriate terminology, differences and commonalities in dances of different cultures (African, Native American,</p>	<p>POS-AH-P-M-3 Students recognize the elements of music</p> <p>POS-AH-P-M-7 Students listen to music of diverse cultures, periods, and styles</p> <p>POS-AH-P-M-8 Students experience music of diverse cultures, periods and styles</p> <p>POS-AH- P-M-9 Students use simple music terminology when describing music of diverse cultures, purposes and styles</p> <p>AE-2.24 Students appreciate creativity and the values of the arts and the humanities</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Explore a variety of art forms in music • Describe reaction to musical works and dance performances using basic vocabulary • Respond to the expressive qualities of music and dance 					

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Colonial America) purposes and styles	<p>AE-2.26 Students recognize differences and commonalities in the human experience through their productions, performances or interpretations</p> <p>Demonstrators</p> <ul style="list-style-type: none">Express openness to differences and commonalities among diverse cultures <p>POS-AH-4-Da-11 Students will experience dances of diverse cultures, purposes and styles</p> <p>POS-AH-4-Da-12 Students will develop an awareness of different cultures, purposes and styles</p> <p>POS-AH-4-Da-13 Students will associate dances with specific cultures, purposes and styles</p>					