



Recommended P2/Grade 2 Curriculum Framework

| Topic: Rhythmic Values and Notation (Weeks 27-29)   |   |   |  |  |  |   |
|---|---|---|--|--|--|---|
| Content<br>(What do your students need to KNOW?)  | Demonstrators<br>(What do your students need to be able to DO?)   | Assessment<br>(How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?) | Activities<br>(HOW will you teach it?) | Resources<br>(What MATERIALS will you need?) | Differentiation<br>(How will you reach the DIVERSITY of learners?) | Literacy Connection<br>(How will you use READING and WRITING with this material?) |
| <p><b>AH-E-1.1.31</b> Rhythm: steady beat, meter (duple, triple), time signatures (2/4, 3/4, 4/4), rhythmic durations (whole, half, quarter, 8<sup>th</sup> notes and rests), fermata</p> <p><b>AH-E-1.1.21</b> – Sing and play alone simple rhythmic or tonal patterns by reading music notation. Be able to sustain own part in an ensemble</p> | <p><b>POS-AH-P-M-3</b> Students recognize the elements of music</p> <p><b>POS-AH-P-M-4</b> Students begin to recognize terminology, notation, and symbols within the elements of music</p> <p><b>AE-1.14-</b> Students construct meaning and/or communicate ideas and emotions through music</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Explore and respond to music through singing, instrument playing, moving, listening, reading, writing and creating</li> <li>• Recognize and develop music concepts (melody, harmony, rhythm, form expression, and style)</li> </ul> <p><b>AE-2.22</b> – Students create products and make presentations that convey concepts and feeling in the</p> |   |  |  |  |   |

**Content: MUSIC – Grade 2**

**Topic: Rhythmic Values and Notation (Weeks 27-29)**

| <b>Content</b><br>(What do your students need to KNOW?) | <b>Demonstrators</b><br>(What do your students need to be able to DO?)  | <b>Assessment</b><br>(How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?) | <b>Activities</b><br>(HOW will you teach it?) | <b>Resources</b><br>(What MATERIALS will you need?) | <b>Differentiation</b><br>(How will you reach the DIVERSITY of learners?) | <b>Literacy Connection</b><br>(How will you use READING and WRITING with this material?) |
|---|---|--|---|---|---|--|
|   | <p>human experience through their productions, performance or interpretations</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"><li>• Explore the elements and principles of music</li><li>• Create and/or perform original and existing works of music</li><li>• Discuss musical works using appropriate concepts and terminology</li></ul> <p><b>AE-2.23</b> – Students analyze their own and others' artistic products and performance</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"><li>• Observe and explore a variety of artistic styles and forms in music</li></ul> |  |   |   |   |  |