## 2020-2021 Scope and Sequence
### Fine Arts – General Music – Grade 2

### Cycle 1
**28 Days**  
Sept. 8 - Oct. 16, 2020

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

<table>
<thead>
<tr>
<th>Unit 1-2</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
<th>The student will:</th>
</tr>
</thead>
</table>
| **Unit 1:** Procedures, Rules, and Review  
This unit will review elements taught in first grade: quarter note eighth notes, quarter rest, 2/4 meter, So, Mi, and La. In addition, these first lessons are used to teach classroom procedures, rules, and expectations. | 3  
45-minute lessons | **MUSIC.2.1A** Identify choral voices, including unison versus ensemble.  
**MUSIC.2.1C** Use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.  
**MUSIC.2.1D** Identify and label simple small forms such as aaba and abac.  
**MUSIC.2.2A** Read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest.  
**MUSIC.2.2B** Read, write, and reproduce pentatonic melodic patterns using standard staff notation.  
**MUSIC.2.3A** Sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups.  
**MUSIC.2.3B** Read and write music that incorporates basic rhythmic patterns in simple meters incorporating prior knowledge and skills using whole and half notes and rests in 2/4 and 4/4 time signatures both on and off a music staff;  
**MUSIC.2.4A** Create rhythmic phrases using known rhythms.  
**MUSIC.2.4B** Create melodic phrases using known pitches.  
**MUSIC.2.4C** Explore new musical ideas in phrases through singing voice and classroom instruments.  
**MUSIC.2.5A** Sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music.  
**MUSIC.2.5B** Identify steady beat in short musical excerpts from various periods or times in history and diverse cultures.  
**MUSIC.2.6A** Begin to practice appropriate audience behavior during live or recorded performances. | **Suggested Pacing:**  
Sept. 8 – Sept. 25  
**Labor Day Sept. 7** |
| **Unit 2:** Cognitive Development of New Concept and Review and Application of Previously Learned Musical Concepts  
In this unit, the second-grade concept of Do, the tonic note of the major pentatonic scale will be taught through building repertoire, performing, using critical thinking and problem-solving skills and | 3  
45-minute lessons | **MUSIC.2.2B** Read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest.  
**MUSIC.2.3A** Sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups.  
**MUSIC.2.3B** Sing songs or play classroom instruments from diverse cultures and styles, independently or in groups.  
**MUSIC.2.3C** Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.  
**MUSIC.2.3D** Perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting.  
**MUSIC.2.3E** Read and write music that incorporates basic rhythmic patterns in simple meters incorporating prior knowledge and skills using whole and half notes and rests in 2/4 and 4/4 time signatures both on and off a music staff.  
**MUSIC.2.4A** Create rhythmic phrases using known rhythms.  
**MUSIC.2.4B** Create melodic phrases using known pitches.  
**MUSIC.2.5A** Sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music. Sing songs, move to, and play musical games from diverse cultures and periods. | **Suggested Pacing:**  
Sept. 28-Oct. 16  
**Fall Holiday Sept. 28** (students only) |
The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

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<tr>
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<td>Unit 1- 2</td>
<td>Number of Lessons</td>
<td><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong></td>
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<tr>
<td>Listening skills. The application of previously learned musical concepts through various activities will also be covered.</td>
<td></td>
<td><strong>MUSIC.2.6A</strong> Begin to practice appropriate audience behavior during live or recorded performances.</td>
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</tbody>
</table>

Sept. 8 - Oct. 16, 2020
## Unit 3: Cognitive Development of New Concept

### Half Note, a Note that Lasts for Two Beats

#### Review and Application of Previously Learned Musical Concept

- **Do**, the Tonic Pitch of the Pentatonic Scale

In this unit, the second-grade concept half note, a note that lasts for two beats will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills.

The application of knowledge of Do, the tonic pitch of the pentatonic scale will also be covered through the music literacy skills of reading, writing, and improvisation.

<table>
<thead>
<tr>
<th>Cycle 2</th>
<th>29 Days</th>
<th>Oct. 19 - Dec. 4, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
<td><strong>Number of Lessons</strong></td>
<td><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong></td>
</tr>
<tr>
<td><strong>Unit 3: Cognitive Development of New Concept</strong></td>
<td><strong>6</strong></td>
<td><strong>MUSIC.2.1A</strong> Identify choral voices, including unison versus ensemble. <strong>MUSIC.2.1C</strong> Use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo. <strong>MUSIC.2.1D</strong> Identify and label simple small forms such as aaba and abac. <strong>MUSIC.2.2A</strong> Read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest. <strong>MUSIC.2.2B</strong> Read, write, and reproduce pentatonic melodic patterns using standard staff notation. <strong>MUSIC.2.3A</strong> Sing tunefully or play classroom instruments, including rhythm and melodic patterns, independently or in groups. <strong>MUSIC.2.3B</strong> Read and write music that incorporates basic rhythmic patterns in simple meters incorporating prior knowledge and skills using whole and half notes and rests in 2/4 and 4/4 time signatures both on and off a music staff. <strong>MUSIC.2.3C</strong> Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement. <strong>MUSIC.2.4A</strong> Create rhythmic phrases using known rhythms. <strong>MUSIC.2.4B</strong> Create melodic phrases using known pitches. <strong>MUSIC.2.4C</strong> Explore new musical ideas in phrases using singing voice and classroom instruments. <strong>MUSIC.2.5A</strong> Sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music. <strong>MUSIC.2.5B</strong> Identify steady beat in short musical excerpts from various periods or times in history and diverse cultures. <strong>MUSIC.2.6A</strong> Begin to practice appropriate audience behavior during live or recorded performances.</td>
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<td><strong>45-minute lessons</strong></td>
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<td><strong>Suggested Pacing:</strong></td>
<td><strong>Oct. 19 - Dec. 4</strong></td>
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<tr>
<td><strong>Teacher Service Day</strong> (no students)</td>
<td><strong>Oct. 21</strong></td>
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<td><strong>Thanksgiving Break</strong></td>
<td><strong>Nov. 23-27</strong></td>
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## Cycle 3

**28 Days**  
Dec. 7, 2020 - Jan. 28, 2021  
The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
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</table>
| **Unit 4: Cognitive Development of New Concept Re, the Second Degree of the Major Pentatonic Scale and Review and Application of Half Note**  
In this unit, the second-grade concept of Re, the second degree of the major pentatonic scale, will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of half note will also be covered though the music literacy skills of reading, writing, and improvisation.  
*Varied 45-minute lessons at discretion of teacher*  
*Suggested Pacing: When necessary throughout the year* | **MUSIC.2.1A** Identify choral voices, including unison versus ensemble.  
**MUSIC.2.1B** Identify and label simple small forms such as aaba and abac.  
**MUSIC.2.1C** Read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest.  
**MUSIC.2.1D** Read, write, and reproduce pentatonic melodic patterns using standard staff notation.  
**MUSIC.2.2A** Use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.  
**MUSIC.2.2B** Read, write, and reproduce half note in 2/4 and 4/4 time signatures both on and off a music staff.  
**MUSIC.2.3A** Sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups.  
**MUSIC.2.3B** Read and write music that incorporates basic rhythmic patterns in simple meters incorporating prior knowledge and skills using whole and half notes and rests in 2/4 and 4/4 time signatures.  
**MUSIC.2.3C** Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.  
**MUSIC.2.4A** Create rhythmic phrases using known rhythms.  
**MUSIC.2.4B** Create melodic phrases using known pitches.  
**MUSIC.2.4C** Explore new musical ideas in phrases using singing voice and classroom instruments.  
**MUSIC.2.5A** Sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music.  
**MUSIC.2.5B** Identify steady beat in short musical excerpts from various periods or times in history and diverse cultures.  
**MUSIC.2.6A** Begin to practice appropriate audience behavior during live or recorded performances. | 6  
**45-minute lessons**  
**Suggested Pacing:**  
- Winter Break  
Dec. 21 - Jan. 1  
- MLK Jr. Day  
Jan. 18  
- Teacher Prep Day  
(no students)  
Jan. 29 |

## Programs and Special Occasion Music

This unit is being included to allow for the scheduling of programs and the study and enjoyment of music representative of various special occasions.

| Varied 45-minute lessons at discretion of teacher  
*Suggested Pacing: When necessary throughout the year* | **MUSIC.2.3A** Sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups.  
**MUSIC.2.3B** Sing songs or play classroom instruments from diverse cultures and styles, independently or in groups.  
**MUSIC.2.3E** Perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.  
**MUSIC.2.5A** Sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music.  
**MUSIC.2.6A** Begin to practice appropriate audience behavior during live or recorded performances. |
## Cycle 4

<table>
<thead>
<tr>
<th>Unit 5</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
<th>The student will:</th>
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<tbody>
<tr>
<td><strong>Unit 5: Cognitive Development of New Concept, the Sixteenth Notes (Four Sounds on a Beat) and Review and Application of Previously Learned Musical Concept Re</strong>&lt;br&gt; In this unit, the second-grade concept of four sixteenth notes, four sounds on a beat, will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of Re, the second degree of the major pentatonic scale will also be covered through the music literacy skills of reading, writing, and improvisation.</td>
<td>6&lt;br&gt;45-minute lessons</td>
<td>MUSIC.2.1A Identify instruments visually and aurally.&lt;br&gt;MUSIC.2.1B Use music terminology to explain sounds and performances.&lt;br&gt;MUSIC.2.1C Identify music forms such as AB and ABA.&lt;br&gt;MUSIC.2.2A Sing or play a classroom instrument independently or in groups incorporating prior learning plus whole, half notes and rests, and the “do” pentatonic scale.&lt;br&gt;MUSIC.2.2B Sing songs from diverse cultures and styles or play such songs on a musical instrument incorporating prior knowledge using whole, half notes and rests and the Do pentatonic scale.&lt;br&gt;MUSIC.2.3A Read and write simple music notation, using a system (letters, numbers, solfege syllables) of 8 and 16 beat phrases incorporating the pentatonic scale both on and off the music staff.&lt;br&gt;MUSIC.2.3B Read and write music that incorporates basic rhythmic patterns in simple meters incorporating prior knowledge and skills using whole and half notes and rests in 2/4 and 4/4 time signatures both on and off a music staff.&lt;br&gt;MUSIC.2.4A Create, sing and play simple rhythmic phrases using familiar rhythms from previous grades; whole and half notes and rests.&lt;br&gt;MUSIC.2.4B Create melodic phrases ascending, descending; with and without leaps, using the “do” pentatonic scale both on and off the music staff.&lt;br&gt;MUSIC.2.5B Sing songs, move to, and play musical games from diverse cultures and periods.&lt;br&gt;MUSIC.2.6A Distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, legato/staccato, same/different and live/recorded in musical performances.</td>
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<tr>
<td>Cycle 5</td>
<td>28 Days</td>
<td>Mar. 22 - Apr. 30, 2021</td>
<td>The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</td>
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<th>Unit 6</th>
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<tr>
<td>Unit 6: Cognitive Development of New Concept, the Sixteenth Notes (Four Sounds on a Beat) and Review and Application of Previously Learned Musical Concept Re</td>
<td>6 45-minute lessons</td>
<td>MUSIC.2.1A Identify instruments visually and aurally.</td>
<td>MUSIC.2.1A Identify instruments visually and aurally.</td>
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<td></td>
<td>Suggested Pacing: Mar. 22 - Apr. 30,</td>
<td>MUSIC.2.1B Use music terminology to explain sounds and performances.</td>
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<td>Chavez/Huerta Day Mar. 29</td>
<td>MUSIC.2.1C Identify music forms such as AB and ABA.</td>
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<td>Spring Holiday Apr. 2</td>
<td>MUSIC.2.2A Sing or play a classroom instrument independently or in groups incorporating prior learning plus whole, half notes and rests, and the “do” pentatonic scale.</td>
<td>MUSIC.2.2A Sing or play a classroom instrument independently or in groups incorporating prior learning plus whole, half notes and rests, and the “do” pentatonic scale.</td>
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<td>MUSIC.2.2B Sing songs from diverse cultures and styles or play such songs on a musical instrument incorporating prior knowledge using whole, half notes and rests and the “do” pentatonic scale.</td>
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<td>MUSIC.2.3A Read and write simple music notation, using a system (letters, numbers, solfege syllables) of 8 and 16 beat phrases incorporating the pentatonic scale both on and off the music staff.</td>
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<td>MUSIC.2.3B Read and write music that incorporates basic rhythmic patterns in simple meters incorporating prior knowledge and skills using whole and half notes and rests in 2/4 and 4/4 time signatures both on and off a music staff.</td>
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<td>MUSIC.2.4A Create, sing and play simple rhythmic phrases using familiar rhythms from previous grades; whole and half notes and rests.</td>
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<td>MUSIC.2.4B Create melodic phrases ascending, descending; with and without leaps, using the “do” pentatonic scale both on and off the music staff.</td>
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<td>MUSIC.2.5B Sing songs, move to, and play musical games from diverse cultures and periods.</td>
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<td>MUSIC.2.6A Distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, legato/staccato, same/different and live/recorded in musical performances.</td>
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</table>
### Unit 7

**Number of Lessons** 6

**45-minute lessons**

**Suggested Pacing:**
- **May 3 - June 11**
- **Memorial Day** May 31
- **Teacher Prep Day** (no students) June 14

**Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**

The student will:

1. **MUSIC.2.1A** Identify choral voices, including unison versus ensemble.
2. **MUSIC.2.1C** Use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.
3. **MUSIC.2.1D** Identify and label simple small forms such as aaba and abac.
4. **MUSIC.2.2A** Read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest.
5. **MUSIC.2.2B** Read, write, and reproduce pentatonic melodic patterns using standard staff notation.
6. **MUSIC.2.3A** Sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups.
7. **MUSIC.2.3B** Read and write music that incorporates basic rhythmic patterns in simple meters incorporating prior knowledge and skills using whole and half notes and rests in 2/4 and 4/4 time signatures both on and off a music staff.
8. **MUSIC.2.3A** Sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups.
9. **MUSIC.2.3B** Sing songs or play classroom instruments from diverse cultures and styles, independently or in groups.
10. **MUSIC.2.3C** Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.
11. **MUSIC.2.4A** Create rhythmic phrases using known rhythms.
12. **MUSIC.2.4B** Create melodic phrases using known pitches.
13. **MUSIC.2.4C** Explore new musical ideas in phrases using singing voice and classroom instruments.
14. **MUSIC.2.5A** Sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music.
15. **MUSIC.2.5B** Identify steady beat in short musical excerpts from various periods or times in history and diverse cultures.
16. **MUSIC.2.6A** Begin to practice appropriate audience behavior during live or recorded performances.