



Elementary Music - 2nd Grade Scope and Sequence

Course #5013080
[CPALMS 2nd Grade Music](#)



Curriculum Map



Sequence



Supports



Feedback

Quarter	Unit	IG - L.A	Topic Name	Standards	Assessment	Days*
First Quarter	1 Foundations	1	Vocalese (Pitch Exploration/Vocal Warm-Ups)	MU.2.S.3.1 - Sing using head voice and match pitch.	Formative	6
		2	Songs (Sing/Speak/Call and Response)	MU.1.S.2.1 - Sing or play songs from memory.		
		3	Solfege Preparation (Neutral Syllables)	MU.2.S.3.5 - Aural melodic patterns.		
		4	Rhythmic Literacy Development (Neutral Syllables)	MU.2.S.1.1 - Rhythmic improvisation.		
		5	Movement for Form and Expression (Folk Dance or Expressive)	MU.2.H.1.1 - Perform dance from a variety of cultures.		
		6	Instrumental Technique	MU.2.C.1.3		
		7	Critical Thinking	MU.2.F.2.1 MU.2.C.2.1		
Second Quarter	2 Developing	1	Vocalese (Pitch Exploration/Vocal Warm-Ups)	MU.2.S.3.1	Formative	6
		2	Songs (Sing/Speak/Call & Response)	MU.2.S.2.1		
		3	Solfege Preparation (Neutral Syllables)	MU.2.S.3.2		
		4	Rhythmic Literacy Development (Rhythmic Syllables)	MU.2.H.3.1		
		5	Movement for Form and Expression	MU.2.O.1.2		
		6	Instrumental Technique	MU.2.S.3.2		
		7	Critical Thinking	MU.2.H.2.1 MU.2.C.1.1		
Third Quarter	3 Fostering Creativity	1	Vocalese (Pitch Exploration/Vocal Warm-Ups)	MU.2.S.3.1	Formative	6
		2	Songs (Sing/Speak/Call and Response)	MU.2.S.2.1		
		3	Solfege Literacy	MU.2.S.3.4		
		4	Rhythmic Literacy Extension	MU.1.S.3.4		
		5	Movement for Form and Expression	MU.2.H.1.2 MU.2.O.3.1		
		6	Instrumental Technique	MU.2.S.1.2		
		7	Critical Thinking	MU.2.F.1.1 MU.2.C.1.4		
Fourth Quarter	4 Encouraging Improvisation	1	Vocalese (Pitch Exploration/Vocal Warm-Ups)	MU.2.S.3.1	Formative	6
		2	Songs (Sing/Speak/Call and Response)	MU.2.S.2.1		
		3	Solfege Literacy	MU.2.S.3.3		
		4	Rhythmic Literacy Extension	MU.1.S.3.4		
		5	Movement for Form and Expression	MU.2.C.1.2		
		6	Instrumental Technique	MU.2.F.3.1		
		7	Critical Thinking	MU.2.C.3.1 MU.2.O.1.1		

*The days provided for each unit/topic is an estimate that may be adjusted by subject-level PLCs based on student achievement data. The days are based upon **every other day scheduling** and should be adjusted, if necessary, based upon a daily format. The recommended days shown are less than the actual days for each quarter to allow for additional time for routines, testing, absences, remediation and outside considerations.

