

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Music



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL Curriculum	
Content Area: General Music	
Course Title: General Music	
Grade Level: Grade 2	
Unit Title	Pacing Guide in Days
Beginning Music Literacy	18 days (1 day per week)
Integrating Basic Musical Concepts	18 days (1 day per week)

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: General Music	
Unit Title: Beginning Music Literacy	Duration: 18 days (1 day per week)
Target Course/Grade Level: Grade 2	
Introduction: In this unit, second-grade students will deepen their understanding of music by exploring singing, instrument playing, movement, and music reading. Students will learn to sing songs both individually and in groups, while developing proper techniques for playing a variety of classroom instruments. They will practice maintaining a steady beat and recognizing important musical elements such as tempo, dynamics, and melodic contour. Students will also begin to read simple music notation, including identifying notes on the treble clef, and will create and improvise their own rhythmic and melodic patterns. By distinguishing between beat and rhythm and performing rhythmic phrases, they will	

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Music

strengthen their musical literacy and coordination. Movement activities will help students physically express musical ideas, making abstract concepts more concrete and engaging.

Throughout the unit, students will engage in self-evaluation, using teacher-provided criteria to reflect on their own musical growth. They will develop an understanding of how musicians make creative choices, improve their work through practice and feedback, and select repertoire based on skill and context. Students will explore how musical creators communicate feelings and ideas through the elements and structures of music, and how performances are influenced by cultural, social, and historical contexts.

This unit encourages students to connect their personal experiences and interests to the creative process, performance, and listening activities. It also invites them to see music in relation to other arts, subjects, and everyday life, helping them appreciate the many ways music enriches our world.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Music

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>
New Jersey Student Learning Standards for Visual and Performing Arts

Anchor Standards:	Performance Expectations	Practice
Anchor Standard 1: Generating and conceptualizing ideas	1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.	Imagine

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Music

Anchor Standard 2: Organizing and developing ideas	● 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. ● 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.	Plan, Make
Anchor Standard 3: Refining and completing products	1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music. 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.	Evaluate, Refine
Anchor Standard 4: Selecting, analyzing, and interpreting work.	1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	Select, Analyze, Interpret
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products	1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance. 1.3A.2Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.	Rehearse, Evaluate, Refine

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Music

	1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent	
Anchor Standard 6: Conveying meaning through art	1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy. 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.	Rehearse, Evaluate, Refine
Anchor Standard 7: Perceiving and analyzing products	1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes. 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.	Select, Analyze
Anchor Standard 8: Interpreting intent and meaning	1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.	Interpret

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Music

Anchor Standard 9: Applying criteria to evaluate products	1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.	Evaluate
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	Interconnection
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Interconnection

New Jersey Student Learning Standards: Interdisciplinary Connections <https://www.nj.gov/education/cccs>

RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Brainstorming can create new, innovative ideas.	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
Different types of jobs require different knowledge and skills.	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
Brainstorming can create new, innovative ideas.	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Individuals from different cultures may have different points of view and experiences.	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

New Jersey Student Learning Standards: Computer Science and Design Thinking

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Music

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> • Perform rhythmic patterns and short melodic phrases with confidence • Understand and keep a steady pulse while singing, moving, or playing instruments • Use movement to express musical ideas like changes in tempo and pitch • Name and identify different instruments by their sounds and appearance • Sing a variety of songs, both solo and with classmates • Read and recognize notes on the treble clef staff • Create and improvise simple rhythms and melodies using their voices and instruments • Play instruments correctly, demonstrating proper hand position and technique • Explain their own musical progress using teacher guidelines • Differentiate between the steady beat and changing rhythms in music • Play instruments in groups and individually to perform musical selections • Identify musical features such as tempo, volume, and the shape of melodies
Unit Enduring Understandings: <i>Students will know...</i> • Musical ideas come from many different experiences, feelings, and inspirations • Musicians make choices about their music based on their skills, the setting, and what they want to express

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Music

- Improving musical work requires practicing, being open to feedback, and trying new approaches
- Performers choose songs that fit their abilities and the performance situation
- People's personal experiences and cultures influence how they choose and respond to music
- Music creators use musical elements and structure to share emotions and ideas
- Musicians connect their own stories and interests with the music they create, perform, and listen to
- How a piece of music is presented and the context in which it is heard affects how audiences respond

Unit Essential Questions:

- What inspires musicians to come up with new musical ideas?
- How do musicians decide what music to perform?
- How do we know when a musical piece is ready to be shared?
- How do listeners' backgrounds and cultures affect their response to music?
- How can we understand what a composer or performer wants to communicate through music?
- What helps musicians get better at their craft?
- In what ways does music connect to other arts, subjects, and daily life?
- How does making and listening to music help us connect with others?

Instructional Plan

Students will explore musical activities with the goal of becoming more beatful, tuneful, and artful. Suggested activities include:

- vocal exploration
- fragment singing
- call and response
- singing games
- performance of beat on various instruments
- movement to demonstrate steady beat
- movement to explore musical concepts
- movement to explore form
- movement for expression
- performing and reading both iconic and standard rhythmic notation for rhythms including quarter notes, eighth notes, and quarter rests
- improvising simple rhythmic and melodic phrases
- identifying and sorting instruments by family

Evidence of Student Learning

Formative Assessments:

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Music

- Participation/Observation during musical activities
- Verbal questioning
- Anecdotal Notes
- Kinesthetic Assessments
- Digital Music Games

Summative Assessments:

- Conferencing
- Daily performance
- Teacher made assessments

Benchmark Assessments:

- Performances

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Students will echo sing a simple melody
- Students will demonstrate the steady beat through performance
- Students will demonstrate rhythms through performance

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
- Use visuals, icons, or color coding for musical concepts.
- Pre-teach and reinforce key vocabulary (note names, rhythms, instruments).
- Provide step-by-step modeling of singing, rhythm, or movement.
- Use teacher-guided, choral, and small-group singing before moving to independent practice.
- Pair students with a peer “buddy” for support.
- Offer preferential seating near teacher or instruments.
- Reinforce vocabulary with movements, gestures, or visual cues.
- Allow extra response time during activities.
- Provide extended time to create, practice, or perform.
- Accept oral or physical demonstrations in place of written responses.
- Provide small-group instruction for singing, instrument practice, or rhythm activities.
- Use augmentative communication systems or adapted instruments when needed.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for practice and performance.
- Offer small-group or quiet work settings.
- Provide preferential seating near teacher or resources.
- Allow oral or non-written demonstrations of knowledge.

- Provide adapted instruments or communication supports as needed.
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Students at Risk of Failure

- Use visuals, demonstrations, and repetition.
 - Pre-teach key musical vocabulary and tasks.
 - Provide teacher modeling for rhythm, singing, or movement.
 - Pair with a peer tutor or supportive “buddy.”
 - Use group singing and chants for reinforcement.
 - Offer preferential seating.
 - Break multi-step tasks (e.g., clapping patterns, simple instruments) into smaller parts.
 - Provide frequent encouragement and feedback.
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Gifted and Talented

- Ask open-ended, higher-order questions (e.g., “How could you change this rhythm to make it more interesting?”).
 - Encourage creativity and improvisation in singing, rhythm, or movement.
 - Provide choice in instruments, songs, or project formats.
 - Offer enrichment activities such as composing simple pieces, leading group activities, or experimenting with new sounds.
 - Encourage student leadership in group singing or rhythm games.
 - Provide opportunities for solo or small-group performances.
 - Allow for independent or interest-based extension projects.
 - Encourage reflection and self-assessment (“What did you like about your song?”).
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Multilingual Learners

- Collaborate with ESL/MLL teachers.
 - Use visuals, labeled instruments, and gestures to support directions.
 - Pre-teach vocabulary (music terms, instrument names) with pictures.
 - Provide sentence frames for reflection (e.g., “I played __,” “The song made me feel __”).
 - Pair vocabulary with actions, rhythms, or movements.
 - Allow extra time for practice and performance.
 - Accept oral demonstrations and partner support instead of written work.
-

Diversity and Inclusion

**Ocean Academy Charter School
Curriculum Guide
Grade 2 - Music**

- Include songs and musical traditions from diverse cultures.
- Involve families in sharing cultural music or instruments.
- Provide alternative formats for participation (movement, rhythm, or art responses).
- Use visuals and clear instructions; avoid idioms.
- Establish inclusive routines for group singing and performance.
- Provide sufficient wait time for responses.
- Encourage respect for all styles of musical expression.
- Create a nurturing, supportive environment that values creativity and collaboration.

Supplemental Resources

- Musicplayonline.com
- Various performance materials
- Classroom instruments

Teacher Notes

**OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview**

Content Area: General Music

Unit Title: Integrating Basic Musical Concepts

Duration: 18 days (1 day per week)

Target Course/Grade Level: Grade 2

Introduction:

In this unit, second-grade students will build upon their growing musical skills through a variety of engaging activities involving singing, playing instruments, movement, and music reading. Students will continue to explore the unique qualities of their speaking and singing voices, learning to sing songs both individually and as part of a group. They will develop proper technique on a range of classroom instruments and perform songs confidently both solo and with peers.

Students will deepen their understanding of musical elements such as steady beat, tempo, dynamics, and melodic contour. They will learn to distinguish between beat and rhythm, perform and create rhythmic patterns, and identify notes on the treble clef. Movement activities will help students express musical ideas physically, reinforcing their listening and performance skills.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Music

Self-reflection and growth are important parts of this unit, as students will practice evaluating their own performances using clear criteria provided by the teacher. Throughout, they will gain insight into how musicians generate creative ideas, make choices about repertoire, and improve their work through practice and thoughtful evaluation.

Students will also explore how music connects to their own experiences and cultural backgrounds, as well as how it relates to other art forms, subjects, and everyday life. They will learn how music communicates feelings and stories, and how context influences both performance and audience response.

This unit encourages young musicians to become thoughtful creators, performers, and listeners, building a strong foundation for lifelong musical engagement.

Disciplinary Concepts for the Unit:

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Ocean Academy Charter School
Curriculum Guide
Grade 2 - Music

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Anchor Standard 2: Organizing and developing ideas	• 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	Plan, Make

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Music

	● 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.	
Anchor Standard 3: Refining and completing products	1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music. 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audiences.	Evaluate, Refine
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Ocean Academy Charter School
Curriculum Guide
Grade 2 - Music

	perform rhythmic and melodic patterns using iconic or standard notation. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent	
Anchor Standard 6: Conveying meaning through art	• 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy. • 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.	Present
Anchor Standard 7: Perceiving and analyzing products	1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes. 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.	Select, Analyze
Anchor Standard 8: Interpreting intent and meaning	1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators' /performers' expressive intent.	Interpret
Anchor Standard 9: Applying criteria to evaluate products	1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.	Evaluate
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	Interconnection

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Music

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Interconnection
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs		
RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.		
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills		
Core Ideas	Performance Expectations (Identified with Standard Number and statement)	
Brainstorming can create new, innovative ideas.	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.	
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Individuals from different cultures may have different points of view and experiences.	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).	
New Jersey Student Learning Standards: Computer Science and Design Thinking		
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)	
Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.	
New Jersey Student Learning Standards: Climate Change Mandate		
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)	
People develop ideas and understandings of society, culture	1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including	

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Music

and history through their interactions with and analysis of art.	climate change.
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Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Perform rhythmic sequences and simple melodic phrases with accuracy
- Differentiate between speaking and singing voices in their own vocal use
- Identify and name various musical instruments by sound and appearance
- Maintain a steady pulse while singing, moving, or playing instruments
- Play songs on instruments both individually and with classmates
- Demonstrate correct posture and technique when handling musical instruments
- Create and improvise basic rhythms and melodies using voice or instruments
- Recognize musical elements like tempo, volume, and melody shape
- Read and identify notes written on the treble clef staff
- Use body movement to represent musical ideas such as pitch changes and rhythm
- Explain their musical growth by reflecting on teacher-provided feedback
- Distinguish the difference between beat (steady pulse) and rhythm (patterned sounds)

Unit Enduring Understandings:

Students will know...

- Musicians draw inspiration from many different sources, including emotions and experiences
- The choices musicians make depend on their skill, the performance setting, and their personal expression
- Musical work improves through practice, evaluation, and openness to new ideas
- Performers select music based on what suits their abilities and the occasion
- Our personal backgrounds and experiences influence how we choose and respond to music
- Composers and performers use musical elements and structures to convey meaning and feelings
- Music allows individuals to connect their own ideas and experiences with those of others
- Audience reactions are shaped by the context and way a musical piece is presented

Unit Essential Questions:

- Where do musicians find inspiration for creating music?
- How do musicians decide which pieces to perform?
- What tells us when a musical performance is ready to share with others?
- How do listeners' cultures and experiences affect their understanding of music?

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Music

- How can we tell what feelings or stories a composer or performer wants to share?
- What helps musicians improve their skills and performances?
- How does music relate to other art forms and everyday life?
- In what ways does making and listening to music help us connect with people?

Instructional Plan

Students will explore musical activities with the goal of becoming more beatful, tuneful, and artful. Suggested activities include:

- vocal exploration
- fragment singing
- call and response
- singing games
- performance of beat on various instruments
- movement to demonstrate steady beat
- movement to explore musical concepts
- movement to explore form
- movement for expression
- performing and reading both iconic and standard rhythmic notation for rhythms including half notes, quarter notes, eighth notes, and quarter rests
- improvising simple rhythmic and melodic phrases
- identifying and sorting instruments by family
- exposure to standard notation in the treble clef staff in preparation for reading notes in third grade

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during musical activities
- Verbal questioning
- Anecdotal Notes
- Kinesthetic Assessments
- Digital Music Games

Summative Assessments:

- Conferencing
- Daily performance
- Teacher made assessments

Benchmark Assessments:

- Performances

Alternative Assessments:

- Based on IEP or 504 as needed

Performance Tasks:

- Students will echo sing a simple melody
- Students will demonstrate the steady beat through performance

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
 - Use visuals, icons, or color coding for musical concepts.
 - Pre-teach and reinforce key vocabulary (note names, rhythms, instruments).
 - Provide step-by-step modeling of singing, rhythm, or movement.
 - Use teacher-guided, choral, and small-group singing before moving to independent practice.
 - Pair students with a peer “buddy” for support.
 - Offer preferential seating near teacher or instruments.
 - Reinforce vocabulary with movements, gestures, or visual cues.
 - Allow extra response time during activities.
 - Provide extended time to create, practice, or perform.
 - Accept oral or physical demonstrations in place of written responses.
 - Provide small-group instruction for singing, instrument practice, or rhythm activities.
 - Use augmentative communication systems or adapted instruments when needed.
-

Students with 504 Plans

- Follow the 504 plan.
 - Provide extended time for practice and performance.
 - Offer small-group or quiet work settings.
 - Provide preferential seating near teacher or resources.
 - Allow oral or non-written demonstrations of knowledge.
 - Provide adapted instruments or communication supports as needed.
-

Students at Risk of Failure

- Use visuals, demonstrations, and repetition.
 - Pre-teach key musical vocabulary and tasks.
 - Provide teacher modeling for rhythm, singing, or movement.
 - Pair with a peer tutor or supportive “buddy.”
 - Use group singing and chants for reinforcement.
 - Offer preferential seating.
 - Break multi-step tasks (e.g., clapping patterns, simple instruments) into smaller parts.
 - Provide frequent encouragement and feedback.
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Gifted and Talented

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Music

- Ask open-ended, higher-order questions (e.g., “How could you change this rhythm to make it more interesting?”).
 - Encourage creativity and improvisation in singing, rhythm, or movement.
 - Provide choice in instruments, songs, or project formats.
 - Offer enrichment activities such as composing simple pieces, leading group activities, or experimenting with new sounds.
 - Encourage student leadership in group singing or rhythm games.
 - Provide opportunities for solo or small-group performances.
 - Allow for independent or interest-based extension projects.
 - Encourage reflection and self-assessment (“What did you like about your song?”).
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Multilingual Learners

- Collaborate with ESL/MLL teachers.
 - Use visuals, labeled instruments, and gestures to support directions.
 - Pre-teach vocabulary (music terms, instrument names) with pictures.
 - Provide sentence frames for reflection (e.g., “I played __,” “The song made me feel __”).
 - Pair vocabulary with actions, rhythms, or movements.
 - Allow extra time for practice and performance.
 - Accept oral demonstrations and partner support instead of written work.
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Diversity and Inclusion

- Include songs and musical traditions from diverse cultures.
- Involve families in sharing cultural music or instruments.
- Provide alternative formats for participation (movement, rhythm, or art responses).
- Use visuals and clear instructions; avoid idioms.
- Establish inclusive routines for group singing and performance.
- Provide sufficient wait time for responses.
- Encourage respect for all styles of musical expression.
- Create a nurturing, supportive environment that values creativity and collaboration.

Supplemental Resources

- Musicplayonline.com
- Various performance materials
- Classroom instruments

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Music

Teacher Notes