

MUSIC CURRICULUM STANDARDS SECOND GRADE

Standard 1.0 Singing

Students will sing alone and with others, a varied repertoire of music.

Grade Level Expectations (GLEs)

The student will

- 1.1 Develop skill in singing, alone and with others, major/minor pentatonic and major/minor diatonic songs.
- 1.2 Develop proper vocal technique.
- 1.3 Develop skill in speaking/singing simple ostinati to produce harmony.

Checks for Understanding

- 1.1 Sing, with others, a simple pentatonic song (words, pitches, rhythm).
Sing, alone, a simple pentatonic song (words, pitches, rhythm).
- 1.2 Sing a song exhibiting good posture and an open mouth.
- 1.3 Speak, in a group, a vocal ostinato while the teacher speaks a poem.

Student Performance Indicators (SPIs)

The student is able to

- 1.1.1 Sing pentatonic songs accurately.
- 1.1.2 Sing pentatonic and diatonic songs accurately.
- 1.1.3 Sing pentatonic and diatonic songs accurately with good vocal technique (e.g., posture, breathing, blending).
- 1.2.1 Exhibit correct singing posture.
- 1.2.2 Exhibit correct singing posture and open mouth.
- 1.2.3 Exhibit correct singing posture, open mouth, and good tone.
- 1.3.1 Speak, in a group, a vocal ostinato to accompany a poem or song.
- 1.3.2 Speak/sing, in a group, a vocal ostinato while the teacher speaks a poem or sings a melody.
- 1.3.3 Sing, in a group, a vocal ostinato while the teacher sings a melody.

Standard 2.0 Playing Instruments

Students will perform on instruments, alone and with others, a varied repertoire of music.

Grade Level Expectations (GLEs)

The student will

- 2.1 Perform steady beat and simple rhythm patterns in duple meter.
- 2.2 Play instruments using correct technique.
- 2.3 Play a simple ostinato to accompany a poem/song.

Checks for Understanding

- 2.1 Maintain a steady beat independently.
Play, accurately, an eight-beat rhythm pattern.
- 2.2 Demonstrate correct technique for playing selected instruments.
- 2.3 Play, in a group, a rhythm ostinato to accompany a poem.

Student Performance Indicators (SPIs)

The student is able to

- 2.1.1 Maintain a steady beat independently.
- 2.1.2 Play simple rhythm patterns in duple meter.
- 2.1.3 Maintain a steady beat in group A while group B plays a simple rhythm.

- 2.2.1 Demonstrate correct technique for holding instruments and/or mallets.
- 2.2.2 Demonstrate correct technique for playing instruments.
- 2.2.3 Play instruments with correct technique producing a good tone.

- 2.3.1 Play a simple ostinato.
- 2.3.2 Play a simple ostinato in a group to accompany a poem/song.
- 2.3.3 Play a melodic ostinato to accompany a song.

Standard 3.0 Improvising

Students will improvise melodies, variations, and accompaniments.

Grade Level Expectations (GLEs)

The student will

- 3.1 Improvise using the word rhythms of songs, poems, and stories.
- 3.2 Improvise, vocally, short melodic phrases.
- 3.3 Improvise creative movement within a musical context.

Checks for Understanding

- 3.1 Improvise, using a given rhythm, vocally or on a barred instrument set up in a pentatonic scale.
- 3.2 Improvise, vocally, short melodic phrases in response to simple musical questions sung by the teacher.
- 3.3. Improvise appropriate movements to show changes in a musical selection.

Student Performance Indicators (SPIs)

The student is able to

- 3.1.1 Improvise appropriate sounds using voice, body percussion, or classroom instruments within teacher-provided parameters to accompany a song, poem, or story.
- 3.1.2 Improvise, on pitched instruments (pentatonic) and/or vocally, using a given rhythm pattern.
- 3.1.3 Improvise, on pitched instruments (pentatonic) and/or vocally, using the rhythm of a song or poem.

- 3.2.1 Improvise vocal sounds and/or melodic phrases appropriate to a teacher-selected song, poem, or story.
- 3.2.2 Improvise, vocally, short melodic phrases in response to simple musical questions.
- 3.2.3 Improvise a vocal phrase within teacher-given parameters.

- 3.3.1 Improvise movements appropriate to teacher-selected song, poem, story, or listening example.
- 3.3.2 Improvise, in a group, appropriate movements to show selected musical forms and/or expressive qualities.
- 3.3.3 Improvise, individually, appropriate movements to show selected musical forms and/or expressive qualities.

Standard 4.0 Composing

Students will compose and arrange music within specific guidelines.

Grade Level Expectations (GLEs)

The student will

- 4.1 Compose short rhythm patterns.
- 4.2 Compose short melodies using pitches from the pentatonic scale.
- 4.3 Compose simple introductions and codas.

Checks for Understanding

- 4.1 Create, and repeat, a four-beat rhythm composition, following teacher guidelines.
- 4.2 Create, and repeat, a four-beat melodic composition, following teacher guidelines.

- 4.3 Create an introduction for a song or poem, following teacher guidelines.
Create a coda for a song or poem, following teacher guidelines.

Student Performance Indicators (SPIs)

The student is able to

- 4.1.1 Create and demonstrate a four-beat rhythm pattern.
- 4.1.2 Create and demonstrate a four-beat rhythm composition using quarter notes, paired eighth notes, and/or quarter rests.
- 4.1.3 Create and demonstrate an eight-beat rhythm composition using quarter notes, paired eighth notes, and/or quarter rests.

- 4.2.1 Create and demonstrate a composition using high and low sounds.
- 4.2.2 Create and demonstrate a composition using so and mi.
- 4.2.3 Create and demonstrate a composition using so, mi, and la.

- 4.3.1 Create a simple introduction for a given piece.
- 4.3.2 Create a simple coda for a given piece.
- 4.3.3 Create a simple introduction and coda for a given piece.

Standard 5.0 Reading and Notating

Students will read and notate music.

Grade Level Expectations (GLEs)

The student will

- 5.1 Read rhythm patterns written in traditional notation.
- 5.2 Read simple melodic patterns.
- 5.3 Notate simple rhythm patterns.

Checks for Understanding

- 5.1 Read and perform an eight-beat rhythm pattern written in traditional notation using quarter notes, paired eighth notes, and/or quarter rests.
- 5.2 Perform a short melody using so-mi-la following iconic notation provided by the teacher.
- 5.3 Notate, using manipulatives to represent traditional notation, a four-beat rhythm pattern (quarter notes, paired eighth notes, and/or quarter rests).

Student Performance Indicators (SPIs)

The student is able to

- 5.1.1 Interpret and perform iconic notation for one sound on a beat, two sounds on a beat, or no sound on a beat.
- 5.1.2 Read and perform traditional notation for quarter note, paired eighth notes, and quarter rest.
- 5.1.3 Read and perform traditional notation for quarter note, paired eighth notes, half notes, and quarter rest.

- 5.2.1 Recognize and perform iconic notation for high, middle, and low sounds.
- 5.2.2 Read and perform iconic notation for simple melodic patterns.
- 5.2.3 Read and perform traditional notation for simple melodic patterns.

- 5.3.1 Notate, with iconic notation, rhythm patterns containing one sound on a beat, two sounds on a beat, and no sound on a beat.
- 5.3.2 Notate, with traditional notation, rhythm patterns using quarter note, paired eighth notes, and quarter rest.
- 5.3.3 Notate, with traditional notation, rhythm patterns using quarter note, paired eighth notes, half note, and quarter rest.

Standard 6.0 Listening and Analyzing

Students will listen to, analyze, and describe music.

Grade Level Expectations (GLEs)

The student will

- 6.1 Recognize and label, as same and different, sections of music.
- 6.2 Recognize musical instruments and classify into families.
- 6.3 Describe the tempo and dynamics of musical selections.
- 6.4 Recognize and identify same and different phrases in a song.

Checks for Understanding

- 6.1 Label, using manipulatives, sections within a musical selection as same or different.

- 6.2 Identify, by sight, selected instruments.
Identify, by sound, selected instruments.
Classify selected percussion instruments into families (e.g., wood/metal, strike/shake/scrape, pitched/un-pitched) as determined by the teacher.

- 6.3 Identify the tempo of a music selection as fast/slow in response to the teacher prompt of “Describe the tempo...”
Identify the dynamics of a music selection as loud/soft in response to the teacher prompt of “Describe the dynamics...”

- 6.4 Identify selected phrases as same or different rhythmically.
Identify selected phrases as same or different melodically.

Student Performance Indicators (SPIs)

The student is able to

- 6.1.1 Respond to same and different within a musical selection.
- 6.1.2 Recognize as same or different sections within a two-section musical selection.
- 6.1.3 Recognize as same or different sections within extended musical selections (e.g., ABA form, rondo).

- 6.2.1 Recognize individual instruments and identify how sound is produced.
- 6.2.2 Recognize classroom instruments, by sight and sound, and classify into families.
- 6.2.3 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families.

- 6.3.1 Describe how fast/slow and/or loud/soft affect the mood of music.
- 6.3.2 Label tempo as fast/slow and dynamics as loud/soft.
- 6.3.3 Identify and use musical terminology to describe expressive qualities.

- 6.4.1 Recognize phrases.
- 6.4.2 Recognize that phrases are same or different rhythmically.
Recognize that phrases are the same or different melodically.
- 6.4.3 Recognize that phrases are the same or different rhythmically and melodically.

Standard 7.0 Evaluating

Students will evaluate music and music performances.

Grade Level Expectations (GLEs)

The student will

- 7.1 Evaluate musical performances based on grade-appropriate criteria.
- 7.2 Develop and evaluate appropriate audience behaviors during a performance.

Checks for Understanding

- 7.1 Identify several features, selected from options provided by the teacher, observed and/or heard during a performance (e.g., fast/slow, loud/soft, standing up straight, instruments).
- 7.2 Demonstrate sitting quietly, listening attentively, and applauding at appropriate times during a performance.

Student Performance Indicators (SPIs)

The student is able to

- 7.1.1 Discuss a musical performance using teacher-given criteria.
- 7.1.2 Discuss a musical performance using grade-appropriate music vocabulary.
- 7.1.3 Discuss classroom performances (visually and aurally) using grade appropriate vocabulary.

- 7.2.1 Discuss appropriate audience behaviors during a performance.
- 7.2.2 Demonstrate appropriate audience behaviors during a performance.
- 7.2.3 Evaluate audience behaviors exhibited during a performance.

Standard 8.0 Interdisciplinary Connections

Students will understand music between music, the other arts, and disciplines outside the arts.

Grade Level Expectations (GLEs)

The student will

- 8.1 Recognize connections between music and dance, theatre, and/or visual art.
- 8.2 Recognize connections between music and language arts.

Checks for Understanding

- 8.1 Identify common elements between music and other arts disciplines (e.g., pattern, movement, sequence).
- 8.2 Identify rhyming words in a song, poem, and/or story.
Identify the number of syllables in selected words from a song, poem, or spoken ostinato.

Student Performance Indicators (SPIs)

The student is able to

- 8.1.1 Explore common elements between music and dance, theatre, and/or visual art.
- 8.1.2 Identify common elements between music and dance, theatre, and/or visual art.
- 8.1.3 Recognize similarities and differences between music and dance, theatre, and/or visual arts.

- 8.2.1 Explore common elements between music and language arts.
- 8.2.2 Identify common elements between music and language arts.
- 8.2.3 Recognize similarities and differences between music and language arts.

Standard 9.0 Historical and Cultural Connections

Students will understand music in relation to history and culture.

Grade Level Expectations (GLEs)

The student will

9.1 Perform and describe music of various historical periods and cultures.

Checks for Understanding

9.1 Recognize that a given song comes from another culture and appropriately identify.

Student Performance Indicators (SPIs)

The student is able to

9.1.1 Perform songs and singing games from various historical periods and cultures.

9.1.2 Recognize that musical examples come from different historical periods and cultures.

9.1.3 Discuss and understand the cultural/historical context of a musical example.