

2nd Grade:

A: Singing

1: sing independently and apply accurate ***pitch** relationships while singing in a limited range [*la-sol-mi, sol-mi-re-do*]

Demonstrate appropriate singing posture

2: Demonstrate loud and soft ***dynamics** [*p, f*] and fast and slow tempo

3: Perform a varied repertoire of songs, including

- ***patriotic**
- ***folk**
- Seasonal
- ***spirituals**

4: Perform ***ostinati**

5: Perform in groups using a steady beat, matching dynamics, following the cues of the conductor

B: Instrumental

1: Perform the following rhythmic patterns using standard or iconic notation:

- Quarter note/rest
- Half note/ rest
- Eighth note pairs

2: Demonstrate loud and soft dynamics [*p, f*] and fast and slow tempi

3: Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles

4: Echo short rhythmic patterns on rhythm instruments and/or body percussion

5: Perform in groups using a steady beat, matching dynamics, and following the cues of the conductor

C: Improvisation

1: Improvise “answers” in the same style to given rhythmic and melodic “questions”

2: Improvise short rhythmic and melodic patterns

D: Composition

1: Create a rhythmic composition using ***icons** /Create a ***phrase** by arranging rhythms

2: Create a single tone or non-pitched accompaniment for songs and stories, use varied instruments

3: arrange short rhythm patterns with specific guidelines (using icons or standard notation) and perform, use a variety of sounds when composing

E: Reading and Notating

1: Read simple rhythm patterns (using iconic or standard notation) consisting of:

- quarter note/rest
- half note/rest
- eighth-note pairs

2. Identify melodies that move up, down, or stay the same/Transfer melodic icons to pitch notation to **staff**

3: Identify *p* for *piano* and *f* for *forte*

4: Sight read rhythmic patterns

F: Analysis

1: Recognize basic forms and composition techniques (same and different)

- question/answer
- call/response
- AB
- repeated patterns [*ostinati*]
- verse/refrain
- repeat sign

***introduction**

2: Identify simple music forms upon listening to an example (from list above)

3: Demonstrate perceptual skills by listening to and answering questions about and describing music of various styles

4: Use appropriate terminology in explaining music, music notation, music instruments, voices, and performances

5: Identify sounds of varied instruments, including many band/orchestra, as well as male and female voices.

6: Differentiate between classroom pitched/non-pitched percussion instruments

7: Demonstrate through movement musical opposites and basic forms

- high/low
- fast/slow
- long/short

- smooth/ separated
- soft/loud
- same/different
- up/down
- question/ answer
- call/response
- AB
- repeated pattern [*ostinati*]
- verse/refrain

G: Evaluation

1: Develop criteria to distinguish between quality and non-quality performances and compositions through listening and self-assessment with regard to the following musical elements:

- appropriate singing voice
- loud/soft
- steady beat
- posture/stage presence

2: Use prerequisite music terms to describe their personal response to a musical example (tempo)

3: Evaluate the quality of their own and others' performances and offer constructive suggestions for improvement.

H: The Arts

1: Tell how concepts such as repetition and contrast are used in the fine arts

2: Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music

Show how the arts are studied in ways common to other subjects (e.g., relate rhythmic groups in music to sets in mathematics)

I: History and Culture

1: Demonstrate audience behavior appropriate for context and style of music

2: Identify characteristics, describe, and describe the function of teacher-selected genres or styles in various settings and cultural events

- patriotic
- Native American
- African American

***Singing Games**

3: Identify and describe roles of musicians in various music setting and world cultures/ Identify responsibilities of an accompanist and soloist