| M2.1.1      | <i>Dene and with others, a varied repertoire of music:</i> Differentiate between the speaking and singing voice.  |
|-------------|---|
| 1012.1.1    | <ul> <li>Students sing songs and play games that require them to use their speaking and singing voices, and they hear, feel, and</li> </ul>                                       |
|             | demonstrate the difference.   |
|             | Students listen to examples of speaking and singing voices. A. Hold up a card indicating which voice they are hearing.  |
|             | Raise their hands or show physically which voice they are hearing.  |
| M2.1.2      | Echo vocally and/or instrumentally rhythm, tempo, pitch, dynamics, and phrasing.  |
|             | Use classroom and Orff instruments.   |
|             | <ul> <li>Use classroom and Orff instruments.</li> <li>Students will echo -C<sup>1</sup> -D<sup>2</sup>, using rhythms of</li> <li>, , , , , , , , , , , , , , , , , , ,</li></ul> |
| M2.1.3      | Perform with accuracy, pitch, tempo, rhythm, phrasing and dynamics.   |
|             | Students will continue with skills in pitches of sol, mi, la, do, sol.  |
|             | Use the pentatonic scale and read and write pitches on the staff.   |
|             | Continue steady beat and rhythm.  |
|             | Perform songs with strong and weak beats and accents.   |
|             | Become aware of melodic movement by steps, skips, and repeats.  |
| M2.1.4      | Sing and/or play music from diverse cultures, genres, and styles. (Suggested possible resources: Music Educators National   |
|             | Conference [MENC] guidelines and music from "The World's Largest Concert")  |
|             | Students will learn folk dances to accompany songs.   |
|             | Students will perform accompaniments on classroom instruments, Orff instruments, and recorders.   |
|             | Sing a wide variety of songs. (Follow guidelines of adopted music texts. Also examine suggested song material from  |
| 1015        | supplemental music books on current methodologies such as Orff, Kodaly, and Gordon.)  |
| M2.1.5      | Sing or play rounds ostinato and partner songs.   |
|             | Students perform more challenging ostinato (vocal and instrumental) as well as rounds.  |
| M2.1.6      | Sing or play in groups, blending timbres, matching dynamic levels, and responding to the cues of a conductor in formal and/or informal settings.                                  |
|             | <ul> <li>Students will participate (sing or play) in programs demonstrating harmonizing skills of ostinato, rounds, etc., showing loud</li> </ul>                                 |
|             | and soft, varying dynamics with occasional solos.   |
| Create. con | pose, arrange and improvise music as developmentally appropriate:   |
| M2.2.1      | Create short rhythmic and melodic patterns.   |
|             | ▶ Using pitches sol, mi and la, do, and re, students create sol mi la sol sol mi  |
|             | answers to questions sung by the teacher.   |
|             | sol mi la sol mi  |
|             | I live on Oak Street.   |

## Music Standards Grade 2

| M2.2.2            | <ul> <li>Improvise simple rhythmic and melodic ostinato patterns.</li> <li>Students will create rhythmic ostinato to be spoken or performed with unpitched or body instruments.</li> <li>Create a hand-clapping pattern with a partner</li> <li>(e.g., "Cut the Cake" ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓</li></ul>   |
|-------------------|---|
| M2.2.3            | <ul> <li>Improvise simple rhythmic and melodic variations on familiar melodies or a given pentatonic scale.</li> <li>Students will use pitched instruments set up in pentatonic scales to create melodic variations to perform as interludes between verses or repetitions of a song (e.g., "Go Tell It on the Mountain," Mother, Mother, I Am Sick, ""Great Big House, " or "Old Dan Tucker").</li> </ul>  |
| M2.2.4            | <ul> <li>Improvise melodies and rhythms using a variety of sounds, including voices, body percussion, classroom instruments and non-traditional sources, such as computers, electronic or recorded sound.</li> <li>Students will discover sounds that can be made with classroom items (rulers, pencils, spirals, etc.), or they can bring items from home to use in creating accompaniments.</li> </ul>  |
| M2.2.5            | <ul> <li>Create and arrange music to accompany selections from children's literature.</li> <li>Students will create sounds to dramatize the reading of a story, poem, or book (e.g., poems – "An Old Silent Pond" and "Two Little Sausages" [Share the Music]; books – Today is Monday by Eric Carte, Happy Birthday, Moon by Frank Asch, and Caps for Sale by E. Slobod kina).</li> </ul>  |
| M2.2.6            | Improvise movement to songs or instrumental pieces when appropriate.  |
|                   | Students will create movement to dramatize songs.   |
| <b>Read</b> and N | Notate Music:   |
| M2.3.1            | <ul> <li>Recognize, correctly name, and count note and rest values of whole, half, quarter, eighth, sixteenth, and dotted notes.</li> <li>Students learn rhythmic dictation by: D Teacher claps or performs pattern D Clapping and speaking the pattern D Writing the pattern (white boards or paper and pencil).</li> <li>Practice reading, writing, and performing ' and • from flashcards, visuals, making notes of pipe clearness, etc.</li> <li>Use 2-beat and 4-beat song material with these rests.</li> </ul> |
| M2.3.2            | <ul> <li>Read simple meter signatures correctly.</li> <li>Students experience meter in 2 by using song material. Use visuals to represent the strong, weak pattern of meter in 2.</li> <li>Students learn to conduct music in 2.</li> <li>Bounce and catch balls in 2.</li> <li>Continue in meters of 3 and 4.</li> </ul>   |
| M2.3.3            | Use a system (syllables, numbers, or letters) to read pitch notation in the treble clef in major keys.<br>➤ Students will read music to sing.   |

| M2.3.4      | Identify and correctly interpret signs (e.g., treble and bass clef, etc.), symbols (fermata, coda, etc.) and terms relating to  |
|-------------|---|
| 1112.3.1    | pitch, rhythm, dynamics, tempo, and articulation.   |
|             | Students experience songs that add accents, repeat signs, treble clef, half and whole notes and rests, names do clef,   |
|             | fermata, bar line, repeat signs, double bar lines, meter signatures, and measures   |
| Analyze, de | scribe and evaluate music and musical performances:   |
| M2.4.1      | Identify phrases and sections of music that are the same, similar, or different.  |
|             | Students identify music selections as same, different, or similar.  |
|             | $\blacktriangleright$ Use AB/ABA form.  |
|             | ➢ Use songs and movement.   |
|             | Perform sections on instruments.  |
| M2.4.2      | Identify music forms AB, ABA, and Rondo   |
|             | Experience form through movement by creating different motions for separate sections by playing instruments,  |
|             | choosing different instruments for contrasting sections, or by identifying visuals, such as geometric shapes.   |
| M2.4.3      | Describe aural examples of music and music performances   |
|             | Students write simple sentences about mood (happy, angry, thoughtful) while or after listening to music examples.   |
|             | Students draw or paint while listening to music.  |
| M2.4.4      | Identify instrument families, individual instruments within the families, and recognize adult male, adult female, and   |
|             | children's voices.  |
|             | Students learn about families of instruments and why instruments are in families; string, woodwinds, brass and percussion.  |
| D1 / /      | Identify instruments by sight and sound.  |
|             | usic from diverse cultures, society, history and other arts and disciplines.  |
| M2.5.1      | Students will continue identifying vocals – adults, children—by listening to members of the class.  |
|             | Students continue activities of grade one but include songs such as "Button, You Must Wander," "Here Comes a  |
| NO 5 0      | Bluebird," "A Sailor Went to Sea, Sea, Sea," and "Sally, Go 'Round the Sun."  |
| M2.5.2      | Children should know the lyrics to our National Anthem. Explore patriotic songs of the United States and music of   |
|             | <ul> <li>American composers, such as Ellington and Gershwin.</li> <li>➢ Students learn patriotic songs including "This Land Is Your Land."</li> </ul>   |
|             | <ul> <li>Students learn patriotic songs including This Land is Your Land.</li> <li>Students explore music of American composer Hart McDonald (Children's Symphony) and John Philip Sousa ("Stars and</li> </ul> |
|             | Students explore music of American composer Hart McDonald (Children's Symphony) and John Philip Sousa ("Stars and Stripes Forever").  |
|             | Identify music from various periods, composers and cultures.  |
| 112.3.3     | <ul> <li>Students will identify and experience music from various style periods and cultures. Examples: Romantic – Edvard Grieg</li> </ul>  |
|             | (Norway) "In the Hall of the Mountain King" 20th Century – Zoltan Kodaly (Hungary) "Viennese Musical Clock" from  |
|             | Háry Janos Suite. Culture examples: "Sorida" – Africa "Tue, Tue" – Africa "Go Tell It on the Mountain" –  |
|             | AfricanAmerican R Students will play excerpts from world music on recorders, pianos, etc.   |
|             | A metal meneur restatents win play excerpts nom world music on recorders, planos, etc.  |
|             |   |

| M2.5.4 | Sing/play songs and play musical games from diverse cultures.   |
|--------|---|
|        | Students play/sing a song as well as play games from diverse cultures.  |
| M2.5.5 | Participate in musical activities that correlate with other disciplines.  |
|        | Students will correlate music activities with other disciplines, such as Reading: "Caps for Sale" and "Scarecrow Boy" |
|        | Math: "Going Over the Sea, ""Ten in a Bed," "Cheapnaecas and "La Raspa" from Mexico. "Sakura" from Japan, and         |
|        | "Navajo Happy Song" from Native Americans.  |
| M2.5.6 | Identify connections between music and the other arts, including similar terms, historical periods, and styles.       |
|        | Students continue recognizing and identifying same/different sections of music.                                       |
|        | Perform folk dances.  |
|        | ➢ Know the terms form, repetition, contrast, compare. R Continue with AB form and learn ABA form.                     |
| M2.5.7 | Sing sacred songs of the Mass   |
|        | Students will sing sacred songs that can be used for Mass   |
| M2.5.8 | Sing service music from the Mass  |
|        | Students will sing service music that can be used during Mass.  |