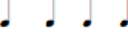
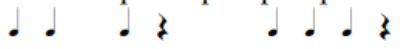




<p>M2.2.2</p>	<p>Improvise simple rhythmic and melodic ostinato patterns.</p> <ul style="list-style-type: none"> ➤ Students will create rhythmic ostinato to be spoken or performed with unpitched or body instruments. ➤ Create a hand-clapping pattern with a partner <p style="text-align: right;">(e.g., “Cut the Cake”  pat clap clap clap r  “Get Big House” or “New Orleans”).</p>
<p>M2.2.3</p>	<p>Improvise simple rhythmic and melodic variations on familiar melodies or a given pentatonic scale.</p> <ul style="list-style-type: none"> ➤ 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”).
<p>M2.2.4</p>	<p>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.</p> <ul style="list-style-type: none"> ➤ 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.
<p>M2.2.5</p>	<p>Create and arrange music to accompany selections from children’s literature.</p> <ul style="list-style-type: none"> ➤ 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).
<p>M2.2.6</p>	<p>Improvise movement to songs or instrumental pieces when appropriate.</p> <ul style="list-style-type: none"> ➤ Students will create movement to dramatize songs.
<p>Read and Notate Music:</p>	
<p>M2.3.1</p>	<p>Recognize, correctly name, and count note and rest values of whole, half, quarter, eighth, sixteenth, and dotted notes.</p> <ul style="list-style-type: none"> ➤ 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). ➤ Practice reading, writing, and performing ‘ and • from flashcards, visuals, making notes of pipe clearness, etc. ➤ Use 2-beat and 4-beat song material with these rests.
<p>M2.3.2</p>	<p>Read simple meter signatures correctly.</p> <ul style="list-style-type: none"> ➤ Students experience meter in 2 by using song material. Use visuals to represent the strong, weak pattern of meter in 2. ➤ Students learn to conduct music in 2. ➤ Bounce and catch balls in 2. ➤ Continue in meters of 3 and 4. <p style="text-align: right;">Example:   meter in 2 shoe sock</p>
<p>M2.3.3</p>	<p>Use a system (syllables, numbers, or letters) to read pitch notation in the treble clef in major keys.</p> <ul style="list-style-type: none"> ➤ Students will read music to sing.

M2.3.4	<p>Identify and correctly interpret signs (e.g., treble and bass clef, etc.), symbols (fermata, coda, etc.) and terms relating to pitch, rhythm, dynamics, tempo, and articulation.</p> <ul style="list-style-type: none"> ➤ 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, describe and evaluate music and musical performances:	
M2.4.1	<p>Identify phrases and sections of music that are the same, similar, or different.</p> <ul style="list-style-type: none"> ➤ Students identify music selections as same, different, or similar. ➤ Use AB/ABA form. ➤ Use songs and movement. ➤ Perform sections on instruments.
M2.4.2	<p>Identify music forms AB, ABA, and Rondo</p> <ul style="list-style-type: none"> ➤ 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	<p>Describe aural examples of music and music performances</p> <ul style="list-style-type: none"> ➤ 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	<p>Identify instrument families, individual instruments within the families, and recognize adult male, adult female, and children’s voices.</p> <ul style="list-style-type: none"> ➤ Students learn about families of instruments and why instruments are in families; string, woodwinds, brass and percussion. ➤ Identify instruments by sight and sound.
Relate to music from diverse cultures, society, history and other arts and disciplines.	
M2.5.1	<p>Students will continue identifying vocals – adults, children—by listening to members of the class.</p> <ul style="list-style-type: none"> ➤ Students continue activities of grade one but include songs such as “Button, You Must Wander,” “Here Comes a Bluebird,” “A Sailor Went to Sea, Sea, Sea,” and “Sally, Go ‘Round the Sun.”
M2.5.2	<p>Children should know the lyrics to our National Anthem. Explore patriotic songs of the United States and music of American composers, such as Ellington and Gershwin.</p> <ul style="list-style-type: none"> ➤ Students learn patriotic songs including “This Land Is Your Land.” ➤ Students explore music of American composer Hart McDonald (Children’s Symphony) and John Philip Sousa (“Stars and Stripes Forever”).
M2.5.3	<p>Identify music from various periods, composers and cultures.</p> <ul style="list-style-type: none"> ➤ Students will identify and experience music from various style periods and cultures. Examples: Romantic – Edvard Grieg (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.

M2.5.4	<p>Sing/play songs and play musical games from diverse cultures.</p> <ul style="list-style-type: none"> ➤ Students play/sing a song as well as play games from diverse cultures.
M2.5.5	<p>Participate in musical activities that correlate with other disciplines.</p> <ul style="list-style-type: none"> ➤ 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	<p>Identify connections between music and the other arts, including similar terms, historical periods, and styles.</p> <ul style="list-style-type: none"> ➤ 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	<p>Sing sacred songs of the Mass</p> <ul style="list-style-type: none"> ➤ Students will sing sacred songs that can be used for Mass
M2.5.8	<p>Sing service music from the Mass</p> <ul style="list-style-type: none"> ➤ Students will sing service music that can be used during Mass.