

GRADE 2 MUSIC FRAMEWORK

Contents

YEARLY PERFORMANCES	1
THEMES	1
MUSICAL SKILLS AND CONCEPTS	1
PERFORMANCE INDICATORS	2

YEARLY PERFORMANCES

CAISL students learn skills in Music through the preparation for the performances for the school community. The performances are the demonstration of student learning and it is important that each student participates in these performances. Not doing so diminishes their learning as well as their joy of learning and sharing music.

- Winter Showcase- Students work on vocal skills to perform 4-5 songs with Grade 1 students on stage.
- Spring Show- This performance is a mini-musical in conjunction with the Hooked-on-Books program. Students perform with Grade 1 on stage and again perform 4-5 vocal pieces including dialogue

THEMES

- Small tuned and un-tuned percussion
- Movement exploration
- Composer Studies
- Winter Showcase Repertoire – unison pieces with choreography related to seasonal themes
- Spring Show Repertoire - The musical is created based on text from one of the following, rotating authors:
 - Martin Waddell
 - Tommie DiPaola
 - Cynthia Rylant

MUSICAL SKILLS AND CONCEPTS

- Mallet technique and broken borduns
- Forte/piano
- Half note/rest reading and dictation
- Sol-La-Mi-Re-Do reading and dictation
- Vocal Ostinatos

PERFORMANCE INDICATORS

CREATE

Improvise rhythmic and melodic patterns and musical ideas for a specific purpose. DOK 3

Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple). DOK 3

Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas. DOK 3

Interpret and apply personal, peer, and teacher feedback to revise personal music. DOK 3

Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. DOK 3 E

PERFORM

Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. DOK 1

Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. DOK 2

When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. DOK 2

Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent. DOK 2 E

Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. DOK 2 E

Rehearse, identify, and apply strategies to address interpretive, performance, and technical challenges of music. DOK 1

Perform music for a specific purpose with expression and technical accuracy. DOK 2

Perform appropriately for the audience and purpose. DOK 2 E

RESPOND

Describe how specific music concepts are used to support a specific purpose in music. DOK 1

Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent. DOK 1 E

Apply personal and expressive preferences in the evaluation of music for specific purposes. DOK 2

CONNECT

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. DOK 1

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. DOK 2 E