

GRADE LEVEL: SECOND GRADE

SUBJECT: MUSIC

DATE: 2020-2021

MONTH/GRADING PERIOD: QUARTER 1

MASTER COPY 5-29-20

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
Connect with a varied repertoire of music by exploring the relationships between music and personal experience. <ul style="list-style-type: none"> Purpose Preference 	K-2 Cn.1.2.1 Explore how music is used for a variety of purposes and occasions and discuss personal preference for different musical works.	<ul style="list-style-type: none"> Discuss personal preferences and uses of music. 	<ul style="list-style-type: none"> Classroom discussions Class/grade level programs Listening selections 		IMPORTANT
Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts. <ul style="list-style-type: none"> Interdisciplinary Connections Music Concepts 	K-2 Cn.2.2.1 Identify music concepts and explore ways they are used in other disciplines.	<ul style="list-style-type: none"> Explore and discuss various concepts and vocabulary and how they relate to music and other disciplines. 	<ul style="list-style-type: none"> Teacher observation Class discussions Class activities Listening selections 	<ul style="list-style-type: none"> Melody Harmony Rhythm Dynamics Music history Performing Creation/improvising 	CRITICAL
Connect with a varied repertoire of music by exploring the relationships between music and history and culture. <ul style="list-style-type: none"> World Music Diverse Cultures, Genres, and Styles 	K-2 Cn.3.2.1 Apply a varied repertoire of music representing genres and styles from diverse world cultures by singing, moving, playing, and demonstrating audience behavior appropriate for the context and style of the music performed.	<ul style="list-style-type: none"> Perform a folk dance with a partner and as a group. Utilize rhythm to play instruments to accompany music from various cultures. 	<ul style="list-style-type: none"> Listening selections Teacher observation Instrument rubric Singing rubric 	<ul style="list-style-type: none"> Culture Audience behavior 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by audiating music. <ul style="list-style-type: none"> Forms Tempi Meters Tonalities 	K-2 LR.4.2.1 Audiate and accurately speak or sing familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and/or tonalities.	<ul style="list-style-type: none"> Read notated music using the notes so and mi. Sing songs in simple and compound meter using various tempi and tonalities. Combine instruments with a learned song, rhyme, or melodic ostinato pattern that are both familiar and unfamiliar. 	<ul style="list-style-type: none"> Teacher observation Singing games 	<ul style="list-style-type: none"> Simple meter Compound meter Ostinato Tonality Tempo 	CRITICAL
Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components. <ul style="list-style-type: none"> Music Vocabulary Expressive Qualities 	K-2 LR.5.2.1 Demonstrate music's expressive qualities (such as louder/softer, higher/lower, faster/slower, same/different) using music vocabulary.	<ul style="list-style-type: none"> Perform expressive qualities through movement and dance to demonstrate piano/forte, higher/lower, allegro/largo, same/different. Perform a variety of songs by singing with correct expressiveness. Define Piano, Forte, Allegro, Largo, and other music vocabulary. 	<ul style="list-style-type: none"> Teacher observation Music activities 	<ul style="list-style-type: none"> Piano Forte Allegro Largo 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components. <ul style="list-style-type: none"> • Accuracy • Expressiveness • Effectiveness • Performances 	K-2 LR.5.2.2 Apply learned criteria to perceive accuracy, expressiveness, and effectiveness of performances.	<ul style="list-style-type: none"> • Describe accurate, expressive, and effective performances. • Evaluate strengths and weaknesses of various performances. • Reflect on overall performance afterwards. 	<ul style="list-style-type: none"> • Teacher observation • Class discussion • Program performance rubric 		IMPORTANT
Listen and respond to a varied repertoire of music by interpreting and expressing music through movement. <ul style="list-style-type: none"> • Movement • Steady Beat • Simple Meter • Compound Meter 	K-2 LR.6.2.1 Use locomotor and non-locomotor movements to demonstrate and maintain a consistent steady beat in both simple and compound meters.	<ul style="list-style-type: none"> • Perform simple and compound meter with locomotor and non-locomotor movements. • Perform a steady beat on instruments. 	<ul style="list-style-type: none"> • Teacher observation • Instrument rubric 	<ul style="list-style-type: none"> • Simple meter • Compound meter 	CRITICAL
<ul style="list-style-type: none"> • Expressive Elements • Listening Examples 	K-2 LR.6.2.3 Identify and respond to expressive elements of music and demonstrate through movement in listening examples, singing games and/or simple folk dances.	<ul style="list-style-type: none"> • Express AB form and ABA form through movement. • Demonstrate expressive elements through movement and dance. • Utilize a variety of folk dances to express music concepts. 	<ul style="list-style-type: none"> • Teacher observation • Folk dances 	<ul style="list-style-type: none"> • AB form • ABA form 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> • Head Voice • Appropriate Posture • Pitch • Rhythm 	K-2 P.7.2.1 Sing independently and in groups using head voice and appropriate posture, with accurate pitch and rhythm.	<ul style="list-style-type: none"> • Develop head voice by using various vocal exercises such as sirens. • Match pitch with simple songs using so, la, mi. • Use good posture (standing or sitting) when singing. 	<ul style="list-style-type: none"> • Teacher observation • Singing rubric • Singing games 	<ul style="list-style-type: none"> • Head voice • Siren • Vocal exercises • Solfege: so, la, mi • Posture 	CRITICAL
<ul style="list-style-type: none"> • Audience • Performance 	K-2 P.7.2.3 Perform appropriately for a variety of audiences and purposes.	<ul style="list-style-type: none"> • Demonstrate appropriate performance behavior. 	<ul style="list-style-type: none"> • Teacher observation • Class discussion • Program performance rubric 		IMPORTANT
Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> • Classroom Instruments • Technique 	K-2 P.8.2.1 Accurately play a variety of classroom instruments alone and with others using appropriate technique.	<ul style="list-style-type: none"> • Play a variety of classroom instruments using appropriate technique with both hands. 	<ul style="list-style-type: none"> • Teacher observation • Instrument rubric 	<ul style="list-style-type: none"> • Technique 	CRITICAL
<ul style="list-style-type: none"> • Rhythmic Patterns • Melodic Patterns • Steady Beat • Instrument 	K-2 P.8.2.2 Echo and read a variety of rhythmic and/or melodic patterns and as well as maintain a consistent steady beat while playing an instrument.	<ul style="list-style-type: none"> • Play instruments with a steady beat while echoing and reading rhythmic and/or melodic patterns. 	<ul style="list-style-type: none"> • Teacher observation • Instrument rubric 	<ul style="list-style-type: none"> • Steady beat • Melodic • Rhythmic 	CRITICAL

GRADE LEVEL: SECOND GRADE

SUBJECT: MUSIC

DATE: 2020-2021

MONTH/GRADING PERIOD: QUARTER 2

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by audiating music. <ul style="list-style-type: none"> Forms Tempi Meters Tonalities 	K-2 LR.4.2.1 Audiate and accurately speak or sing familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and/or tonalities.	<ul style="list-style-type: none"> Read notated music using the notes so, la, and mi. Sing songs in simple and compound meter using various tempi and tonalities. Combine instruments with a learned song, rhyme, or melodic ostinato pattern that are both familiar and unfamiliar. 	<ul style="list-style-type: none"> Teacher observation Singing games 	<ul style="list-style-type: none"> Simple meter Compound meter Ostinato Tonality Tempo 	CRITICAL
Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components. <ul style="list-style-type: none"> Music Vocabulary Expressive Qualities 	K-2 LR.5.2.1 Demonstrate music's expressive qualities (such as louder/softer, higher/lower, faster/slower, same/different) using music vocabulary.	<ul style="list-style-type: none"> Perform expressive qualities through movement and dance to demonstrate piano/forte, higher/lower, allegro/largo, staccato, legato, same/different with more complex songs Perform a variety of songs by singing with correct expressiveness. 	<ul style="list-style-type: none"> Teacher observation Music activities 	<ul style="list-style-type: none"> Piano Forte Allegro Largo Staccato Legato 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by interpreting and expressing music through movement. <ul style="list-style-type: none"> • Movement • Steady Beat • Simple Meter • Compound Meter 	K-2 LR.6.2.1 Use locomotor and non-locomotor movements to demonstrate and maintain a consistent steady beat in both simple and compound meters.	<ul style="list-style-type: none"> • Perform simple and compound meter with locomotor and non-locomotor movements with additional and more complex songs • Perform a steady beat bordun on instruments to accompany a variety of songs. 	<ul style="list-style-type: none"> • Teacher observation • Instrument rubric 	<ul style="list-style-type: none"> • Simple meter • Compound meter • Bordun 	CRITICAL
<ul style="list-style-type: none"> • Gross Motor Movement • Fine Motor Movement • Melodies 	K-2 LR.6.2.2 Apply gross and fine motor movement to show upward and downward melodies.	<ul style="list-style-type: none"> • Demonstrate movement of melodic pitch with gross and fine motor movement while listening to music. 	<ul style="list-style-type: none"> • Teacher observation • Music activities 	<ul style="list-style-type: none"> • Melody • Pitch 	CRITICAL
PERFORM					
Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> • Head Voice • Appropriate Posture • Pitch • Rhythm 	K-2 P.7.2.1 Sing independently and in groups using head voice and appropriate posture, with accurate pitch and rhythm.	<ul style="list-style-type: none"> • Develop head voice by using various vocal exercises such as sirens. • Match pitch with simple songs using so, la, mi and do. • Use good posture (standing or sitting) when singing. 	<ul style="list-style-type: none"> • Teacher observation • Singing rubric • Singing games 	<ul style="list-style-type: none"> • Head voice • Siren • Vocal exercises • Solfege: so, la, mi, do • Posture 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> Classroom Instruments Technique 	K-2 P.8.2.1 Accurately play a variety of classroom instruments alone and with others using appropriate technique.	<ul style="list-style-type: none"> Play a variety of classroom instruments using appropriate technique with both hands at the same time. 	<ul style="list-style-type: none"> Teacher observation Instrument rubric 	<ul style="list-style-type: none"> Technique 	CRITICAL
<ul style="list-style-type: none"> Rhythmic Patterns Melodic Patterns Steady Beat Instrument 	K-2 P.8.2.2 Echo and read a variety of rhythmic and/or melodic patterns and as well as maintain a consistent steady beat while playing an instrument.	<ul style="list-style-type: none"> Play instruments with a steady beat while echoing and reading rhythmic and/or melodic patterns. 	<ul style="list-style-type: none"> Teacher observation Instrument rubric 	<ul style="list-style-type: none"> Steady beat Melodic Rhythmic 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CREATE					
Create a varied repertoire of music by composing and arranging music with both traditional and non-traditional notation. <ul style="list-style-type: none"> Traditional Notation Non-traditional Notation Simple Rhythms Rhythmic Patterns Rhymes Songs 	K-2 Cr.11.2.1 Utilize traditional and/or non-traditional notation to represent simple rhythms and rhythmic patterns of rhymes and songs.	<ul style="list-style-type: none"> Echo speak simple rhythms with non-traditional and traditional notation from rhythm cards, rhymes, and songs using quarter note, quarter rest, eighth note, half note, whole note, and sixteenth note. Create individual 8-beat and/or 16-beat rhythm patterns using rhythm cards with non-traditional and traditional notation. 	<ul style="list-style-type: none"> Teacher observation Music activities 	<ul style="list-style-type: none"> Traditional notation Non-traditional notation Quarter note Quarter rest Eighth note Half note Whole note Sixteenth note Rhythm pattern Rhythm cards 	ADDITIONAL
<ul style="list-style-type: none"> Traditional Notation Non-traditional Notation Simple Melodies Melodic Patterns Rhymes Songs 	K-2 Cr.11.2.2 Utilize traditional and/or non-traditional notation to demonstrate simple melodies and melodic patterns of rhymes and songs.	<ul style="list-style-type: none"> Echo sing simple melodies with non-traditional and traditional notation from Solfege flashcards, rhymes, or songs using so, la, mi, and do. Create individually a simple melodic pattern using so, la, mi, and/or do on the music staff. 	<ul style="list-style-type: none"> Teacher observation Music activities 	<ul style="list-style-type: none"> Melodies Traditional notation Non-traditional notation Solfege: so, la, mi, do Melodic pattern Music staff 	ADDITIONAL

GRADE LEVEL: SECOND GRADE

SUBJECT: MUSIC

DATE: 2020-2021

MONTH/GRADING PERIOD: QUARTER 3

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts. <ul style="list-style-type: none"> Interdisciplinary Connections Music Concepts 	K-2 Cn.2.2.1 Identify music concepts and explore ways they are used in other disciplines.	<ul style="list-style-type: none"> Read and perform a solo, chorus, verse, refrain, coda, and D.C. al Fine in a variety of songs. Individually create own call-and-response pattern with a song. Discuss the ways a song or music concept connects to other curricular areas such as poetry, stories, social studies, mathematics, or science. 	<ul style="list-style-type: none"> Teacher observation Class discussions Class activities Listening selections 	<ul style="list-style-type: none"> Solo Chorus Verse Refrain Coda D.C. al Fine Call-and-response 	CRITICAL
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by audiating music. <ul style="list-style-type: none"> Forms Tempi Meters Tonalities 	K-2 LR.4.2.1 Audiate and accurately speak or sing familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and/or tonalities.	<ul style="list-style-type: none"> Read notated music using the notes so, la, mi, re, and do. Sing songs in simple and compound meter using various tempi and tonalities. Combine instruments with a learned song, rhyme, or melodic ostinato pattern that are both familiar and unfamiliar. 	<ul style="list-style-type: none"> Teacher observation Singing games 	<ul style="list-style-type: none"> Simple meter Compound meter Ostinato Tonality Tempo 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by interpreting and expressing music through movement. <ul style="list-style-type: none"> • Movement • Steady Beat • Simple Meter • Compound Meter 	K-2 LR.6.2.1 Use locomotor and non-locomotor movements to demonstrate and maintain a consistent steady beat in both simple and compound meters.	<ul style="list-style-type: none"> • Perform simple and compound meter with locomotor and non-locomotor movements with additional and more complex songs. • Perform a broken bordun on instruments to accompany a variety of songs. 	<ul style="list-style-type: none"> • Teacher observation • Instrument rubric 	<ul style="list-style-type: none"> • Simple meter • Compound meter • Broken bordun 	CRITICAL
<ul style="list-style-type: none"> • Expressive Elements • Listening Examples 	K-2 LR.6.2.3 Identify and respond to expressive elements of music and demonstrate through movement in listening examples, singing games and/or simple folk dances.	<ul style="list-style-type: none"> • Express AB form, ABA form, and ABACA form through movement. • Demonstrate expressive elements through movement and dance. • Utilize a variety of folk dances to express music concepts. • Move arm or prop such as scarves or ribbon wands to show melodic contour. 	<ul style="list-style-type: none"> • Teacher observation • Folk dances 	<ul style="list-style-type: none"> • AB form • ABA form • ABACA (rondo) form • Folk dances • Melodic contour 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> • Head Voice • Appropriate Posture • Pitch • Rhythm 	K-2 P.7.2.1 Sing independently and in groups using head voice and appropriate posture, with accurate pitch and rhythm.	<ul style="list-style-type: none"> • Develop head voice by using various student-led vocal exercises such as sirens. • Match pitch with simple songs using so, la, mi, re and do. • Use good posture (standing or sitting) when singing. 	<ul style="list-style-type: none"> • Teacher observation • Singing rubric • Singing games 	<ul style="list-style-type: none"> • Head voice • Siren • Vocal exercises • Solfege: so, la, mi, re, do • Posture 	CRITICAL
<ul style="list-style-type: none"> • Expressive Qualities • Tonalities • Meters 	K-2 P.7.2.2 Sing simple songs with expressive qualities, varied tonalities, and meters.	<ul style="list-style-type: none"> • Sing songs with appropriate tone quality. • Sing songs with appropriate dynamics, mood, and expression in simple and compound meters. 	<ul style="list-style-type: none"> • Teacher observation • Singing rubric • Singing games 	<ul style="list-style-type: none"> • Tone quality • Dynamics • Mood • Expression • Simple meter • Compound meter 	CRITICAL
Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> • Classroom Instruments • Technique 	K-2 P.8.2.1 Accurately play a variety of classroom instruments alone and with others using appropriate technique.	<ul style="list-style-type: none"> • Accurately play a variety of percussion instruments to create a soundscape with a story. • Play a multi-layered percussion accompaniment. 	<ul style="list-style-type: none"> • Teacher observation • Instrument rubric 	<ul style="list-style-type: none"> • Percussion instruments • Soundscape • Accompaniment 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> • Rhythmic Patterns • Melodic Patterns • Steady Beat • Instrument 	K-2 P.8.2.2 Echo and read a variety of rhythmic and/or melodic patterns and as well as maintain a consistent steady beat while playing an instrument.	<ul style="list-style-type: none"> • Echo and play simple 4-beat rhythm patterns. • Play pentatonic melodic ostinati on xylophones. 	<ul style="list-style-type: none"> • Teacher observation • Instrument rubric 	<ul style="list-style-type: none"> • Rhythm patterns • Pentatonic • Melodic patterns • Ostinato • Xylophones 	CRITICAL

GRADE LEVEL: SECOND GRADE

SUBJECT: MUSIC

DATE: 2020-2021

MONTH/GRADING PERIOD: QUARTER 4

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
Connect with a varied repertoire of music by exploring the relationships between music and history and culture. <ul style="list-style-type: none"> World Music Diverse Cultures, Genres, and Styles 	K-2 Cn.3.2.1 Apply a varied repertoire of music representing genres and styles from diverse world cultures by singing, moving, playing, and demonstrating audience behavior appropriate for the context and style of the music performed.	<ul style="list-style-type: none"> Perform more complex songs and folk dances with a partner and as a group. Utilize rhythm to play instruments to accompany a variety of music from various cultures. 	<ul style="list-style-type: none"> Listening selections Teacher observation Instrument rubric Singing rubric 	<ul style="list-style-type: none"> Culture Audience behavior Folk dances 	CRITICAL
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by audiating music. <ul style="list-style-type: none"> Forms Tempi Meters Tonalities 	K-2 LR.4.2.1 Audiate and accurately speak or sing familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and/or tonalities.	<ul style="list-style-type: none"> Read notated music using the notes so, la, mi, re, fa, ti, and do. Sing songs in simple and compound meter using various tempi and tonalities. Combine instruments with a learned song, rhyme, or melodic ostinato pattern that are both familiar and unfamiliar. Identify skips, leaps, steps, and repeated pitches in a song or listening selection. 	<ul style="list-style-type: none"> Teacher observation Singing games Listening selection 	<ul style="list-style-type: none"> Simple meter Compound meter Ostinato Tonality Tempo Skips Leaps Steps Repeated pitches 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components. <ul style="list-style-type: none"> • Accuracy • Expressiveness • Effectiveness • Performances 	K-2 LR.5.2.2 Apply learned criteria to perceive accuracy, expressiveness, and effectiveness of performances.	<ul style="list-style-type: none"> • Describe accurate, expressive, and effective performances. • Evaluate strengths and weaknesses of various performances. • Reflect on overall performance afterwards. 	<ul style="list-style-type: none"> • Teacher observation • Class discussion • Program performance rubric 		IMPORTANT
Listen and respond to a varied repertoire of music by interpreting and expressing music through movement. <ul style="list-style-type: none"> • Movement • Steady Beat • Simple Meter • Compound Meter 	K-2 LR.6.2.1 Use locomotor and non-locomotor movements to demonstrate and maintain a consistent steady beat in both simple and compound meters.	<ul style="list-style-type: none"> • Perform simple and compound meter with locomotor and non-locomotor movements with additional and more complex songs. • Perform a simple pentatonic improvisation on xylophones to accompany a variety of songs. 	<ul style="list-style-type: none"> • Teacher observation • Instrument rubric 	<ul style="list-style-type: none"> • Simple meter • Compound meter • Pentatonic 	CRITICAL
<ul style="list-style-type: none"> • Gross Motor Movement • Fine Motor Movement • Melodies 	K-2 LR.6.2.2 Apply gross and fine motor movement to show upward and downward melodies.	<ul style="list-style-type: none"> • Demonstrate movement of melodic pitch with gross and fine motor movement while listening to music using scarves, ribbon wands, parachute, or other resources. 	<ul style="list-style-type: none"> • Teacher observation • Music activities 	<ul style="list-style-type: none"> • Melody • Pitch 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> • Head Voice • Appropriate Posture • Pitch • Rhythm 	K-2 P.7.2.1 Sing independently and in groups using head voice and appropriate posture, with accurate pitch and rhythm.	<ul style="list-style-type: none"> • Sing with an open relaxed sound (head voice) and maintain pitch. • Match pitch with simple songs using so, la, mi, re, fa, ti, and do. • Use good posture (standing or sitting) when singing. 	<ul style="list-style-type: none"> • Teacher observation • Singing rubric • Singing games 	<ul style="list-style-type: none"> • Head voice • Solfege: so, la, mi, re, fa, ti, do • Posture 	CRITICAL
<ul style="list-style-type: none"> • Expressive Qualities • Tonalities • Meters 	K-2 P.7.2.2 Sing simple songs with expressive qualities, varied tonalities, and meters.	<ul style="list-style-type: none"> • Sing additional and more complex songs with appropriate tone quality. • Sing songs with appropriate dynamics, mood, and expression in simple and compound meters. 	<ul style="list-style-type: none"> • Teacher observation • Singing rubric • Singing games 	<ul style="list-style-type: none"> • Tone quality • Dynamics • Mood • Expression • Simple meter • Compound meter 	CRITICAL
<ul style="list-style-type: none"> • Audience • Performance 	K-2 P.7.2.3 Perform appropriately for a variety of audiences and purposes.	<ul style="list-style-type: none"> • Demonstrate appropriate performance behavior. • Evaluate strengths and weaknesses of performances for personal and group growth. • Offer suggestions for performance improvement. 	<ul style="list-style-type: none"> • Teacher observation • Class discussion • Program performance rubric 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> Classroom Instruments Technique 	K-2 P.8.2.1 Accurately play a variety of classroom instruments alone and with others using appropriate technique.	<ul style="list-style-type: none"> Play a variety of pitched and non-pitched instruments using appropriate dynamics, tempo, and mood contrasts. 	<ul style="list-style-type: none"> Teacher observation Instrument rubric 	<ul style="list-style-type: none"> Percussion instruments Dynamics Tempo Mood contrasts 	CRITICAL
<ul style="list-style-type: none"> Rhythmic Patterns Melodic Patterns Steady Beat Instrument 	K-2 P.8.2.2 Echo and read a variety of rhythmic and/or melodic patterns and as well as maintain a consistent steady beat while playing an instrument.	<ul style="list-style-type: none"> Echo and play additional and more complex 4-beat rhythm patterns. Play pentatonic melodic and rhythmic ostinati on xylophones. 	<ul style="list-style-type: none"> Teacher observation Instrument rubric 	<ul style="list-style-type: none"> Rhythm patterns Pentatonic Melodic patterns Ostinato Xylophones 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CREATE					
Create a varied repertoire of music by improvising melodies, variations, and accompaniments. <ul style="list-style-type: none"> Improvised Melodies Self-created Text 	K-2 Cr.9.2.1 Improvise by singing a simple melody using self-created text.	<ul style="list-style-type: none"> Create original lyrics to a rhyme, poem, song, or given topic by improvising a simple melody. 	<ul style="list-style-type: none"> Teacher observation Singing games 	<ul style="list-style-type: none"> Lyrics Improvising 	IMPORTANT
<ul style="list-style-type: none"> Rhythmic Patterns Melodic Patterns 	K-2 Cr.9.2.2 Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.	<ul style="list-style-type: none"> Create rhythmic and melodic patterns or sounds to accompany a song, poem, rhyme, or short story. 	<ul style="list-style-type: none"> Teacher observation Singing rubric Instrument rubric 	<ul style="list-style-type: none"> Rhythmic patterns Melodic patterns 	IMPORTANT
Create a varied repertoire of music by representing audiated and aurally perceived music. <ul style="list-style-type: none"> Movement Patterns Audiated Songs 	K-2 Cr.10.2.1 Create movement patterns and describe their relationships to audiated and/or aurally perceived songs.	<ul style="list-style-type: none"> Create movement patterns that match the mood, expression, dynamics, and tempo of different listening selections. Create original body percussion to accompany a variety of song selections. Create a partner-clapping pattern to accompany a song. 	<ul style="list-style-type: none"> Teacher observation Class discussion Listening selections 	<ul style="list-style-type: none"> Movement patterns Mood Expression Dynamics Tempo Body percussion Clapping pattern 	ADDITIONAL