General Music
Grade 2

In second grade, students are beginning to exhibit more independence in their thought processes and are able to understand more complex concepts. They exhibit independence in using acquired knowledge to form opinions and personal choices. However, they continue to need teacher guidance and monitoring.
In the music classroom, second-grade students are refining their musical skills by accomplishing increasingly rigorous standards. Throughout the four Artistic Processes, students will experience the following six concepts of music: rhythm (), melody (*do/re/mi/so/la*), form (AAB, AABA, rondo), timbre (strings, woodwinds, brass), harmony (texture, *ostinato*), and expression (*p, f, crescendo, decrescendo*). These concepts will be experienced through the following skills: performing (singing and playing instruments), creating, reading/writing, and listening/responding/evaluating. The skill of connecting is embedded throughout all standards and grade levels. See Appendix F for Essential Questions and Enduring Understandings.

Students can:

CREATING

Imagine

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

2. Generate musical patterns and ideas within the context of a given tonality and meter.
   Example: Improvise simple harmonic and rhythmic accompaniments within specified guidelines and duple and triple meter.

Plan and Make

3. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

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

Evaluate and Refine

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

Present

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

PERFORMING

Select

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

Analyze

8. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.
   Example: Respond with purposeful movement to reflect the tonality of a piece of music.

9. Read and perform rhythmic and melodic patterns using iconic or standard notation.

Interpret

10. Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.
    Example: Identify dynamic changes in Haydn's Symphony No. 94, "*Surprise*," through movement.

Rehearse, Evaluate, and Refine

11. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.
    Example: Assess a peer performance using a predetermined rubric.

12. Identify, rehearse, and apply strategies to address interpretive, performance, and technical challenges of music.

Present

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

14. Perform appropriately for the audience, purpose, and specific occasion.

RESPONDING

Select

15. Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

Analyze

16. Demonstrate and describe how a response to music can be informed by its structure, the use of the elements of music, and context (such as personal and social).
    Example: Compare and contrast typical responses to a lullaby and a march.

Interpret

17. Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.
    Example: Without prompting, play instruments to reflect dynamics in a piece of music.

Evaluate

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

CONNECTING

A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards. See page 86.