GENERAL MUSIC
Grade 2

Course Overview:
Grade 2 students will engage in a wide variety of music activities, including singing, playing instruments, and dancing. Students will learn to manipulate and reproduce the four types of human voice: speaking, singing, whispering, and talking. They also build the foundation of a musical vocabulary including: steady beat, high/low, and fast/slow.

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

Learning Targets *(Type)*:

1) I can show high or low pitches with my body. *(K)*

Benchmark 2: Students sing expressively, with appropriate dynamics, phrasing, and interpretation.

Learning Targets *(Type)*:

1) I can demonstrate singing with dynamics. *(S)*
2) I can perform a song, breathing before each phrase. *(S)*

Benchmark 3: Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

Learning Targets *(Type)*:

1) I can sing many kinds of songs. *(K)*

Benchmark 4: Students sing ostinati, partner songs, and rounds.

Learning Targets *(Type)*:

1) I can sing or speak a simple ostinato while others are singing a song. *(S)*

Benchmark 5: Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

Learning Targets *(Type)*:

1) I can sing a four beat pitch pattern using hand signs and solfeggio. *(S)*
2) I can sing as loudly or quietly as the children around me. *(S)*
3) I can follow the teacher. *(S)*

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

Learning Targets *(Type)*:

1) I can perform a steady beat or rhythms using my body. *(S)*
2) I can perform a steady beat or rhythms on classroom instruments. *(S)*

Benchmark 2: Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

Learning Targets *(Type)*:

1) I can perform a rhythmic ostinato on a classroom instrument. *(S)*
2) I can perform the rhythm of words on a classroom instrument. *(S)*

Benchmark 3: Students perform expressively a varied repertoire of music representing diverse genres and styles.

Learning Targets *(Type)*:

1) I can play a four beat pattern on a variety of instruments. *(S)*
2) I can play as loudly or quietly as the children around me. *(S)*
3) I can follow the teacher. *(S)*

Benchmark 4: Students echo short rhythms and melodic patterns.

Learning Targets *(Type)*:

1) I can play a simple rhythmic ostinato while singing a song. *(S)*

Benchmark 5: Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

Learning Targets *(Type)*:

1) I can start a piece watching the cue of a conductor. *(S)*
2) I can respond to loud and quiet following a conductor. *(S)*
3) I can play at the appropriate dynamic level with my ensemble. *(S)*

Benchmark 6: Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts.

Learning Targets *(Type)*:

1) I can play a simple rhythmic ostinato while others are playing a different ostinato.

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise "answers" in the same style to given rhythmic and melodic phrases.

Learning Targets *(Type)*:

1) I can make up a sung response to a question. *(R)*
2) I can make up a four beat pitch pattern on a barred instrument using five notes. *(R)*

Benchmark 2: Students improvise simple rhythmic and melodic ostinato accompaniments.

Learning Targets *(Type)*:

1) I can create a four beat melody on the pitched mallet instruments. *(R)*
2) I can create a four beat rhythm using ta and ti-ti on unpitched percussion instruments. *(R)*

Benchmark 3: Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

Learning Targets *(Type)*:

NOT ADDRESSED AT THIS GRADE LEVEL.

Benchmark 4: Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices instruments), nontraditional

sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines.

Learning Targets *(Type)*:

NOT ADDRESSED AT THIS GRADE LEVEL.

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students create and arrange music to accompany readings or dramatizations.

Learning Targets *(Type)*:

1) I can choose sounds to accompany stories and songs using instruments or my voice. *(R)*

Benchmark 2: Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique).

Learning Targets *(Type)*:

1) I can make a picture of simple forms such as repetition and contrast, AB, ABA. *(P)*
2) I can identify simple forms*. (K)*
3) I can create a simple form. *(P)*

Benchmark 3: Students use a variety of sound sources when composing.

Learning Targets *(Type)*:

NOT ADDRESSED AT THIS GRADE LEVEL.

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

Learning Targets *(Type)*:

1) I can read a four beat rhythm pattern using half notes, quarter notes, eighth notes, half rests, and quarter rests. *(K)*
2) I can perform a four beat rhythm pattern using half notes, quarter notes, eighth notes, half rests, and quarter rests. *(S)*

Benchmark 2: Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

Learning Targets *(Type)*:

1) I can read So, La, and Mi on a three line staff. *(K)*
2) I can read Do, Re, Mi on a three line staff. *(K)*

Benchmark 3: Students identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing.

Learning Targets *(Type)*:

1) I can recognize the following expressive elements: fast/slow, piano/forte, getting louder or softer, and changing tempos. *(K)*
2) I can perform the following expressive elements: fast/slow, piano/forte, getting louder or softer, and changing tempos. *(S)*

Benchmark 4: Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

Learning Targets *(Type)*:

1) I can write simple So, La, Mi patterns on a three line staff. *(S)*
2) I can write simple Do, Re, Mi patterns on a three line staff. *(S)*
3) I can write a four beat rhythm pattern using quarter notes, eighth notes, and quarter rests. *(S)*

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 1: Students identify simple music forms when presented aurally.

Learning Targets *(Type)*:

1) I can recognize AB, ABA, cumulative, and call and response forms. *(K)*

Benchmark 2: Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures, including Montana American Indian cultures.

Learning Targets *(Type)*:

1) I can recognize and describe drums, strings, air, and percussion instruments. *(K)*
2) I can recognize different vocal qualities. *(K)*
3) I can perform singing games, add-on songs, patriotic, seasonal, multi-cultural, and folk songs. *(S)*

Benchmark 3: Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

Learning Targets *(Type)*:

1) I can describe various tempos, dynamics, and musical sounds. *(K, S)*
2) I can name quarter notes, half notes, eighth notes, quarter rests, and half rests when I see or hear them. *(K, S)*

Benchmark 4: Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices, and male and female adult voices.

Learning Targets *(Type)*:

1) I can tell the difference between an adult voice and a child's voice. *(R)*
2) I can identify the sounds of wood block, tambourine, triangle, cowbell, hand drum, and guiro. *(K)*
3) I can recognize and describe drums, strings, air, and percussion instruments from around the world. *(K, S)*

Benchmark 5: Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.

Learning Targets *(Type)*:

1) I can show through my movements that the music is fast or slow. *(P)*
2) I can show through my movements that the pitch is high or low. *(P)*
3) I can show through my movements that the music is speeding up or slowing down. *(P)*
4) I can show through my movement the different sections of the music. *(P)*

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 1: Students devise criteria for evaluating performances and compositions.

Learning Targets *(Type)*:

1) I can listen for instruments in a piece of music. *(S)*
2) I can listen for voices in a piece of music. *(S)*
3) I can listen for tempo in a piece of music. *(S)*
4) I can listen for soft and loud in a piece of music. *(S)*

Benchmark 2: Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

Learning Targets *(Type)*:

1) I can use describing words to say how I feel about music. *(R)*

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts.

Learning Targets *(Type)*:

1) I can draw a picture of what I hear. *(P)*
2) I can create movement to match the music. *(P)*
3) I can create a story to match the music. *(P)*

Benchmark 2: Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts; using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions.

Learning Targets *(Type)*:

1) I can say how music is like other things I learn in school. *(R)*
2) I can sing a song in another language. *(S)*
3) I can find patterns in music. *(R)*

NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.

Benchmark 1: Students identify by genre or style aural examples of music from various historical periods and cultures, including Montana American Indian cultures.

Learning Targets *(Type)*:

1) I can recognize the difference between styles of music, including Montana American Indian music. *(R)*

Benchmark 2: Students describe in simple terms how elements of music are used in music examples from cultures of the world, including Montana American Indian cultures.

Learning Targets *(Type)*:

1) I can say when music is from various cultures or countries. *(K)*
2) I can tell when I'm listening to Powwow music. *(K)*

Benchmark 3: Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

Learning Targets *(Type)*:

1) I can make a list of places I hear or use music during the day. *(P)*
2) I can tell why songs are used (example: lullaby, march, holiday, etc.) *(K)*

Benchmark 4: Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures, including Montana American Indian cultures.

Learning Targets *(Type)*:

1) I can list jobs in music, art, dance, and drama. *(K)*

Benchmark 5: Students demonstrate audience behavior appropriate for the context and style of music performed.

Learning Targets *(Type)*:

1) I can show appropriate audience behavior. *(K)*