
Coal City Unit District #1
Second Grade Music
Fine Arts Curriculum

FA.M2:1 Students will create music and artistic ideas. (ISAS Music 1, 2, 3; Dance 1, 2, 3)

- FA.M2: 1-1 Improvise rhythmic, melodic, and accompaniment patterns. **(M1)**
- FA.M2: 1-2 Demonstrate and explain favorite musical ideas. **(M2)**
- FA.M2: 1-3 Use notation and recording technology to document and sequence musical ideas. Compose new lyrics to an existing melody. **(M2)**
- FA.M2: 1-4 Interpret and apply personal, peer, and teacher feedback in refining musical ideas through notation, voice performance, instrument performance, and dance. **(M3, D3)**
- FA.M2: 1-5 Present a final version of personal musical ideas to peers, **(M3)**
- FA.M2: 1-6 Respond with a combination of movement to a variety of stimuli. **(D1)**
- FA.M2: 1-7 Improvise dance that has a beginning, a middle with a clear idea, and clear end; explain movement choices. **(D2)**
- FA.M2: 1-8 Express an idea, emotion, musical phrase through movement. **(D2)**

FA.M2:2 Students will perform music and artistic work. (ISAS Music 4, 5, 6; Dance 4, 5, 6)

- FA.M2: 2-1 Demonstrate and state personal interest in varied musical selections. **(M4)**
- FA.M2: 2-2 Demonstrate awareness of musical contrasts in a variety of music by performing and using the terminology for long/short (notation), high/low (pitch), major/minor (tonality), fast/slow (tempo), forte/piano/crescendo/decrescendo (dynamics), same/different (form), duple/triple (meter), accompanied/A Capella voice. **(M4)**
- FA.M2: 2-3 Demonstrate awareness of expressive qualities by using a singing voice, imitating pitch, using instruments correctly, tonality, tempo, dynamics, emotion/mood, using a variety of movements including steady beat. **(M4, D4)**
- FA.M2: 2-4 Analyze music by reading and performing simple rhythmic and melodic patterns using iconic notation, standard notation, and Kodaly syllables. Standard notation expectations by the end of 2nd Grade are quarter note, quarter rest, single eighth note, barred eighth notes, half note, half rest, dotted half note, whole note, whole rest, repeat sign, bar line, ending bar line, and breath mark on a rhythm line; treble clef, pitches G-A-B on a staff. **(M4)**
- FA.M2: 2-5 Apply practicing techniques to improve performances. **(M5)**
- FA.M2: 2-6 Perform with expression and technical accuracy. **(M6, D6)**
- FA.M2: 2-7 Perform appropriately by performing to the audience, acknowledging applause, identifying what is needed (mics, props, programs), identifying roles of the conductor, composer or choreographer. **(M6, D6)**
- FA.M2: 2-8 Demonstrate clear directionality with movement; identify length of time a move and phrase takes; identify and move on the downbeat; correlate metric phrasing with movement phrasing; apply appropriate energy to movements. **(D4)**
- FA.M2: 2-9 Demonstrate a range of movements; move safely in a space; maintain personal space. **(D5)**

FA.M2: 3 Students will respond to music and dance. (ISAS Music 7, 8, 9; Dance 7, 8, 9)

- FA.M2: 3-1 Explain personal interests and experiences and demonstrate why some music selections are preferred over others through identifying genres, instruments, way(s) voice is used, accompanied/A Capella voicing, concepts/emotion. **(M7)**
- FA.M2: 3-2 Demonstrate how specific music and movement concepts are used by analyzing long/short (notation), high/low (pitch), major/minor (tonality), fast/slow (tempo), loud/quiet (dynamics), same/different/repetition (form), duple/triple (meter), dance style/pattern, unison/harmony. **(M7, D7)**
- FA.M2: 3-3 Demonstrate awareness of expressive qualities that reflect performers' expressive intent by interpreting tonality, using context clues, tempo, dynamics, emotion/mood, terminology. **(M8, D8)**
- FA.M2: 3-4 Apply personal and expressive preferences in the evaluation of music and dance. **(M9, D9)**

FA.M2:4 Students will connect music and dance to oneself, cultures, and other subjects. (ISAS Music 10, 11; Dance 10, 11)

- FA.M2: 4-1 Demonstrate how interests, knowledge, and skills relate to personal choices when creating, performing, and responding to music and dance. **(M10, D10)**
- FA.M2: 4-2 Understand relationships between music and the other arts, other disciplines, varied contexts, and daily life by exploring the science of sound, correctly playing classroom instruments, classifying instruments into families, identifying musical genres and related dance genres, understanding cultural relevance, studying Medieval music and the development of our standardized notation. **(M11)**
- FA.M2: 4-3 Describe the movements in a dance from another culture. **(D11)**