General Music
2nd Grade

Course Overview:
Second Grade Music provides opportunities for individuals to connect and collaborate with others in an enjoyable, inclusive environment as they sing, play instruments, and dance. Multi-beat rhythms are addressed and students learn to read pentatonic melodies. Multiple parts are layered to foster student independence and skill.

Vocabulary:
Accent, Bar lines, Bordun, Do, Forte, Glockenspiel, Half note, Half rest, Metallophone, Meter, Piano, Re, Staff, Xylophone.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.2a Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

- I can read, notate, and create patterns using do, re, mi on a three line staff.
- I can make up a four beat pitch pattern on a barred instrument using Do, Re, Mi, So, La.
- I can create, say, and play a four beat rhythm using half notes, quarter notes, eighth notes, quarter rests, and half rests.
- I can label metallophones, glockenspiels, and xylophones.
- I can create and play a rhythmic ostinato on a classroom instrument while singing a song.

MU:Cr1.1.2b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

- I can improvise on the barred instruments ending on do.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

- I can choose sounds to accompany stories and songs using instruments or my voice.

- I can make and perform a dynamic plan for a song using *piano* and *forte*.
- I can create a four-note pattern-using do, re, mi.

MU:Cr2.1.2b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

- I can make pictures of simple forms such as AB, ABA, and ABC.
- I can write simple so, la, mi and do, re, mi patterns on a three line staff.
- I can write a four beat rhythm pattern using half notes, quarter notes, eighth notes, and quarter rests.

Anchor Standard 3: Refine and complete artistic work.
Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.2a Interpret and apply personal, peer, and teacher feedback to revise personal music.

- I can listen to feedback from my teacher and peers to complete a self-evaluation and integrate their feedback into my musical work.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

- I can evaluate both my own and my class's performance and help create the standards for a successful performance.

PERFORMING
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.2 Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

- I can perform singing games, cumulative songs, spirituals, patriotic, seasonal, multi-cultural, and folk songs.

- I can select instrumental music for a specific purpose based on tempo and tone color (unpitched families- woods, metals, skins).

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

- I can respond to *forte* and *piano* while performing.
- I can show ABC form through movement.
- I can perform a Coda.
- I can identify and perform on unpitched percussion such as wood, metal and skin instruments.
- I can identify and perform on pitched instruments.
- I can sing or speak a simple ostinato while others are singing a song.
- I can recognize and perform music in 2/4, 3/4 and 4/4.

Mu:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

- I can name and perform quarter, eighth and half notes and rests when I see or hear them.
- I can identify and notate SLM or MRD on a three line staff.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.2 Demonstrate understanding of expressive qualities (such as dynamics and tempo) and creators use them to convey expressive intent.

- I can demonstrate singing with dynamics. (*forte* and *piano*)
- I can use accents when performing music.
- I can sing a suspended pitch to harmonize a song.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.2a Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

- I can give constructive criticism after participating in whole class performances and viewing small group performances in my class.

MU:Pr5.1.2b Rehearse, identify, and apply strategies to address interpretive, performance, and technical challenges of music.

- I can perform a song, breathing before each phrase.
- I can perform the following expressive elements: fast/ slow, piano/forte, crescendo/decrescendo, and changing tempos.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.

- I can judge whether a piece is ready for performance by responding to qualities presented by the teacher: appropriate tempo, dynamics and ensemble singing and playing.
- I can identify the appropriate context to perform patriotic, seasonal, multi-cultural, and folk songs.

MU:Pr6.1.2b Perform appropriately for the audience and purpose.

- I can listen silently and attentively during musical performances, supporting the performers with applause and good intent.
- I can follow the conductor to start and end the piece and to sing and play at the appropriate dynamic level with my ensemble.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for a specific purpose or context.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

- I can explain what kind of song to use for stories, holidays, and games.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.2a Describe how specific music concepts are used to support a specific purpose in music.

- I can recognize and use patterns using do, re, mi on a three line staff.
- I can recognize and use a four beat rhythm using half notes, quarter notes, eighth notes, quarter rests, and half rests.
- I can recognize and use a rhythmic ostinato on a classroom instrument while singing a song.
- I can recognize the difference between styles of music, including Montana American Indian music

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.2a Demonstrate knowledge of music concepts and how they support creators/performers' expressive intent.

- I can identify and respond when the pulse is even or uneven for expressive intent in a piece of music.
- I can identify when music uses accents for expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performances(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performances(s)?

MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes.

- I can reflect on my own performance by using phrases such as "I really liked", "next time", "I was surprised" and "because".
- I can compare different pieces and decide which is most appropriate for a specific event or occasion and tell why.

- I can explain why songs in a performance or in class are my favorites using grade appropriate musical terms.
- I can use grade appropriate musical terms to support my evaluation of music I hear or perform.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.1.2a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can explain why I like a song using words such as rhythm, melody, faster, or slower.
- I can explain why I like to perform one part more than another by using words such as fast/slow, piano/forte, rhythm, or pitch.
- I can explain why to choose a song for a special occasion, person, or purpose.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.1.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can help choose choreography that helps audience understanding of a song when appropriate for the piece.
- I can tell something important about where a song comes from using ideas that tell who, what, where, how, or why.
- I can recognize the difference between styles of music, including Montana American Indian music.
- I can distinguish between a composer, conductor, or performer.