



Grade 2 Music Expectations-Quarter 4

Topics/Units for Quarter 4:

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts

A. Independent Singing

1. Apply accurate ***pitch** relationships while singing in a limited range [*la-sol-mi, sol-mi-re-do*]

2. Demonstrate appropriate singing posture

B. Expressive Singing

3. Demonstrate loud and soft ***dynamics** [*p, f*] and fast and slow tempo

C. Repertoire

4. Perform a varied repertoire of songs, including ***patriotic**, ***folk**, seasonal, ***spirituals**

D. Part Singing

5. Perform ***ostinati**

E. Group Singing

6. Perform in groups using a steady beat, matching dynamics, following the cues of the conductor

2. Develop and apply instrumental music skills to perform and communicate through the arts

A. Instrumental Performance Skills

7. Perform the following rhythmic patterns using standard or iconic notation:

- Whole note/rest
- Quarter note/rest
- Half note/ rest
- Eighth note pairs

B. Expression and Technical Skills

8. Demonstrate loud and soft dynamics [*p*, *f*] and fast and slow tempi

C. Repertoire

9. Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles

D. Imitation

10. Echo short rhythmic patterns on rhythm instruments and/or body percussion

E. Group Playing

11. Perform in groups using a steady beat, matching dynamics, and following the cues of the conductor

3. Develop and apply improvisation skills in music to communicate through the arts

A. Improvisation

12. Improvise short rhythmic and melodic patterns

4. Develop and apply skills to *compose, *arrange, and create music to communicate through the arts

A. Composition and Arrangement

13. Create a rhythmic composition using *icons

14. Create a *phrase by arranging rhythms

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music

*A. Rhythmic *Notation*

15. Read simple rhythm patterns (using iconic or standard notation) consisting of:

- whole note/rest
- quarter note/rest
- half note/rest
- eighth-note pairs

B. Melodic Notation

16. Identify melodies that move up, down, or stay the same

17. Transfer melodic icons to pitch notation (e.g., two line *staff)

C. Symbols of Expression

18. Identify standard symbols

- *p* for *piano*
- *f* for *forte*
- *cresc* or < for *crescendo*
- *decres* or > for *decrescendo*
- *dim* for *diminuendo*
- fast
- slow
- *ritardando*
- ***accent**

Artistic Perceptions

1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance

*A. Musical *Forms*

19. Recognize basic forms and composition techniques

- question/answer
- call/response
- AB
- repeated patterns
- [*ostinati*]
- verse/refrain
- repeat sign
- ***introduction**

B. Musical Characteristics, Events, and Descriptors

20. Demonstrate through movement musical opposites and basic forms

- high/low
- fast/slow
- long/short
- smooth/ separated
- soft/loud
- same/different
- up/down
- question/ answer
- call/response
- AB
- repeated pattern
- [*ostinati*]
- verse/refrain

21. Differentiate between classroom pitched/non-pitched percussion instruments

2. Develop and apply the knowledge and skills to evaluate music and musical performance

A. Criteria for Musical Performances and Compositions

22. Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:

- appropriate singing voice
- loud/soft
- steady beat
- posture/stage presence

B. Critique Musical Performances and Compositions

23. Use prerequisite music terms to describe their personal response to a musical example (tempo)

Interdisciplinary Connections

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts

A. Connections between Music and Related Arts and Humanities

24. Tell how concepts such as repetition and contrast are used in the fine arts

B. Connections between Music and Non-Arts Disciplines

25. Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music

26. Show how the arts are studied in ways common to other subjects (e.g., relate rhythmic groups in music to sets in mathematics)

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place

A. Genres and Styles

27. Identify characteristics of teacher-selected genres or styles

- patriotic
- Native American
- African American

- ***Singing Games**

B. Stylistic Practices

28. Describe how elements of music are used in teacher-selected examples

- patriotic
- Native American
- African American
- ***Singing Games**

C. Music's Role and Function in Various Cultures

29. Describe the function of music in various settings and cultural events

- patriotic
- Native American
- African American
- ***Singing Games**

30. Discuss and demonstrate appropriate listening behavior for various types of performances

D. Careers in Music

31. Identify responsibilities of an accompanist and soloist