

Music

GRADE TWO

STANDARD 1

The student acquires knowledge of the elements necessary to create, perform and respond effectively to music.

To meet this standard, the student will:

Benchmark 2.1.1: Read and notate music.

Indicator:

- 2.1.1.1 Children use graphic or symbolic systems to represent vocal and instrumental sounds and musical ideas.

Benchmark 2.1.2: Listen to, analyze, and describe music.

Indicators:

- 2.1.2.1 Identify the four families of orchestral instruments (strings, woodwinds, brass, and percussion).
- 2.1.2.2 Describe their responses to music that they sing and hear, using appropriate vocabulary or musical terminology (e.g., "I like this music because it is fast and it makes me want to dance").
- 2.1.2.3 Recognize and explain the effects of different musical choices (e.g., slow music that is loud can be dramatic or ceremonial whereas slow music that is soft can suggest thoughtfulness).
- 2.1.2.4 Identify the tempo of various pieces of music.
- 2.1.2.5 Identify higher- and lower-pitched sounds in a familiar melody.
- 2.1.2.6 Identify examples of dynamics in pieces of music and describe how the loudness and softness are achieved (e.g., loudness results when a drum is struck with more force).
- 2.1.2.7 Identify examples of beat in their environment and in music (e.g., ticking of clocks, steady pulse in rhymes or songs).
- 2.1.2.8 Identify rhythmic patterns (e.g., clap the pattern of syllables in nursery rhymes).
- 2.1.2.9 Distinguish between beat and rhythm in a variety of pieces of music.

Benchmark 2.1.3: Evaluate music and music performances.

Indicator:

- 2.1.3.1 Explain, using basic musical terminology, their preference for specific songs or pieces of music.

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STANDARD 2

The student uses music knowledge and skills to produce creative works.

To meet this standard, the student will:

Benchmark 2.2.1: Sing alone and with others, a varied repertoire of music.

Indicators:

- 2.2.1.1 Use their voices expressively as they speak, chant, and sing.
- 2.2.1.2 Sing expressively, showing an understanding of the text.
- 2.2.1.3 Sing a variety of simple songs in various keys alone and with a group, becoming increasingly accurate in pitch.
- 2.2.1.4 Reproduce specific pitches in call-and response activities (e.g., singing games).
- 2.2.1.5 Sing a variety of simple songs in various meters alone and with a group, becoming increasingly accurate in rhythm.

Benchmark 2.2.2: Perform on instruments alone and with others, a varied repertoire of music.

Indicators:

- 2.2.2.1 Produce a specific effect (e.g., create a soundscape as background for a story or poem), using various sound sources (e.g., the voice, the body, instruments).
- 2.2.2.2 Play simple melodies and accompaniments on instruments.
- 2.2.2.3 Play alone and with others a variety of simple songs in various keys becoming increasingly accurate in pitch.
- 2.2.2.4 Play alone and with others a variety of simple songs in various meters becoming increasingly accurate in rhythm.

Benchmark 2.2.3: Improvise melodies, variations, and accompaniments.

Indicators:

- 2.2.3.1 Accompany songs, using appropriate rhythm instruments (e.g., tambourines), body percussion (e.g., clapping), or "found" instruments.
- 2.2.3.2 Create sound effects to songs, poems, and chants, using the voice, instruments, or "found" materials.
- 2.2.3.3 Respond through movement to music of various tempos, meters, dynamics, modes, genres, and styles to express what they hear and feel in works of music.

Benchmark 2.2.4: Compose and arrange music within specified guidelines.

Indicators:

- 2.2.4.1 Create musical compositions in which they apply their knowledge of the elements of music and patterns of sounds, and use the voice, instruments, or "found" materials.
- 2.2.4.2 Create rhythmic and melodic patterns (e.g., ostinati), using a variety of sounds (e.g., vocal and instrumental sounds).
- 2.2.4.3 Create simple patterned movement to familiar music, using their knowledge of beat and rhythm.

Key: 1, Grade 1, Standard 1.1, Benchmark 1.1.1, Indicator

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STANDARD 3

The student *uses critical thinking to relate music to life outside of music class.*

To meet this standard, the student will:

Benchmark 2.3.1: Understand relationships between music, the other arts, and disciplines outside of the arts.

Indicators:

- 2.3.1.1 Demonstrate an awareness of music as a part of daily life.
- 2.3.1.2 Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., create a dance, dramatize a song).
- 2.3.1.3 Recognize that mood can be created through music (e.g., in a work such as Carnival of the Animals by Saint-Saëns).

Benchmark 2.3.2: Understand music in relation to history and culture.

Indicators:

- 2.3.2.1 Identify ways in which music is a part of their daily life (e.g., music is used in the media, in family celebrations).
- 2.3.2.2 Express their response to music from a variety of cultures and historical periods (e.g., "Largo al Factotum Della Città" from The Barber of Seville by Rossini, "Lunatic Menu" by Ippu Do).