

Music: Grade 2

Expression of Music MU.2.1

1 Perform/Demonstrate music that exhibits learned rhythmic, melodic, and harmonic patterns. MU.2.1.1

- a Demonstrate and connect melodic, rhythmic, and harmonic patterns using expressive elements. MU.2.1.1.A
- b Demonstrate rhythmic and melodic ostinati in small groups. MU.2.1.1.B

2 Perform/Demonstrate developmentally appropriate songs with accurate pitch, rhythm, harmony, tone and expressive elements. MU.2.1.2

- a Demonstrate while using an instrumental accompaniment (e.g., bourdon). MU.2.1.2.A
- b Demonstrate a variety of developmentally appropriate and culturally diverse melodies with accurate rhythm, tempo and dynamics. MU.2.1.2.B
- c Make observations and draw conclusions about the rhythms, tempos, and dynamics of the music to which students are singing, playing, and moving. MU.2.1.2.C
- d Apply the concepts of rhythm, tempo, and dynamics to the music to which students are singing, playing, and moving. MU.2.1.2.D

3 Apply teacher and peer critique and self-reflection to refine individual technique and performance of simple songs. MU.2.1.3

- a Engage in refinement and feedback processes to prepare music for performance. MU.2.1.3.A
- b Self-evaluate to refine musical performance. MU.2.1.3.B
- c Critique expressive elements performed by others. MU.2.1.3.C

Creation of Music MU.2.2

1 Create, document, improvise, and arrange phrases using rhythm and/or pitch. MU.2.2.1

- a Create and document instrumental and vocal patterns using known rhythms and pitches. MU.2.2.1.A
- b Improvise instrumentally and/or vocally question-answer patterns using known rhythms and pitches. MU.2.2.1.B
- c Arrange a song by adding an ostinato using known pitches and rhythms (e.g., let students design a minor ostinato to accompany a minor song they are singing in class; instructor gives the students the pitches and the students choose how to use them). MU.2.2.1.C

Theory of Music MU.2.3

1 Identify and demonstrate basic melodic, rhythmic, and harmonic patterns. MU.2.3.1

- a Melody: Identify and demonstrate step/skip/repeat within a melody. MU.2.3.1.A
 - b Rhythm: Identify and demonstrate patterns that include sounds and silence that last two beats and four beats (half note/rest, whole note/rest). MU.2.3.1.B
 - c Harmony: Identify and demonstrate introductory harmony using chords (e.g., intervals, borduns, ostinato, home tone). MU.2.3.1.C
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2 Identify and demonstrate extreme changes in tempos, dynamics, and articulations. MU.2.3.2

- a Tempo: Identify and demonstrate presto/largo. MU.2.3.2.A
 - b Dynamics: Identify and demonstrate forte/piano. MU.2.3.2.B
 - c Articulation: Identify and demonstrate smooth/connected, short/separated. MU.2.3.2.C
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3 Identify and demonstrate intermediate form/structure, meter/beat groupings, and timbre elements. MU.2.3.3

- a Form/Structure: Aurally identify ABA, verse/refrain, coda. MU.2.3.3.A
 - b Meter/Beat Groupings: Identify and demonstrate duple and triple meter/beat groupings (2/4, 3/4) and strong vs. weak beat withing a measure. MU.2.3.3.B
 - c Timbre: Aurally organize instruments into categories. MU.2.3.3.C
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Response to Music MU.2.4

1 Discuss individual preferences for music using specific music terminology. MU.2.4.1

- a Communicate understanding of music's expressive qualities that influence personal preference. MU.2.4.1.A
 - b Communicate similarities between musical pieces. MU.2.4.1.B
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2 Describe music from various cultures in their own words. MU.2.4.2

- a Describe varying kinds of voices and instruments and their uses in various settings. MU.2.4.2.A
- b Explain their own cultural and social interests in music. MU.2.4.2.B
- c Identify and connect specific songs/music to specific settings (holiday, religious, celebratory). MU.2.4.2.C