Florida Fine Arts

Music: Grade 2

Adopted 2010

Critical Thinking and Reflection

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

1. Identify appropriate listening skills for learning about musical examples selected by the teacher. MU.2.C.1.1
2. Respond to a piece of music and discuss individual interpretations. MU.2.C.1.2
3. Classify unpitched instruments into metals, membranes, shakers, and wooden categories. MU.2.C.1.3
4. Identify child, adult male, and adult female voices by timbre. MU.2.C.1.4

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Use a teacher-selected sensory skill to recognize specified musical characteristics. MU.2.C.1.IN.A
   b. Respond to a musical work in a variety of ways. MU.2.C.1.IN.B
   c. Identify a variety of unpitched instruments. MU.2.C.1.IN.C

   Supported

   a. Recognize a teacher-selected musical characteristic in a song or instrumental piece. MU.2.C.1.SU.A
   b. Respond to a musical work. MU.2.C.1.SU.B
   c. Explore unpitched classroom instruments. MU.2.C.1.SU.C

   Participatory

   a. Attend to a teacher-selected musical characteristic in a song or instrumental piece. MU.2.C.1.PA.A
   b. Explore a variety of music. MU.2.C.1.PA.B
   c. Explore differences in pitch. MU.2.C.1.PA.C

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

1. Identify strengths and needs in classroom performances of familiar songs. MU.2.C.2.1

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify preferred and non-preferred performances of familiar songs. MU.2.C.2.IN.A

Supported

a. Select preferred performances of familiar songs. MU.2.C.2.SU.A

Participatory

a. Respond to performances of familiar songs. MU.2.C.2.PA.A

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

1. Discuss why musical characteristics are important when forming and discussing opinions about music. MU.2.C.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize characteristics of a variety of music. MU.2.C.3.IN.A

Supported

a. Respond to a variety of music characteristics. MU.2.C.3.SU.A

Participatory

a. Attend to a variety of music characteristics. MU.2.C.3.PA.A

Skills, Techniques, and Processes

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

1. Improvise short phrases in response to a given musical question. MU.2.S.1.1
2. Create simple ostinati to accompany songs or poems. MU.2.S.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Perform simple vocal or instrumental musical patterns or songs. MU.2.S.1.IN.A

Supported

a. Imitate simple vocal or instrumental patterns or songs. MU.2.S.1.SU.A

Participatory

a. Respond to a variety of simple vocal or instrumental patterns or songs. MU.2.S.1.PA.A

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

Skip to main content

Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory. MU.2.S.2.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Sing or play songs from memory. MU.2.S.2.IN.A

Supported

a. Sing or play songs from a model. MU.2.S.2.SU.A

Participatory

a. Respond to familiar songs. MU.2.S.2.PA.A

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

1. Sing songs in an appropriate range, using head voice and maintaining pitch. MU.2.S.3.1
2. Play simple melodies and/or accompaniments on classroom instruments. MU.2.S.3.2
3. Sing simple la-sol-mi-do patterns at sight. MU.2.S.3.3
4. Compare aural melodic patterns with written patterns to determine whether they are the same or different. MU.2.S.3.4
5. Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else. MU.2.S.3.5

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Sing songs of limited range using the head voice. MU.2.S.3.IN.A

b. Perform simple songs and accompaniments. MU.2.S.3.IN.B

c. Sing simple la-sol-mi-do patterns from a model. MU.2.S.3.IN.C

d. Identify visual, gestural, and traditional representation of simple melodic patterns performed by the teacher or a peer. MU.2.S.3.IN.D

Supported

a. Sing or play songs from a model. MU.2.S.3.SU.A

b. Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer. MU.2.S.3.SU.B

Participatory

a. Explore familiar songs. MU.2.S.3.PA.A

b. Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer. MU.2.S.3.PA.B

Organizational Structure

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

Skip to main content

Identify basic elements of music in a song or instrumental excerpt. MU.2.O.1.1

2. Identify the form of a simple piece of music. MU.2.O.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize basic elements of music in a song or instrumental excerpt. MU.2.O.1.IN.A

b. Identify similarities and differences in melodic phrases and/or rhythm patterns. MU.2.O.1.IN.B

Supported

a. Demonstrate awareness of beat and rhythm. MU.2.O.1.SU.A

Participatory

a. Respond to a variety of music. MU.2.O.1.PA.A

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

1. Describe changes in tempo and dynamics within a musical work. MU.2.O.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Respond to music to demonstrate how it makes one feel. MU.2.O.3.IN.A

Supported

a. Demonstrate awareness of beat and rhythm. MU.2.O.3.SU.A

Participatory

a. Explore a variety of music. MU.2.O.3.PA.A

Historical and Global Connections

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

1. Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures. MU.2.H.1.1
2. Identify the primary differences between composed and folk music. MU.2.H.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Imitate songs, games, dances, and simple instrumental accompaniments from a variety of cultures. MU.2.H.1.IN.A

Supported

a. Imitate songs, games, and dances from a variety of cultures. MU.2.H.1.SU.A

Participatory

a. Explore simple songs, dances, and musical games from a variety of cultures. MU.2.H.1.PA.A

Skip to main content

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

1. Discuss how music is used for celebrations in American and other cultures. MU.2.H.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Identify music used for celebrations in American and other cultures. MU.2.H.2.IN.A

   Supported

   a. Match musical examples to their function. MU.2.H.2.SU.A

   Participatory

   a. Explore music used for celebrations in American and other cultures. MU.2.H.2.PA.A

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

1. Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts. MU.2.H.3.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Recognize the use of patterns in music to gain a foundation for exploring patterns in other contexts. MU.2.H.3.IN.A

   Supported

   a. Explore the use of patterns in music to gain a foundation for exploring patterns in other contexts. MU.2.H.3.SU.A

   Participatory

   a. Explore the use of instruments and vocal sounds. MU.2.H.3.PA.A

Innovation, Technology, and the Future

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

1. Create a musical performance that brings a story or poem to life. MU.2.F.1.1

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create, interpret, or respond to a musical performance that brings a story or poem to life. MU.2.F.1.IN.A

Supported

a. Imitate sounds or movements that represent a story character, setting, or theme. MU.2.F.1.SU.A

Participatory

a. Explore a variety of sounds and movements that represent a story character, setting, or theme. MU.2.F.1.PA.A

Careers in and related to the arts significantly and positively impact local and global economies.

1. Describe how people participate in music. MU.2.F.2.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify a variety of ways people participate in music. MU.2.F.2.IN.A

Supported

a. Recognize different ways people participate in music. MU.2.F.2.SU.A

Participatory

a. Explore different ways people participate in music. MU.2.F.2.PA.A

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

1. Collaborate with others in a music presentation and discuss what was successful and what could be improved. MU.2.F.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Demonstrate a variety of collaborative skills. MU.2.F.3.IN.A

Supported

a. Demonstrate a collaborative skill. MU.2.F.3.SU.A

Participatory

a. Contribute to a class musical performance. MU.2.F.3.PA.A