

## 2021-2022-Second Grade-Music-Semester 1

### BIG IDEAS:

Students will experience singing and playing music from various cultures.

Students will perform varied rhythmic patterns on pitched and non-pitched instruments with correct form.

Students will identify and perform songs with different musical forms.

Students will demonstrate an understanding of relationships between music and other disciplines.

### Essential Questions:

PERFORM: How do musicians select, study, rehearse, and perform music?

CREATE: How do musicians brainstorm, develop, and share creative ideas?

RESPOND: How do musicians evaluate and experience music?

CONNECT: How do musicians connect music to their own lives and the world around them?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;"><b>PERFORM</b></p> <p><b>2.GM.P1.A</b> Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections (such as performing songs and dances from various cultures and historical periods).</p> <p><b>2.GM.P1.B</b> Using voices, instruments, or movement, demonstrate knowledge of music concepts in music from a variety of cultures selected for performance.</p> <p><b>2.GM.P1.C</b> Demonstrate understanding of music's expressive qualities and how creators use them to convey expressive intent.</p> <p><b>2.GM.P2.A</b> Apply established criteria to judge student rehearsal and/or performance.</p>	<p style="text-align: center;"><b>PERFORM</b></p> <p>I can explain what I like or dislike about different musical selections using music words.</p> <p>I can perform songs and dances from around the world, both old and new.</p> <p>I can show musical ideas through movement and/ or performance.</p> <p>I can talk about the feelings that are expressed in the music I hear.</p> <p>I can apply a checklist to determine the quality of a rehearsal or performance.</p> <p>I can identify ways to improve my performance.</p>

Standards	Student Friendly “I Can” Statements
<p><b>2.GM.P2.B</b> Rehearse, identify, and apply strategies to address performance challenges.</p> <p><b>2.GM.P3.A</b> Sing, alone and with others, with expression and skill* <i>Echo songs, pitch-matching games, la-sol-mi-re-do patterns on neutral syllables and with pitch names, songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation, ostinatos, simple canons, partner songs.</i></p> <p><b>2.GM.P3.B</b> Using body percussion or instruments, perform, alone and with others, with expression and skill* <i>Maintaining a steady beat, rhythm patterns, iconic notation and standard notation, chord bordun, ostinatos, with a song/story/poem/recording.</i></p> <p style="text-align: center;"><b>CREATE</b></p> <p><b>2.GM.Cr1.A</b> Use pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise rhythmic/melodic patterns and movement.</p> <p><b>2.GM.Cr2.A</b> Using short musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p><b>2.GM.R1.A</b> Identify and explain how personal interests and experiences influence musical selection; list and explain personal musical interests.</p>	<p>I can practice to improve difficult sections in a musical performance.</p> <p>I can sing in tune using correct posture, tall vowels and pleasant tone.</p> <p>I can sing alone and with others.</p> <p>I can demonstrate the proper way to play pitched and non-pitched instruments.</p> <p style="text-align: center;"><b>CREATE</b></p> <p>I can create 5 note melodies and short rhythm patterns.</p> <p>I can tell you why I selected music or played a certain way.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p>I can tell you about the music that I like and why I like it using musical terms.</p> <p>I can recognize if sections of music are the same or different.</p> <p>I can demonstrate (through performance or discussion), how musical form can organize music</p> <p>I can identify specific instruments in a given musical example.</p> <p>I can identify the dynamics in a given musical example.</p>

Standards	Student Friendly "I Can" Statements
<p><b>2.GM.R2.A</b> Demonstrate knowledge of how expressive qualities and music concepts support a musical creation/performance (such as recognizing same/different sections, classroom and/or selected orchestral instruments, or how tempo and dynamics affect the mood of a piece).</p> <p style="text-align: center;"><b>CONNECT</b></p> <p><b>2.GM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).</p>	<p style="text-align: center;"><b>CONNECT</b></p> <p>I can talk about how music is used in my daily life.</p>

## 2021-2022-Second Grade-Music-Semester 2

### BIG IDEAS:

Students will perform music they have created by singing, playing instruments and/ or dancing.

Students will improvise rhythms and perform those on pitched and non-pitched instruments.

Students will demonstrate appropriate audience and performer behaviors.

Students will evaluate musical works and performances using musical terms.

### Essential Questions:

PERFORM: How do musicians select, study, rehearse, and perform music?

RESPOND: How do musicians evaluate and experience music?

CREATE: How do musicians brainstorm, develop, and share creative ideas?

CONNECT: How do musicians connect music to their own lives and the world around them?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;"><b>PERFORM</b></p> <p><b>2.GM.P1.A</b> Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections (such as performing songs and dances from various cultures and historical periods).</p> <p><b>2.GM.P1.B</b> Using voices, instruments, or movement, demonstrate knowledge of music concepts in music from a variety of cultures selected for performance.</p> <p><b>2.GM.P1.D</b> When analyzing selected music, read and perform rhythmic patterns with voice, body percussion, and/or instruments using iconic or standard notation.</p> <p><b>2.GM.P3.A</b> Sing, alone and with others, with expression and skill*</p>	<p style="text-align: center;"><b>PERFORM</b></p> <p>I can select a song to perform (alone or with others) based on personal interests.</p> <p>I can show musical ideas through movement and/ or performance.</p> <p>I can read musical patterns in order to perform different rhythms.</p> <p>I can sing using my head voice</p> <p>I can sing alone and with others.</p> <p>I can keep a beat using instruments or parts of my body.</p>

Standards	Student Friendly “I Can” Statements
<p><i>Echo songs, pitch-matching games, la-sol-mi-re-do patterns on neutral syllables and with pitch names, songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation, ostinatos, simple canons, partner songs.</i></p> <p><b>2.GM.P3.B</b> Using body percussion or instruments, perform, alone and with others, with expression and skill* <i>Maintaining a steady beat, rhythm patterns, iconic notation and standard notation, chord bordun, ostinatos, with a song/story/poem/recording.</i></p> <p><b>2.GM.P3.C</b> Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.</p> <p><b>2.GM.P3.D</b> Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.</p> <p style="text-align: center;"><b>CREATE</b></p> <p><b>2.GM.Cr1.B</b> Use body percussion, instruments, movement, singing, and/or vocal timbres to generate musical ideas (such as rhythm patterns, pentatonic melodies, etc.).</p> <p><b>2.GM.Cr2.B</b> Use iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such as four beat rhythm/melodic patterns, introduction, coda, etc.).</p> <p><b>2.GM.Cr3.A</b> Interpret and apply feedback, using vocabulary such as</p>	<p>I can perform for an audience and show correct performance posture.</p> <p>I can tell how one is to act during a performance.</p> <p>I can identify ways to improve my performance.</p> <p>I can participate as an audience member and have respectful behavior.</p> <p style="text-align: center;"><b>CREATE</b></p> <p>I can play instruments alone or with my classmates expressively and accurately.</p> <p>I can sing, dance or play short patterns that I create.</p> <p>I can write 4 beat rhythmic or melodic patterns using music pictures, music notes and/or the computer.</p> <p>I can identify mistakes in my music I create and make corrections. I can perform for others music that I have created.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p>I can describe how classroom or orchestral instruments are used in a musical creation or performance.</p> <p>I can demonstrate how tempo and dynamics affect the mood of music.</p> <p>I can use music words to evaluate a performance.</p>

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<p>voices/instruments, same/different, introduction, sequence, and coda, to revise personal music.</p> <p><b>2.GM.Cr3.B</b> Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p><b>1.GM.R1.B</b> Describe how specific music concepts are used to support a specific purpose in music; demonstrate and identify how specific musical concepts are used in various styles of music (such as meter and timbre).</p> <p><b>2.GM.R3.A</b> Apply personal preferences in the evaluation of music; discuss a musical performance using grade-appropriate music vocabulary.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p><b>2.GM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connections between science and music).</p>	<p style="text-align: center;"><b>CONNECT</b></p> <p>I can explain how a person's background affects how they create and listen to music.</p> <p>I can recognize the relationship that music has to other subjects.</p>