



Grade 2

GRADE-LEVEL EXPECTATIONS	PAGE REFERENCES
Product Performance	
<i>A. 1. Develop and apply singing skills to perform and communicate through the arts</i>	
<p>Apply accurate *pitch relationships while singing in a limited range [<i>la-sol-mi, sol-mi-re-do</i>]; Demonstrate appropriate singing posture</p>	<p>Student Edition: <i>Skill Builder</i> 300 <i>Unit 1</i> 32 <i>Unit 1 Enrichment Reading</i> 243 <i>Unit 2</i> 50-52 <i>Unit 2 Enrichment Reading</i> 248-249 <i>Unit 3</i> 114-115 <i>Unit 4 Enrichment Reading</i> 258 <i>Unit 5</i> 170-171</p> <p>Teacher Edition: AC 32, 52; D 51, 115, 171; I 308; MS 304; SYN 243; TAMFML 341</p>

GRADE-LEVEL EXPECTATIONS	PAGE REFERENCES
<i>B. 1. Develop and apply singing skills to perform and communicate through the arts</i>	
Demonstrate loud and soft *dynamics [<i>p</i> , <i>f</i>] and fast and slow tempo	Student Edition: <i>Unit 1</i> 26-28 <i>Unit 3</i> 103 Teacher Edition: A 177; AC 28-29; CSTS 345; D 27; I 103, 111; MS 124; R 293
<i>C. 1. Develop and apply singing skills to perform and communicate through the arts</i>	
Perform a varied repertoire of songs, including: *patriotic , *folk , Seasonal, *spirituals	Student Edition: <i>Celebrations: Autumn</i> 349 <i>Celebrations: Patriotic</i> 338-341 <i>Celebrations: Winter</i> 352-353 <i>In the Spotlight</i> E-H <i>Unit 3</i> 86-89, 116-117 <i>Unit 5</i> 190-191 Teacher Edition: AC 88-89, 117; Am 339; D 88, 191; IW 353; MD 353; TAMFML 341; TY 349; YD 341
<i>D. 1. Develop and apply singing skills to perform and communicate through the arts</i>	
Perform *ostinati	Student Edition: <i>Unit 3</i> 88-89, 107, 113, 115 <i>Unit 3 Enrichment Reading</i> 256 <i>Unit 5</i> 169, 185 <i>Unit 6</i> 209, 215 Teacher Edition: A 181, 215; AC 89, 113, 169, 184, 209; D 107, 116; DD 256
<i>E. 1. Develop and apply singing skills to perform and communicate through the arts</i>	
Perform in groups using a steady beat, matching dynamics, following the cues of the conductor	Student Edition: <i>Skill Builder</i> 300 Teacher Edition: P 296, 300; R 295, 297, 307, 321; RAL 33

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<i>A. 2. Develop and apply instrumental music skills to perform and communicate through the arts</i>	
Perform the following rhythmic patterns using standard or iconic notation: Whole note/rest, Quarter note/rest, Half note/ rest, Eighth note pairs	<p>Student Edition: <i>Unit 1</i> 16-17 <i>Unit 2</i> 52 <i>Unit 3</i> 89, 107 <i>Unit 4</i> 131, 134-135, 144-145</p> <p>Teacher Edition: A 101; AC 16-17, 52, 89, 144-145; D 15-16, 107, 131, 135; MS 29</p>
<i>B. 2. Develop and apply instrumental music skills to perform and communicate through the arts</i>	
Demonstrate loud and soft dynamics [<i>p</i> , <i>f</i>] and fast and slow tempi	<p>Student Edition: <i>Unit 1</i> 28-29 <i>Unit 3</i> 110-113 <i>Unit 5</i> 168-169</p> <p>Teacher Edition: A 177; AC 28-29, 112-113, 168-169; D 112; MGR 267</p>
<i>C. 2. Develop and apply instrumental music skills to perform and communicate through the arts</i>	
Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles	<p>Student Edition: <i>Unit 3</i> 88-89, 106, 115 <i>Unit 3 Enrichment Reading</i> 256 <i>Unit 5</i> 172-173, 186-187 <i>Unit 6</i> 208-209, 214-215</p> <p>Teacher Edition: AC 89, 112-113, 172-173, 209; D 107-108, 115-116, 187, 216</p>
<i>D. 2. Develop and apply instrumental music skills to perform and communicate through the arts</i>	
Echo short rhythmic patterns on rhythm instruments and/or body percussion	<p>Student Edition: <i>Unit 5</i> 175</p> <p>Teacher Edition: AC 140, 220; D 175; Re 301</p>

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<i>E. 2. Develop and apply instrumental music skills to perform and communicate through the arts</i>	
Perform in groups using a steady beat, matching dynamics, and following the cues of the conductor	<p>Student Edition: <i>Stories to Perform</i> 330-331, 333-335</p> <p>Teacher Edition: D 331-332, 334; P 300; Re 301</p>
<i>A. 3. Develop and apply improvisation skills in music to communicate through the arts</i>	
Improvise short rhythmic and melodic patterns	<p>Student Edition: <i>Unit 3</i> 110-111, 117 <i>Unit 6</i> 218</p> <p>Teacher Edition: AC 117; D 31, 112, 140; KL 257; M 219; MS 136, 179, 219, 257, 310</p>
<i>A. 4. Develop and apply skills to *compose, *arrange, and create music to communicate through the arts</i>	
Create a rhythmic composition using *icons ; Create a *phrase by arranging rhythms	<p>Student Edition: <i>Unit 1</i> 37 <i>Unit 3</i> 101 <i>Unit 3 Enrichment Reading</i> 256</p> <p>Teacher Edition: A 20; AC 37, 101; DD 256; MS 260</p>
Elements of Music	
<i>A.1. Develop and apply the knowledge and skills to read and notate music</i>	
Read simple rhythm patterns (using iconic or standard notation) consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs	<p>Student Edition: <i>Unit 1</i> 16-17 <i>Unit 2</i> 52 <i>Unit 3</i> 89, 107 <i>Unit 4</i> 131, 134-135, 144-145</p> <p>Teacher Edition: A 101; AC 16-17, 52, 89, 144-145; D 15-16, 107, 131, 135; MS 29</p>

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<i>B.1. Develop and apply the knowledge and skills to read and *notate music</i>	
Identify melodies that move up, down, or stay the same; Transfer melodic icons to pitch notation (e.g., two line *staff)	Student Edition: <i>Unit 1</i> 10-13, 18-19, 32-33 <i>Unit 1 Enrichment Reading</i> 243-245 <i>Unit 2</i> 50-52 <i>Unit 3</i> 98-99 <i>Unit 4</i> 130-131 <i>Unit 4 Enrichment Reading</i> 259 <i>Unit 5</i> 186-187 Teacher Edition: AC 12-13, 32-33, 52; D 11, 19-20, 51, 99, 131, 187; SYN 243
<i>C.1. Develop and apply the knowledge and skills to read and notate music</i>	
Identify <i>p</i> for <i>piano</i> and <i>f</i> for <i>forte</i>	Student Edition: <i>Unit 1</i> 26-29 Teacher Edition: AC 28-29; D 27; M 27
<i>D.1. Develop and apply the knowledge and skills to read and notate music</i>	
<i>E.1. Develop and apply the knowledge and skills to read and notate music</i>	
Artistic Impressions	
<i>A.1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance</i>	
Recognize basic forms and composition techniques: question/answer, call/response, AB, repeated patterns [<i>ostinati</i>], verse/refrain, repeat sign, *introduction	Student Edition: <i>Unit 2</i> 62-69 <i>Unit 3</i> 106-107 Teacher Edition: AC 65, 68; D 63-64, 67, 107

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<i>B.1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance</i>	
<p>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 [<i>ostinati</i>], verse/refrain; Differentiate between classroom pitched/non-pitched percussion instruments</p>	<p>Student Edition: <i>Unit 1</i> 24, 26-27 <i>Unit 2</i> 62-63, 68-69 <i>Unit 3</i> 90-91 <i>Unit 4</i> 130-131 <i>Unit 5</i> 185 <i>Unit 6</i> 234-235</p> <p>Teacher Edition: AC 65, 68-69; D 27, 75, 91, 107, 131, 235; Mo 27; MS 183</p>
<i>A.2. Develop and apply the knowledge and skills to evaluate music and musical performance</i>	
<p>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</p>	<p>Student Edition: <i>Songs to Perform</i> 300</p> <p>Teacher Edition: A 47, 58, 85, 125; PA 39; MS 302; R 297; Re 301; TAMFML 341</p>
<i>B.2. Develop and apply the knowledge and skills to evaluate music and musical performance</i>	
<p>Use prerequisite music terms to describe their personal response to a musical example (tempo)</p>	<p>Student Edition: <i>Think!</i> 79, 119, 159, 199 <i>Unit 2</i> 46-47 <i>Unit 3</i> 84-85 <i>Unit 4</i> 136-137 <i>Unit 5</i> 197 <i>Unit 6</i> 225, 236</p> <p>Teacher Edition: AC 224, 237; D 136; MS 46; S 84</p>

GRADE-LEVEL EXPECTATIONS	PAGE REFERENCES
Interdisciplinary Connections	
<i>A. 1. Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts</i>	
Tell how concepts such as repetition and contrast are used in the fine arts	<p>Student Edition:</p> <p><i>Unit 1</i> 13</p> <p><i>Unit 2</i> 53</p> <p><i>Unit 3</i> 101</p> <p><i>Unit 4</i> 144, 151</p> <p><i>Unit 6</i> 236-237</p> <p>Teacher Edition:</p> <p>AC 236-237; CL 13, 24, 52, 101, 144, 151</p>
<i>B. 1. Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts</i>	
Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music; Show how the arts are studied in ways common to other subjects (e.g., relate rhythmic groups in music to sets in mathematics)	<p>Student Edition:</p> <p><i>Unit 1</i> 13</p> <p><i>Unit 2</i> 53</p> <p><i>Unit 6</i> 218</p> <p>Teacher Edition:</p> <p>CL 13, 24, 48, 61, 73, 116, 149, 151, 187, 215</p>
Historical and Cultural Contexts	
<i>A. 1. Develop and apply the knowledge and skills to understand works of art in time and place</i>	
Identify characteristics of teacher-selected genres or styles: patriotic, Native American, African American, *Singing Games	<p>Student Edition:</p> <p><i>Think!</i> 159</p> <p><i>Unit 3</i> 86-87</p> <p><i>Unit 4</i> 150-153</p> <p><i>Unit 5</i> 170-171, 191</p> <p>Teacher Edition:</p> <p>AC 153; D 151-152; M 171</p>

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<i>B.1. Develop and apply the knowledge and skills to understand works of art in time and place</i>	
<p>Describe how elements of music are used in teacher-selected examples: patriotic, Native American, African American, Singing Games</p>	<p>Student Edition: <i>Unit 1</i> 9 <i>Unit 2</i> 46-47, 77 <i>Unit 3</i> 84-85 <i>Unit 4</i> 170-171, 191 <i>Unit 6</i> 230-231</p> <p>Teacher Edition: AC 9; M 47, 171; S 84; WP 339</p>
<i>C.1. Develop and apply the knowledge and skills to understand works of art in time and place</i>	
<p>Describe the function of music in various settings and cultural events: patriotic, Native American, African American, Singing Games; Discuss and demonstrate appropriate listening behavior for various types of performances</p>	<p>Student Edition: <i>Celebrations: Patriotic</i> 338 <i>Unit 2</i> 46 <i>Unit 3</i> 96 <i>Unit 4</i> 154-155 <i>Unit 5</i> 191 <i>Unit 6</i> 230-231</p> <p>Teacher Edition: AE 37, 81, 121, 161, 309; CL 116; D 231; HC 9, 47, 70; M 47; WP 339</p>
<i>D.1. Develop and apply the knowledge and skills to understand works of art in time and place</i>	
<p>Identify responsibilities of an accompanist and soloist</p>	<p>Teacher Edition: P 324; R 325; Re 325</p>