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Grade 2

STANDARDS	PAGE REFERENCES
Historical, Cultural and Social Contexts	
<p>Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.</p>	
<p>Benchmark A: Identify and demonstrate basic music forms.</p>	
<p>1. Identify and demonstrate rounds/canons.</p>	<p>Teacher's Edition: A 169; MS 168; RAL 33</p>
<p>Benchmark B: Identify and respond to music of historical and cultural origins.</p>	
<p>2. Identify and describe contrasting music styles (e.g., marches and lullabies).</p>	<p>Student Edition: 76-77, 116-117, 151-155 <i>Think!</i> 119</p> <p>Teacher's Edition: AC 77, 117, 153; D 151-152; HC 172</p>

STANDARDS	PAGE REFERENCES
3. Sing, listen and move to music from various historical periods.	<p>Student Edition: 36, 76-77, 104-105, 224-225 <i>Listening</i> 246 <i>Unit 1 Lesson 3</i> 14-15 <i>Unit 2 Lesson 3</i> 54-55 <i>Unit 2 Lesson 6</i> 66-67</p> <p>Teacher's Edition: AC 224-225; D 15, 36, 104; HC 54, 55, 246; M 67</p>
4. Identify, listen and respond to music of different composers.	<p>Student Edition: <i>Listening</i> 14, 20, 25, 36, 60, 77, 99, 104-105, 224-225, 339, 378 <i>Unit 1 Lesson 6</i> 26 <i>Unit 2 Lesson 3</i> 54-55</p> <p>Teacher's Edition: AC 20, 60-61, 77, 105, 224-225; D 36, 55, 99; HC 14, 25, 26, 67</p>
<p>Benchmark C: Recognize the interaction of people in music.</p>	
5. Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).	<p>Student Edition: 340, 346-349, 352-355, 358, 360-361, 366-367, 372-373, 376-377, 380-381</p> <p>Teacher's Edition: CL 376; HC 349, 352, 359, 373; RAL 346</p>
<p>Creative Expression and Communication Students sing, play instruments, improvise, compose, read and notate music.</p>	
<p>Benchmark A: Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.</p>	
1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch.	<p>Student Edition: 21, 66, 76, 84-85, 102-103, 114-115, 170-172, 196-197, 243, 260</p> <p>Teacher's Edition: Am 339; AC 20, 76, 172, 196-197; BBP 377; D 115, 171; I 290; MS 313; R 313; Re 291, 303; St 84, 124; SYN 243; UH 357</p>

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2. Use the head voice to produce a light, clear sound and maintain appropriate posture.	<p>Student Edition: <i>Voice Builder</i> 310</p> <p>Teacher's Edition: APR 343; MS 103, 115, 124, 294, 302; RAL 197, 216; Re 303, 313; St 45, 125; TAMFML 341; TIH 347; TY 349</p>
3. Play, alone and with others, a variety of classroom instruments with proper technique.	<p>Student Edition: 16-17, 24-25, 28-29, 32-33, 144, 211, 216, 263</p> <p>Teacher's Edition: AC 16, 28-29, 32, 140, 144, 216; BBP 377; D 211; EPLP 381; MS E, 69; RAL 173; WU 173</p>
Benchmark B: Read, write, improvise and compose melodies and accompaniments.	
4. Improvise and compose simple rhythmic and melodic phrases.	<p>Student Edition: 37, 111 <i>Think!</i> 17 <i>Unit 6 Lesson 4</i> 218</p> <p>Teacher's Edition: A 15, 37; AC 17, 145; D 31, 112; KL 257; M 219; MS 34, 136, 179, 224, 260; RAL 29; TT 139</p>
5. Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.	<p>Student Edition: 209, 247 <i>Create and Perform</i> 39, 239</p> <p>Teacher's Edition: A 208; AC 209; BB 242; G 269; I 247; MGR 267; MS 136, 224, 310; RAL 29, 37</p>
6. Read, write and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).	<p>Student Edition: 100-101, 117, 147, 271 <i>Create and Perform</i> 39, 79, 119, 159</p> <p>Teacher's Edition: A 58, 85, 101, 173; AC 101, 117; D 140, 147, 188; MS 136, 146, 179, 189, 197, 219; SYN 243</p>

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<p>Analyzing and Responding</p> <p>Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.</p>	
<p>Benchmark A: Identify and demonstrate elements of music using developmentally appropriate music vocabulary.</p>	
<p>1. Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege).</p>	<p>Student Edition: 35, 76-77, 140 <i>Unit 1 Lesson 3</i> 14-17 <i>Unit 2 Lesson 6</i> 66-67 <i>Unit 3 Lesson 7</i> 110-113 <i>Think!</i> 9, 39, 79, 110, 119, 197</p> <p>Teacher’s Edition: AC 9, 76-77, 105, 140; D 15, 35, 55, 67, 111-112; TT 22; WU 197</p>
<p>2. Identify and respond to the patterns of same and different phrases in simple poems and songs.</p>	<p>Student Edition: 68-69, 105 <i>Think!</i> 69 <i>Unit 1 Lesson 6</i> 26 <i>Unit 2 Lesson 5</i> 62-63 <i>Unit 3 Lesson 5</i> 102-103 <i>Unit 6 Lesson 5</i> 222-223 <i>Winter: Christmas</i> 354-355</p> <p>Teacher’s Edition: AC 37, 68-69; D 27, 103, 223; IA 25; M 223; Mo 24; MS 62; TNS 355; WU 25</p>
<p>Benchmark B: Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.</p>	
<p>3. Identify selected music instruments (e.g., flute, trumpet, guitar, violin, sitar, congas, bagpipes, synthesizer).</p>	<p>Student Edition: 23-24, 41, 109, 145, 161, 168, 191-193, 201, 380</p> <p>Teacher’s Edition: AC 109, 141, 145, 168, 192; D 24, 191; SBD 201; SCI 161; SCe 41; SDM 381; WP 339</p>

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Benchmark C: Discuss and evaluate individual and group music performance.	
4. Discuss individual and group music performance.	<p>Student Edition: <i>Create and Perform</i> 199</p> <p>Teacher’s Edition: A 15, 20, 85, 125; AC 76, 141; E 201; MM 80-81, 120-121; MS 193; P 300; PA 119, 159, 239; St 5, 45, 84; SCe 41; TNS 355</p>
<p>Valuing Music/Aesthetic Reflection</p> <p>Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.</p>	
Benchmark A: Reflect on their own performances and the performances of others.	
1. Participate in developmentally appropriate music activities.	<p>Student Edition: 16-17, 20-21, 36-37, 68, 95, 224-225, 380</p> <p><i>Unit 1 Lesson 6</i> 26-27</p> <p><i>Unit 2 Lesson 5</i> 62-63</p> <p><i>Unit 4 Lesson 6</i> 146-147</p> <p>Teacher’s Edition: AC 20, 68-69, 224-225; AP 373; D 27, 36, 95, 147; Mo 17, 24, 68; MS C, 225; RAL 216; SDM 381; TS 349</p>
Benchmark B: Demonstrate audience behavior appropriate for the context and style of music performed.	
2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.	<p>Teacher’s Edition: AC 76; AE 37, 81, 121, 161, 309</p>
Benchmark C: Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.	
3. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.	<p>Student Edition: 76-77, 225, 306-307, 350, 382-383</p> <p><i>Think!</i> 79, 119, 197</p> <p><i>Unit 3 Lesson 2</i> 90-91</p> <p>Teacher’s Edition: AC 76-77; CL 52, 355; I 298, 306; Mo 24, 27; MS 76, 168, 225; S 351; TSIFR 383; WU 197</p>

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<p>4. Demonstrate how music communicates meaning of text, feelings and moods or images.</p>	<p>Student Edition: 52, 76-77, 84-85, 225, 298-299, 307, 350 <i>Think!</i> 197 <i>Unit 2 Lesson 1</i> 46 <i>Unit 3 Lesson 2</i> 90-91</p> <p>Teacher’s Edition: AC 76-77; Mo 24; MS 15, 225; S 351; St 43-44; WU 85</p>
<p>Connections, Relationships and Applications</p> <p>Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.</p> <p>Benchmark A: Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.</p>	
<p>1. Respond to music using dance, drama and visual art.</p>	<p>Student Edition: 236, 351, 373 <i>Unit 4 Lesson 6</i> 146-147</p> <p>Teacher’s Edition: AP 373; CD 246; CL 25, 52, 224, 350, 355; D 147; HC 349; Mo D, 12, 24, 27, 211, 236, 329; MS 225</p>
<p>2. Recognize similarities and differences among the arts, including music, dance, drama and visual art.</p>	<p>Student Edition: <i>Unit 2 Lesson 7</i> 70-71 <i>Unit 4 Lesson 6</i> 146-147</p> <p>Teacher’s Edition: CL 24, 52, 100, 144, 147, 151; D 71; M 71</p>
<p>3. Identify and describe connections between music experiences and other curricular subjects (e.g., English language arts, mathematics and social studies).</p>	<p>Student Edition: 20-21, 77, 154-155, 173, 348-349 <i>Unit 3 Lesson 2</i> 90-91 <i>Unit 3 Lesson 5</i> 102-103 <i>Unit 4 Lesson 6</i> 146 <i>Unit 6</i> 204-205</p> <p>Teacher’s Edition: AC 77; CL 19, 48, 102, 147, 173, 204, 343, 383; HC 246, 348; M 67, 91; Mo 155; St 204</p>

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Benchmark B: Describe how music is used in various cultures in the United States.	
4. Identify various uses of music in the United States.	<p>Student Edition: 86-87, 352-353 <i>Careers</i> 201 <i>In the Spotlight</i> E-H <i>Songs of Our Country</i> 338-341</p> <p>Teacher's Edition: HC 9, 339, 349; M 87; MD 353; SC 201; St F, H; WU H</p>
Benchmark C: Identify and describe roles of musicians in various music settings.	
5. Identify the role of a musician.	<p>Student Edition: 40-41, 200-201 <i>Meet the Musician</i> 17, 80, 99, 153, 157, 160, 224-225</p> <p>Teacher's Edition: AC 224; HC 26, 99, 153, 157, 180, 192, 225, 229; M 40-41; MM 80, 160; SC 41</p>