2017.18 Second Grade Music, Semester 2

On-Going Standards
Big Ideas/Key Concepts: Students will sing and play instruments regularly. Students must be able to identify phrases that are the same or different in order to understand form. They will demonstrate proper audience and etiquette. Students will perform and discuss music from their own culture and from around the room throughout the year.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
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<tbody>
<tr>
<td>2.MU.1.2.3 Exhibit correct singing posture, open mouth and good tone.</td>
<td>I can sing in tune using correct posture, tall vowels and pleasant tone.</td>
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<td>2.MU.2.2.2 Demonstrate correct technique for playing instruments.</td>
<td>I can demonstrate the proper way to play rhythm and mallet instruments.</td>
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<td>2.MU.2.2.3 Play instruments with correct technique producing a good tone.</td>
<td>I can demonstrate proper instrument technique, producing a good tone.</td>
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<tr>
<td>2.MU.6.4.3 Recognize that phrases are the same or different rhythmically and melodically.</td>
<td>I can identify by sight and sound phrases that are the same or different in rhythm and melody.</td>
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<td>2.MU.7.2.2 Demonstrate appropriate audience behaviors during a performance.</td>
<td>I can discuss and demonstrate appropriate audience behaviors during a performance:</td>
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<td>- Sitting quietly</td>
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<td>- Clapping (not shouting or booing) at the end of a performance</td>
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<td>- Knowing when to move around during a performance (example: between selections)</td>
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<td>2.MU.7.2.3 Evaluate audience behaviors exhibited during a performance.</td>
<td>I can tell my teacher or classmates if the audience showed good audience behaviors.</td>
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<tr>
<td>Standard</td>
<td>Description</td>
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<tr>
<td>2.WCE.MU.1</td>
<td>Demonstrate appropriate performer behaviors during a performance (in class or for an audience).</td>
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<td>2.MU.7.1.3</td>
<td>Discuss classroom performances (visually and aurally) using grade appropriate vocabulary.</td>
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<td>2.MU.9.1.3</td>
<td>Discuss and understand the cultural/historical context of a musical example. Correlates with 2.SS.39 (on-going re: importance of commemorative months &amp; 2.SS.21 Q4 re: analyzing the lyrics of “The Star Spangled Banner.”</td>
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<tr>
<td>2.WCE.MU.2</td>
<td>Perform music from different cultures. Correlates with 2.SS.1 Q1 &amp;3 re: cultures in the United States</td>
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**I can discuss and demonstrate appropriate performer behaviors:**
- Watching the conductor
- Standing still (when not dancing)
- Not waving at audience members
- Staying quiet at the end of a song

**I can talk or write about music performances using the language of music.**

**I can perform songs and games from other places and times. This includes different places and times in America and other countries.**

**I can perform music in different ways according to differences in culture.**

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**PERFORM**

**Big Ideas/Key Concepts:** Student skills are further developed into performing patterns and vocal/instrumental accompaniments as they continue quality practice. Students increase proficiency in reading and performing simple patterns in traditional notation.

**Essential Question:** Why does it please the ear to hear or perform differing rhythms and melodies at the same time? What makes rhythms fit together? What makes melodies and accompaniments fit together?

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**1.0 Singing**

2.MU.1.3.2 Speak/sing, in a group, a vocal ostinato while the teacher speaks a poem or sings a melody.

2.MU.1.3.3 Sing, in a group, a vocal ostinato while the teacher sings a melody.

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I can speak or sing, with others, a special vocal part, while my teacher performs a different melody.

I can sing a special vocal part with others, while my teacher sings a different melody.
### 2.0 Playing Instruments

**2.MU.2.3.2** Play a simple ostinato in a group to accompany a poem/song.

I can hear the difference between the melody and accompaniment.

**2.MU.2.3.3** Play a melodic ostinato to accompany a song.

I can perform an ostinato to accompany a poem or song.

### 5.0 Reading and Notating

**2.MU.5.1.3** Read and perform traditional notation for quarter note, paired eighth notes, half notes and quarter rest.*

I can read and perform the traditional notation for:
- Whole Note
- Quarter note
- Paired eighth note
- Half note
- Quarter rest

**2.MU.5.2.3** Read and perform traditional notation for simple melodic patterns.

I can read and play simple melodic patterns using traditional notation in the treble clef.

**2.MU.5.3.3** Notate, with traditional notation, rhythm patterns using quarter note, paired eighth notes, half note, and quarter rest.*

I can write rhythm patterns using traditional notation.

*Correlates with 2.MD.2 Q4 re: measuring to determine which object is longer
*Correlates with 2.G.3 Q4 re: defining a circle as whole and dividing into halves and quarters and 2.WCE.M.6 re: identifying fractions as part of a whole (Ex. whole note is 4 beats, quarter note is 1 beat 1 of 4 beats)

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**CREATE**

**Big Ideas/Key Concepts:** Students will examine form through improvisation and composition.

**Essential Question:** How can we put several ideas together to create larger forms and textures?

### 3.0 Improvising

**2.MU.3.3.2** Improvise, in a group, appropriate movements to show selected musical forms and/or expressive qualities.

I can create, with others or alone, movements to demonstrate the sections or mood of music.
2.MU.3.3 Improvise, individually, appropriate movements to show selected musical forms and/or expressive qualities.

4.0 Composing
2.MU.4.2.3 Create and demonstrate a composition using so, mi and la.

2.MU.4.3.3 Create a simple introduction and coda for a given piece.
*Correlates with ELA 2.W.3 Q4 re: writing introductions*

I can create and demonstrate a three-tone pattern using so, mi and la.

I can create a simple beginning and/or ending for a piece.

RESPOND
Big Ideas/Key Concepts: Students will listen to, perform and analyze music in rondo form. They will explore instruments of the orchestra and categorize them into families. They will label expressive qualities with musical language.

Essential Question: How can I use patterns to understand and create complex musical forms? How can I use instrument families, music expression and form to understand the mood of music?

6.0 Listening and Analyzing
2.MU.6.1.3 Recognize as same or different sections with extended musical selections (e.g., ABA form, rondo).

2.MU.6.2.3 Recognize selected orchestral, band, folk and/or ethnic instruments and classify into families.
*Correlates with Science Q3 GLE 0207.11.2 Re: Vibrations, Volume, Pitch*

2.MU.6.3.3 Identify and use musical terminology to describe expressive qualities.
*Correlates with ELA 2.L.1e Q4 re: using adjectives and adverbs to describe and compare*

I can explore Rondo form through movement and pictures.

I can identify and sort orchestra instruments into families by how they are made and how sound is produced.

I can identify or predict sounds by pitch. (“Pitch” answers the questions, “How high or how low?”)

I can classify sounds by volume, as related to soft and loud. (“Volume” answers the question, “How much?”)

I can identify music vocabulary that describes the expression in music

- **Dynamics**
- **Tempo**
- **Tone color**
### 7.0 Evaluating

**2.WCE.MU.5** Analyze how the elements of music used in Vivaldi’s *Four Seasons* portray the sounds of each season.

*Correlates with SC Q3 GLE 0207.8.1 re: weather/seasons*

<table>
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<tr>
<th>I can identify Vivaldi as a Baroque composer.</th>
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<tbody>
<tr>
<td>I can use musical terms to describe how the different movements of Vivaldi’s <em>Four Seasons</em> sound like each season.</td>
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### CONNECT

**Big Ideas/Key Concepts:** Students connect music they are learning to other disciplines.

**Essential Question:** How can learning about music help us learn about other subjects?

### 8.0 Interdisciplinary Connections

**2.MU.8.2.3** Recognize similarities and differences between music and language arts.

**2.WCE.MU.6** Explore similarities and differences between music and other disciplines.

<table>
<thead>
<tr>
<th>I can recognize that poems and music both have phrases, rhythm and sometimes rhymes.</th>
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<tbody>
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<td>I can explore how rhythms are divided like shapes in math.</td>
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<tr>
<td>I explore how math is measured and how music is measured (Ex. Measures, rhythms, etc.).</td>
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<tr>
<td>I can explore how vibrations in science can help me understand how pitches and dynamics are produced on different instruments and voices.</td>
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