

Music

Second Grade

Second-grade students are beginning to exhibit more independence in their thought processes and are able to understand more complex concepts. They exhibit independence in using acquired knowledge to form opinions and personal choices. However, they continue to need teacher guidance and monitoring.

In the music classroom, second-grade students are refining their musical skills by accomplishing increasingly rigorous standards. Aural skills needed to identify phrases, dynamics, form, and tone color are further developed, as are basic music reading skills. Second-grade students are able to sing pitches within the range of D below the staff to fourth line D. They classify rhythm instruments by sound produced and use pitched instruments to perform accompaniments. They also explore components of music through listening centers, playing instruments, and discovering “found sounds” in their environments.

Produce

Students will:

1. Sing on pitch using good posture.
 - Singing simple melodic *ostinati*
2. Improvise eight-beat melodies using “la,” “so,” “mi,” “re,” and “do.”
3. Perform accompaniments to poems, rhymes, stories, dramatizations, and songs using pitched instruments.
 - Demonstrating rhythm patterns by reading quarter notes, quarter rests, paired eighth notes, and half notes
 - Selecting appropriate classroom instruments to create musical accompaniments
 - Singing songs representative of other cultures and countries
 - Performing folk dances appropriate for age level to music from various cultures
Example: Chinese ribbon dance
 - Playing simple rhythmic *ostinati*

Respond

4. Identify music terms related to tempo changes in music, including *accelerando* and *ritardando*.
5. Identify triple meter as strong-weak-weak beat organization.
6. Identify ABA form in a musical selection.
Examples: creating pictures that use shapes to illustrate patterns, comparing musical forms to visual arts

7. Identify melodic direction on the musical staff.
Examples: upward, downward, same
8. Identify notes as being line note or space note on a musical staff.
9. Identify steps, leaps, and repeated notes in printed music.

Understand

10. Identify American patriotic songs.
Examples: “Star Spangled Banner,” “America,” “God Bless America”
11. Classify rhythm instruments by method of tone production, including striking, shaking, scraping, and ringing.
12. Identify the number of lines and spaces on the treble clef staff.
13. Identify the difference between a verse and a refrain in a familiar musical selection.
14. Identify dynamic markings of *forte (f)* and *piano (p)*.
15. Distinguish between various vocal and instrumental timbres.
Examples: male and female voices, simple classroom instruments