

General Music: Grade 2

Adopted 2015

Creating

1. Generate and conceptualize artistic ideas and work

- a. Improvise rhythmic and melodic patterns and musical ideas (e.g. beat, meter, and rhythm).
 - b. With appropriate guidance, generate musical ideas in multiple tonalities (e.g. major, minor, modal, and pentatonic) and meters (e.g. duple, triple, simple, and compound).
-

2. Organize and develop artistic ideas and work

- a. Demonstrate and explain personal reasons for selecting musical ideas (e.g. patterns and ideas).
 - b. Use notation to document personal or collective musical ideas (e.g. sequencing).
-

3. Refine and complete artistic work

- a. Interpret and apply personal, peer, and teacher feedback to revise personal music.
 - b. Present a final version of personal or collective musical ideas, utilizing elements of expression, to peers or informal audience.
-

Performing

4. Select, Analyze and Interpret artistic work for performance

- a. With appropriate guidance, demonstrate and state personal interest in varied musical selections.
 - b. Demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g. meter and tonality).
 - c. Read and perform rhythmic and melodic patterns using notation.
 - d. Demonstrate an understanding of musical concepts (e.g. physical, verbal, or written response-- understanding of musical concepts and how creators use them to convey expressive intent).
-

5. Develop and refine artistic techniques and work for presentation

- a. Apply personal, teacher, and peer feedback to refine performance.
- b. With an appropriate level of independence use suggested strategies in rehearsal to address interpretive challenges of music.

6. Convey meaning through the presentation of artistic work

- a. Perform music with appropriate expression and technique (e.g. posture, tone, and breath support).
 - b. Perform appropriately for the audience and occasion.
-

Responding

7. Perceive and analyze artistic work

- a. List and explain personal musical interests.
 - b. Demonstrate and identify how specific musical concepts are used in various styles of music (e.g. meter and tonality).
-

8. Interpret intent and meaning in artistic work

- a. Demonstrate knowledge of expressive attributes and how they support creators'/performers' expressive intent (e.g. tempo, dynamics, mood, and emotion).
-

9. Apply criteria to evaluate artistic work

- a. Apply teacher-provided criteria to evaluate musical works and performances.
-

Connecting

10. Synthesize and relate knowledge and personal experiences to make art.

- a. Express personal preferences in music.
 - b. Explore various uses of music in daily experiences (e.g. songs of celebration, game songs, marches, T.V., movie, and video game sound tracks, dance music, and work songs).
-

11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

- a. Explore relationships between musics and other content areas (e.g. such as dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
- b. Explore how context (e.g. social, cultural, and historical) can inform a performance.