

# Music: Second Grade

## Creating (CR)

### 1 Generate musical ideas through reading, notating, and/or interpreting music. **M.CR.1**

1 Recognize the elements of music, including: **2.M.CR.1.1**

**A** Beat/Meter (2/4 and 4/4 meter and rhythm patterns in songs and ostinati) **2.M.CR.1.1.A**

**B** Pitch (high/middle/low) **2.M.CR.1.1.B**

**C** Tempo (allegro, moderato, largo) **2.M.CR.1.1.C**

**D** Dynamics (fortissimo/pianissimo and crescendo/decrescendo) **2.M.CR.1.1.D**

**E** Melody (steps/skips/leaps) **2.M.CR.1.1.E**

**F** Harmony (sing accompanied, using ostinati, chordal accompaniment, and body percussion) **2.M.CR.1.1.F**

**G** Form (coda and ABA) **2.M.CR.1.1.G**

**H** Tone Color (classroom percussion instruments, identify instrument families of the orchestra, as well as some individual instruments, and the timbre of a solo verses an ensemble) **2.M.CR.1.1.H**

2 Improvise melodic and rhythmic answers with or without a system of syllables, numbers or basic notation using voice, classroom instruments, or technology to demonstrate basic notation. **2.M.CR.1.2**

3 Improvise movement (non-locomotor and locomotor) appropriate for the musical elements heard in various listening examples. **2.M.CR.1.3**

4 Use an identified system of syllables, numbers, or letters to demonstrate basic notation on a staff: **2.M.CR.1.4**

**A** Rhythmic (half note, half rest, and beamed sixteenth) **2.M.CR.1.4.A**

**B** Melodic (sol mi la do re) **2.M.CR.1.4.B**

---

## Performing (PR)

- 1 Present or demonstrate an existing musical work, formally or informally, with appropriate expressive and technical skills.** [M.PR.1](#)
    - 2 Participate in music through singing (individually and in groups, as well as accompanied and unaccompanied) and playing traditional and/or non-traditional instruments (i.e., found sounds). [2.M.PR.1.1](#)
    - 2 Match pitches, sing in tune (C, D, F, or G-pentatone), and use appropriate tone and expression. [2.M.PR.1.2](#)
    - 3 Perform simple ostinati using instruments or body percussion to accompany songs and rhythm activities. [2.M.PR.1.3](#)
    - 4 Perform simple patterns with voice or on pitched or unpitched traditional or non-traditional instruments. [2.M.PR.1.4](#)
- 

## Responding (RE)

- 1 Respond to music while demonstrating respect for others' music preferences and music performances.** [M.RE.1](#)
    - 1 Respond to the beat or rhythm in music by using non-locomotor or locomotor movement, body percussion, and playing classroom instruments. [2.M.RE.1.1](#)
    - 2 Recognize and practice appropriate audience and performer behavior appropriate for the context and style of music performed. [2.M.RE.1.2](#)
    - 3 Respond, using directional movements or manipulatives, to the melodic contour of familiar and unfamiliar songs. [2.M.RE.1.3](#)
    - 4 Discuss likes and dislikes of music in different styles. [2.M.RE.1.4](#)
- 

## Connecting (CN)

- 1 Recognize the development of music from a social, cultural, and historical context.** [M.CN.1](#)
  - 1 Sing and perform songs, chants, rhymes, singing games, and dances from a variety of cultures. [2.M.CN.1.1](#)
  - 2 Recognize American music, including work songs, holiday songs, and patriotic music. [2.M.CN.1.2](#)
  - 3 Identify music and instruments from different cultures. [2.M.CN.1.3](#)