

# Grade Two - Music

- Standard: Historical, Cultural and Social Contexts
  - Benchmark: Identify and demonstrate basic music forms.
    - Indicator: Identify and demonstrate rounds/canons.
  - Benchmark: Identify and respond to music of historical and cultural origins.
    - Indicator: Sing, listen and move to music from various historical periods.
- Standard: Creative Expression and Communication
  - Benchmark: 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.
    - Indicator: Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch.
    - Indicator: Use the head voice to produce a light, clear sound and maintain appropriate posture.
    - Indicator: Play, alone and with others, a variety of classroom instruments with proper technique.
  - Benchmark: Read, write, improvise and compose melodies and accompaniments.
    - Indicator: Improvise and compose simple rhythmic and melodic phrases.
    - Indicator: Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.
    - Indicator: 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).
- Standard: Analyzing and Responding
  - Benchmark: Identify and demonstrate elements of music using developmentally appropriate music vocabulary.
    - Indicator: Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege).
    - Indicator: Identify and respond to the patterns of same and different phrases in simple poems and songs.
  - Benchmark: Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.
  - Benchmark: Discuss and evaluate individual and group music performance.
    - Indicator: Discuss and evaluate individual music performance.
- Standard: Valuing Music/Aesthetic Reflection
  - Benchmark: Reflect on their own performances and the performances of others.
    - Indicator: Participate in developmentally appropriate music activities.
  - Benchmark: Demonstrate audience behavior appropriate for the context and style of music performed.

- Indicator: Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.
  - Benchmark: Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.
- Standard: Connections, Relationships and Applications
  - Benchmark: Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.
    - Indicator: Respond to music using dance, drama and visual art.
    - Indicator: Identify and describe connections between music experiences and other curricular subjects (e.g., English language arts, mathematics and social studies).
  - Benchmark: Identify and describe roles of musicians in various music settings.
    - Indicator: Discuss that some people write music, direct music and/or perform music as jobs.