

GENERAL MUSIC: GRADE 2

ACADEMIC STANDARDS



CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on June 27, 2017



STANDARDS FOR GENERAL MUSIC GRADE 2

CREATING (Imagine)

Conceiving and developing new artistic ideas and work

MU.Cr1.1.2 Generate and improvise rhythmic (required: quarter note/rest, barred eighth notes, half note/rest, and whole note/rest) and melodic (required: pentatonic: la-sol-mi-re-do and treble clef notation) patterns.

MU.Cr1.2.2 Generate musical patterns and ideas within a given tonality (required: major and minor), meter (required: duple), and form (required: AB, ABA, and Rondo).

CREATING (Plan and Make)

Conceiving and developing new artistic ideas and work

MU.Cr2.1.2 Demonstrate and explain personal reasons for selecting musical ideas (for example: Why did you choose that meter and dynamic?).

MU.Cr2.2.2 Organize personal musical ideas using standard notation and/or recording technology (combining and documenting ideas using traditional notation).

CREATING (Evaluate and Refine – Present)

Conceiving and developing new artistic ideas and work

MU.Cr3.1.2 Apply personal, peer, and/or teacher feedback to refine personal musical ideas (for example: changing a rhythm; switching instruments, playing more softly).

MU.Cr3.2.2 Present a final version of personal or collective musical ideas to peers or an informal audience (for example: class concert).

PERFORMING (Select – Analyze – Interpret)

Realizing artistic ideas and work through interpretation and presentation

MU.Pr1.1.2 Demonstrate knowledge of musical concepts (for example: meter, form) and expressive qualities (for example: dynamics) in music from a variety of cultures (for example: compare the dynamics of two pieces from different cultures).

MU.Pr1.2.2 Read and perform rhythmic patterns (required: quarter notes/rests, barred eighth notes, whole notes/rests, half notes/rests, dotted half notes/rests), melodic patterns (required: pentatonic: la-sol-mi-re-do and treble clef notation), and harmony (required: rounds).



PERFORMING (Rehearse – Evaluate and Refine)**Realizing artistic ideas and work through interpretation and presentation**

MU.Pr2.1.2 Apply personal, teacher, and/or peer feedback to refine performance and improve expression in music performances (required: accuracy, expressiveness, and effectiveness).

PERFORMING (Present)**Realizing artistic ideas and work through interpretation and presentation**

MU.Pr3.1.2 Perform music with accuracy and expression for the audience and occasion (for example: perform the correct dynamics to match the lyrics of the song).

MU.Pr3.2.2 Demonstrate appropriate performance and audience behavior (for example: standing still in-between songs or clapping after a song has been performed).

RESPONDING (Select – Analyze – Interpret)**Understanding and evaluating how the arts convey meaning**

MU.Re1.1.2 Explain and justify personal musical interests (for example: What song would you choose to dance to? Relax to?).

MU.Re1.2.2 Describe how a specific music concept is used in various styles of music (for example: marching music uses duple meter).

MU.Re2.1.2 Demonstrate understanding of expressive qualities such as tempo and dynamics, and how creators use them to convey expressive intent (for example: play the kazoo to Bach's "Tocatta and Fugue" to demonstrate the expressive quality of staccato).

RESPONDING (Evaluate)**Understanding and evaluating how the arts convey meaning**

MU.Re3.1.2 Apply teacher-provided criteria to evaluate musical works and performance.

CONNECTING (Connect)**Relating artistic ideas and work with personal meaning and external context.**

MU.Cn1.1.2 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- identify various uses of music in daily experiences (for example: songs for celebration, games; marches; TV shows, movies, video games soundtracks; dance music; work songs)

MU.Cn2.1.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- identify musical pieces that are important to a specific context (for example: how music plays a part in family traditions or times of celebration)

- compare relationships between music and other content/subject areas (for example: discuss how musical notation aligns with math).
- Identify how context (social, cultural, and historical) can inform a piece of music (for example: compare Baroque music to contemporary music).

