

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), 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).