

Standards-Based Learning

Power Standards

Music

2nd Grade

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Power Standards highlighted All standards must be taught and assessed. Power standards identify the standards that should receive the most instructional focus.

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts. EALR 1

Understands and applies the concepts and vocabulary of music. 1.1

1.1.1	<p>Analyzes, understands, and applies the elements <u>beat and rhythm</u> while creating, performing, and responding to music.</p> <ol style="list-style-type: none"> a. Applies a steady beat to count musical phrases using quarter notes and rests, paired eighth notes, and half notes. b. Identifies strong and weak beats within 4/4 time or common time signature. c. Identifies repetition and contrast in beat and rhythm.
1.1.2	<p>Analyzes, understands, and applies the elements <u>pitch and melody</u> while creating, performing, and responding to music.</p> <ol style="list-style-type: none"> a. Identifies and uses steps, leaps, and repeated pitches to sing and play melodies. b. Identifies and uses parts of the staff, such as the treble clef, lines, and spaces. c. Demonstrates higher/lower and same/different in musical songs and performances. d. Creates melodic phrases through singing and playing. e. Recognizes aurally and sings intervals in appropriate vocal ranges using do-re-mi-sol-la or other melodic systems. f. Identifies melody and accompaniment. g. Understands that high and low pitches can be notated using lines and spaces.
1.1.3	<p>Analyzes, understands, and applies the elements <u>harmony, texture, and timbre/tone color</u> while creating, performing, and responding to music.</p> <ol style="list-style-type: none"> a. Identifies unison in examples of music. b. Identifies differences in timbre. c. Distinguishes between voices and between pitched and non-pitched instruments. d. Identifies child and adult voices aurally. e. Identifies the differences and/or similarities between chants and songs.
1.1.4	<p>Analyzes, understands, and applies the element <u>form</u> while creating, performing, and responding to music.</p> <ol style="list-style-type: none"> a. Identifies (visually and aurally) and performs various musical forms. b. Performs call and response, echo songs, rounds, and partner songs. c. Demonstrates repeat signs physically and orally.

1.1.5	<p>Understands, remembers, and applies the element expression (dynamics, style, tempo, phrasing) while creating, performing, and responding to music.</p> <ul style="list-style-type: none"> a. Understands and uses forte (f) and piano (p). b. Understands and uses slow, medium, and fast tempos when singing and playing instruments. c. Recognizes and identifies various musical styles through listening
<i>Develops the skills and techniques of music.</i> 1.2	
1.2.1	<p>Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music.</p> <ul style="list-style-type: none"> a. Explores and demonstrates the skills and techniques of music with teacher's direction and assistance: <ul style="list-style-type: none"> o Reading music o Performing o Composing o Sight singing/reading o Playing instruments o Singing o Improvising o Conducting o Chanting b. Demonstrates appropriate care of musical instruments
<i>Understands and applies musical genres and styles of various artists, cultures, and times.</i> 1.3	
1.3.1	<p>Remembers and recalls musical experiences of diverse genres, artists, cultures, and/or times.</p> <ul style="list-style-type: none"> a. Identifies musical experiences of various artists, cultures, and/or times. b. Experiences music from various cultures and traditions.
<i>Understands and applies audience conventions in a variety of arts settings and performances of music.</i> 1.4	
1.4.1	<p>Remembers and applies audience conventions in a variety of musical settings and performances.</p> <ul style="list-style-type: none"> a. Compares and contrasts (by telling/sharing) being an audience member for a live versus a recorded performance. b. Discusses the impact of audience behavior on audience and performer.
The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts EALR 2	
<i>Applies a creative process to music. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performs)</i>	
2.1	<p>Understands and applies a creative process to create music.</p> <ul style="list-style-type: none"> a. Demonstrates a creative process: <ul style="list-style-type: none"> o Explores musical elements to create music. o Gathers and uses musical elements to create music. o Uses ideas and skills to create music through guided exploration. o Implements choices of musical elements to create music. o Refines music through feedback. o Performs music for self and others.
<i>Applies a performance process to music. (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)</i> 2.2	
2.2.1	<p>Understands and applies a performance process when preparing and performing music.</p>

	<p>a. Demonstrates a performance process:</p> <ul style="list-style-type: none"> o Interprets meaning through personal understanding of the music and/or performance. o Rehearses, adjusts, and refines music through evaluation, reflection, and problem solving. o Presents and produces music and/or performance for others.
<p><i>Applies a responding process to a performance and/or presentation of music. (Engages, describes, analyzes, interprets, and evaluates)</i> 2.3</p>	
2.3.1	<p>Understands and applies a responding process when experiencing music.</p> <p>a. Demonstrates a responding process:</p> <ul style="list-style-type: none"> o Engages the senses actively and purposefully while experiencing music. o Describes what is seen, felt, and/or heard (perceived/experienced) when responding to music. o Analyzes the use and organization of elements. o Interprets meaning based on personal experiences and knowledge.
<p>The student communicates through the arts (dance, music, theatre, and visual arts). EALR 3</p>	
<p><i>Uses music to express feelings and present ideas</i> 3.1</p>	
3.1.1	<p>Remembers that, and understands how, music is used to express feelings and present ideas.</p> <ul style="list-style-type: none"> a. Recognizes that ideas and feelings can be expressed through music. b. Composes a piece of music to express one idea or feeling.
<p><i>Uses music to communicate for a specific purpose.</i> 3.2</p>	
3.2.1	<p>Applies ways that music communicates for a specific purpose.</p> <ul style="list-style-type: none"> a. Discovers, explores, dramatizes, and presents (with teacher's direction) the ways music communicates for a given purpose. b. Reflects upon musical styles and genres and how they can be used to communicate for a specific purpose.
<p><i>Develops personal aesthetic criteria to communicate artistic choices in music.</i> 3.3</p>	
3.3.1	<p>Remembers how personal aesthetic criteria are used to communicate artistic choices.</p> <ul style="list-style-type: none"> a. Describes (with teacher's direction) how personal aesthetic choices in music are influenced by culture and history. b. Identifies the aesthetic choices of others.
<p>The student makes connections within and across the arts (dance, music, theatre, and visual arts) to other disciplines, life, cultures, and work. EALR 4</p>	
<p><i>Demonstrates and analyzes the connections among the arts disciplines (dance, music, theatre, and visual arts).</i> 4.1</p>	
4.1.1	<p>Understands and remembers skills, concepts, and vocabulary that music has in common with other arts disciplines.</p> <ul style="list-style-type: none"> a. Demonstrates skills and processes common among arts disciplines, such as creating, practicing, performing, and collaborating. b. Demonstrates how an idea can be presented through various disciplines.
<p><i>Demonstrates and analyzes the connections among the arts and between the arts and other content areas.</i> 4.2</p>	
4.2.1	<p>Remembers and understands skills, concepts, and vocabulary that music has in common with other content areas.</p> <ul style="list-style-type: none"> a. Identifies and examines concepts common to the arts and other areas
<p><i>Understands how the arts impact and reflect personal choices throughout life.</i> 4.3</p>	

4.3.1	<p>Understands how music impacts personal choices, including choices made at home, in school, and in the community.</p> <p>a. Identifies and compares examples of musical works, activities, and events in the community.</p>
<p><i>Understands how the arts influence and reflect cultures/civilization, place, and time.</i> 4.4</p>	
4.4.1	<p>Remembers the specific attributes of a musical work that reflect its cultural and historical context.</p> <p>a. Describes and explores specific pieces of cultural music in the community.</p>
<p><i>Understands how arts knowledge and skills are used in the world of work, including careers in the arts.</i> 4.5</p>	
4.5.1	<p>Applies understanding of how musical knowledge, skills, and work habits are used in the world of work, including careers in music.</p> <p>a. Identifies goals and practices needed to meet deadlines and complete work.</p> <p>b. Explores and defines various careers in music.</p>