

Diocese of Jefferson City Curriculum Guide

Content Area: General Music
 Grade Range: Second Grade
 Section/Heading: 2A.1

Strand: Listening to Music

Diocesan Standard Terra Nova Objective	Benchmark Statement
Listening to Music	Respond to music aesthetically, intellectually, and emotionally.

**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
1. Identify music forms when presented aurally using the descriptors same/different, call and response, echo, verse/refrain, or ABA form when guided by visual aids. (6a) 2. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures. (6b) 3. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances including, but not limited to, crescendo, decrescendo, and accents. (6c) 4. Identify the sounds the families of instruments, as well as children's voices and male and female adult voices. (6d) 5. Demonstrate understanding of dynamics, tempo, steady beat, form and basic meters with appropriate movement including, but not limited to, tip-toeing, stomping, walking, marching, running, skipping, and dramatic play. (6e)		
Suggested Activities	Assessment	Resources

Diocese of Jefferson City Curriculum Guide

Content Area: General Music
 Grade Range: Second Grade
 Section/Heading: 2B.1

Strand: Music Construction

Diocesan Standard Terra Nova Objective	Benchmark Statement
Music Construction	Perform, improvise and create vocal music alone and with others

**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
<ol style="list-style-type: none"> 1. Sing independently simple patterns, on pitch and in rhythm maintaining a steady tempo including, but not limited to, an octave range. (1a) 2. Sing with proper diction, posture and breath control. (1a) 3. Demonstrate the use of singing and speaking voices in appropriate situations. (1a) 4. Sing expressively, with appropriate dynamics, phrasing, and interpretation. (1b) 5. Sing from memory a varied repertoire of simple songs representing genres and styles from diverse cultures. (1c) 6. Sing one or more ostinatos to add harmony to songs. (1d) 7. Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. (1e) 8. Improvise "answers" in the same style given rhythmic and melodic phrases. (3a) 9. Participate in mass music by singing songs from hymnals and participating in responses. 		
Suggested Activities	Assessment	Resources

Diocese of Jefferson City Curriculum Guide

Content Area: General Music
 Grade Range: Second Grade
 Section/Heading: 2B.2

Strand: Music Construction

Diocesan Standard Terra Nova Objective	Benchmark Statement
Music Construction	Perform, improvise and create instrumental music alone and with others.

**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
<ol style="list-style-type: none"> 1. Perform rhythms, including whole, half, quarter, eighth notes and rests in 2/4, 3/4, or 4/4 meters with appropriate dynamics and timbre, and maintain a steady tempo. (2a) 2. Perform easy rhythmic, melodic, and chordal patterns accurately on rhythmic, melodic, and harmonic classroom instruments. (2b) 3. Perform expressively a varied repertoire of music representing diverse genres and styles including, but not limited to, patriotic, folk, and spirituals. (2c) 4. Echo short rhythmic and melodic patterns. (2d) 5. Play rhythm and melodic instruments with proper technique and responding to the cues of a conductor. (2e) 6. Perform independent instrumental parts while other students sing or play contrasting parts. (1f) 7. Improvise simple rhythmic and melodic ostinato accompaniments. (3b) 8. Create and arrange music to accompany readings or dramatizations. (4a) 9. Use a variety of sound sources when composing. (4c) 10. Display proper care and use of music equipment and instruments. 		
Suggested Activities	Assessment	Resources

Diocese of Jefferson City Curriculum Guide

Content Area: General Music
 Grade Range: Second Grade
 Section/Heading: 2C.1

Strand: Music Performance

Diocesan Standard Terra Nova Objective	Benchmark Statement
Music Performance	Develop audience skills and an appreciation of performance.

**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
1. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles. (7b) 2. Identify by genre or style aural examples of music from various cultures. (9a) 3. Describe in simple terms how elements of music are used in music examples from various cultures of the world including, but not limited to, patriotic, folk and spirituals. (9b) 4. Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use. (9c) 5. Identify and describe roles of musicians in various cultures. (9d) 6. Use imagination and musical knowledge to guide quiet listening skills as appropriate audience behavior in a traditional concert situation. (9e)		
Suggested Activities	Assessment	Resources

Diocese of Jefferson City Curriculum Guide

Content Area: General Music
 Grade Range: Second Grade
 Section/Heading: 2D.1

Strand: Music Performance

Diocesan Standard Terra Nova Objective	Benchmark Statement
Knowledge of Music	Understand musical elements in their written form.

**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
<ol style="list-style-type: none"> 1. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures. (5a) 2. Use a system of syllables, numbers, or letters to read simple pitch notation in the treble clef in major keys including, but not limited to, a sixth (do/mi/so/la or 1/3/5/6). (5b) 3. Identify symbols and traditional terms referring to dynamics and musical form including, but not limited to, repeat signs, D.C., D.S., Sign, Fine, and Codas and interpret them correctly when performing. (5c) 4. Use standard symbols to notate rhythm in simple patterns presented by the teacher. (5d) 5. Identify similarities and differences in the meanings of common terms used in the various arts. (8a) 6. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. (8b) 		
Suggested Activities	Assessment	Resources