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<tr>
<th>Process Components</th>
<th>Grade 2 Performance Standards</th>
<th>Learning Targets</th>
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| **Imagine** – Generate musical ideas for various purposes and contexts. | **Cr.1.2.a** Improve rhythmic and melodic patterns and musical ideas for a specific purpose.  
**Cr.1.2.b** Generate musical patterns and ideas within the context of a given meter. | • Improvises a simple harmonic accompaniment, original short song or instrumental piece with a variety of sound sources within specified guidelines.  
• Improvises a short melody within a selected style, meter, and tonality over a given rhythmic accompaniment.  
• Create rhythmic and/or melodic patterns of at least four beats. |
| **Plan and Make** – Select and develop musical ideas for defined purposes and contexts. | **Cr.2.2.a** Use iconic and/or standard notation and/or technology to combine, sequence, and document personal musical ideas.  
**Cr.2.2.b** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. | • Arrange or compose short songs and/or instrumental pieces using a variety of sound sources.  
• Notate melodic patterns or phrases of three pitches using iconic and/or standard notation to represent steps, skips, and repeats.  
• Select stylistic symbols (i.e. dynamics, tempo, and articulation) to convey expressive intent of a composition.  
• Using traditional and nontraditional instruments and materials to create a simple rhythmic and/or melodic pattern/accompaniment of at least four beats or an ostinato accompaniment for a song, poem, and/or story.  
• Generate and maintain a steady beat.  
• Identify the staff and differentiate between lines and spaces as they are positioned on the staff.  
• Read and notate grade level rhythms in 2/4, 3/4, and 4/4 meter. |
| **Evaluate and Refine** – Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria. | **Cr.3.2 Interpret** and apply personal, peer, and teacher feedback to revise personal music. | • Explain, using appropriate music terminology, their personal preferences for quality musical works.  
• Develop criteria for evaluating the quality and the effectiveness of a student-generated musical creation.  
• Evaluate a musical performance or creation using personal, peer, and teacher generated criteria and apply feedback to refine a student-generated musical creation. |
| **Present** – Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. | **Cr.4.2 Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to others.** | • Perform a revised personal musical creation.  
• Perform melodic patterns of at least three pitches.  
• Perform an ostinato accompaniment for a song. |
| **Performing** – Realizing artistic ideas and work through interpretation and presentation. | **Pr.1.2 Demonstrate and explain** personal interest in, knowledge about, and purpose of varied musical selections. | • Identify and describe the purpose of music as it is experienced in daily life.  
• Understand the historical and cultural context of a musical selection. |
| **Select** – Select varied musical work to present based on interest, knowledge, technical skill, and context. | **Pr.2.2.a** Read and perform rhythmic patterns using iconic or standard notation in selected music.  
**Pr.2.2.b** Demonstrate knowledge of music concepts in music from a variety of cultures selected for performance. | • Identify and describe the various musical elements used within musical works from various cultures and historical eras.  
• Identify AB form and other musical patterns within a selected work.  
• Read, echo, and perform rhythmic and melodic patterns of at least three pitches to identify potential musical challenges.  
• Read and identify by name or function, symbols for rhythm, pitch, articulation, dynamics, tempo, and form.  
• Compare contrasting musical works by identifying how the musical elements are used to create different musical effects.  
• Perform an ostinato accompaniment for a song.  
• Read and notate on the staff using simple pitch icons to represent steps, skips, and repeats.  
• Identify the staff and treble clef lines and spaces using the musical alphabet.  
• Differentiate between lines and spaces as they are positioned on the staff. |
<p>| <strong>Analyze</strong> – Analyze the structure and context of varied musical works and their implication for performance. | | |</p>
<table>
<thead>
<tr>
<th><strong>Interpret</strong> – Develop personal interpretations that consider creators’ intent</th>
<th><strong>Pr.3.2</strong> Demonstrate understanding of expressive qualities and how creators use them to convey expressive intent.</th>
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<tr>
<td><strong>Rehearse, Evaluate, and Refine</strong> – Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</td>
<td><strong>Pr.4.2.a</strong> With limited guidance, apply and generate feedback to improve the expressive qualities of music. <strong>Pr.4.2.b</strong> Rehearse to refine technical accuracy and expressive qualities.</td>
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<td><strong>Present</strong> – Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</td>
<td><strong>Pr.5.2.a</strong> Perform music for a specific purpose with expression and technical accuracy appropriately for the audience. <strong>Pr.5.2.b</strong> Demonstrate performance decorum and audience etiquette.</td>
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**Responding – Understanding and evaluating how the arts convey meaning.**

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<thead>
<tr>
<th><strong>Select</strong></th>
<th><strong>Pr.1.2</strong> Demonstrate and explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.</th>
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<tr>
<td><strong>Analyze</strong></td>
<td><strong>Re.2.2</strong> Describe how specific music concepts are used to support a specific purpose in music.</td>
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<tr>
<td><strong>Interpret</strong></td>
<td><strong>Re.3.2</strong> Demonstrate knowledge of music concepts and how they support creators/performers’ expressive intent.</td>
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<tr>
<td><strong>Evaluate</strong></td>
<td><strong>Re.4.2</strong> Apply personal and expressive preferences in the evaluation of music for specific purposes.</td>
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- Read, notate, and perform grade level rhythms in 2/4, 3/4, and 4/4 meter.
- Perform a melodic ostinato accompaniment for a song.
- Read notation and perform grade level rhythms in 2/4, 3/4, and 4/4 meter.
- Sing using simple types of harmony.
- Identify expressive qualities found in selected musical works.
- Explain how expressive qualities found in selected musical works can be used to convey the composer’s intent.
- Identify and apply traditional symbols and terms for dynamics.
- Through rehearsal, apply feedback to refine the individual and/or group performance.
- Evaluate a musical performance using teacher generated criteria.
- Perform using a developmentally appropriate voice or instrument timbre while maintaining accurate pitch, correct posture, and precise articulation.
- Perform music from various genres and cultures with a steady beat and accurate rhythm in simple meters.
- Perform vocally or instrumentally developmentally appropriate songs using expressive qualities to communicate an interpretation of a given song.
- Demonstrate developmentally appropriate performance decorum and audience etiquette.
- Identify and describe the purpose of music as it is experienced in daily life.
- Identify preferred music selections for various purposes.
- Explain how personal interests and experiences influence their preference.
- Describe how music concepts are used within musical works for various purposes.
- Use appropriate musical vocabulary when identifying musical concepts.
- Respond to the form of the song.
- Identify and respond to phrases in music.
- Identify in isolation selected orchestral instruments and their families.
- Identify expressive qualities found in selected musical works.
- Describe how music concepts are used within musical works for various purposes.
- Identify and apply traditional symbols and terms for dynamics.
- Identify preferred music selections for various purposes.
- Evaluate a musical performance using personal preference.