### Standard 1: Creating — Conceiving and developing new artistic ideas and work.

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| **Imagine** — Generate musical ideas for various purposes and contexts. | Cr.1.2.a Improvise 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. | • 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 patterns/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. |

### Standard 2: Performing — Realizing artistic ideas and work through interpretation and presentation.

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| **Select** — Select varied musical work to present based on interest, knowledge, technical skill, and context. | 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. |
### Process Components | Grade 2 Performance Standards | Learning Targets
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**Analyze** — Analyze the structure and context of varied musical works and their implication for performance.

- **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.
- Read, note, and perform grade level rhythms in 2/4, 3/4, and 4/4 meter.
- Perform a melodic ostinato accompaniment for a song.
- Read noteate and perform grade level rhythms in 2/4, 3/4, and 4/4 meter.
- Sing using simple types of harmony.

**Interpret** — Develop personal interpretations that consider creators’ intent.

- **Pr.3.2** Demonstrate understanding of expressive qualities and how creators use them to convey expressive intent.

- 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.

**Rehearse, Evaluate, and Refine** — Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

- **Pr.4.2.a** With limited guidance, apply and generate feedback to improve the expressive qualities of music.
- **Pr.4.2.b** Rehearse to refine technical accuracy and expressive qualities.

- Through rehearsal, apply feedback to refine the individual and/or group performance.
- Evaluate a musical performance using teacher-generated criteria.

**Present** — Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

- **Pr.5.2.a** Perform music for a specific purpose with expression and technical accuracy appropriately for the audience.
- **Pr.5.2.b** Demonstrate performance decorum and audience etiquette.

- 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.

### Standard 3: Responding — Understanding and evaluating how the arts convey meaning.

**Select** — Choose music appropriate for a specific purpose or context.

- **Re.1.2** Demonstrate and explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

- 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.
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| **Analyze** — Analyze how the structure and context of varied musical works inform the response. | Re.2.2 **Describe** how specific **music concepts** are used to support a specific purpose in music. | • 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. |
| **Interpret** — Support interpretations of musical works that reflect creators'/performers' expressive intent. | Re.3.2 **Demonstrate** knowledge of music concepts and how they support creators'/performers' expressive intent. | • 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. |
| **Evaluate** — Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. | Re.4.2 **Apply** personal and expressive preferences in the evaluation of music for specific purposes. | • Identify preferred music selections for various purposes.  
• Evaluate a musical performance using personal preference. |