

Olathe Public Schools

Elementary General Music Standards at a Glance – Grade 2

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

Process Components	Grade 2 Performance Standards	Learning Targets
Imagine – Generate musical ideas for various purposes and contexts.	<p>Cr.1.2.a <i>Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</i></p> <p>Cr.1.2.b Generate musical patterns and ideas <i>within the context of a given</i> meter.</p>	<ul style="list-style-type: none"> 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.	<p>Cr.2.2.a Use iconic and/or standard notation and/or technology to <i>combine, sequence</i>, and document personal musical ideas.</p> <p>Cr.2.2.b Demonstrate and <i>explain</i> personal reasons for selecting <i>patterns and ideas for music</i> that represent expressive.</p>	<ul style="list-style-type: none"> 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 <i>Interpret</i> and apply personal, peer, and teacher feedback <i>to revise personal music</i> .	<ul style="list-style-type: none"> 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 <i>final version of personal musical ideas to others</i> .	<ul style="list-style-type: none"> 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.

Process Components	Grade 2 Performance Standards	Learning Targets
Select — Select varied musical work to present based on interest, knowledge, technical skill, and context.	Pr.1.2 Demonstrate <i>and explain</i> personal interest in, knowledge about, and purpose of varied musical selections.	<ul style="list-style-type: none"> 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
Analyze — Analyze the structure and context of varied musical works and their implication for performance.	<p>Pr.2.2.a Read and perform rhythmic patterns using iconic or standard notation in selected music.</p> <p>Pr.2.2.b Demonstrate knowledge of music concepts in music from a variety of cultures selected for performance.</p>	<ul style="list-style-type: none"> 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 represents 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, notate, and perform grade level rhythms in 2/4, 3/4, and 4/4 meter. Perform a melodic ostinato accompaniment for a song. Read notate 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 <i>understanding</i> of expressive qualities <i>and how creators use them to convey expressive intent</i> .	<ul style="list-style-type: none"> 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.	<p>Pr.4.2.a With <i>limited</i> guidance, apply and generate feedback to improve the expressive qualities of music.</p> <p>Pr.4.2.b Rehearse to <i>refine</i> technical accuracy and expressive qualities.</p>	<ul style="list-style-type: none"> 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.	<p>Pr.5.2.a Perform music for a specific purpose with expression <i>and technical accuracy appropriately for the audience</i>.</p> <p>Pr.5.2.b Demonstrate <i>performance decorum and audience etiquette</i>.</p>	<ul style="list-style-type: none"> 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.

Process Components	Grade 2 Performance Standards	Learning Targets
Select — Choose music appropriate for a specific purpose or context.	Re.1.2 Demonstrate and <i>explain</i> and demonstrate how personal interests and experiences influence musical selection for specific purposes.	<ul style="list-style-type: none"> 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.

Process Components	Grade 2 Performance Standards	Learning Targets
<p>Analyze — Analyze how the structure and context of varied musical works inform the response.</p>	<p>Re.2.2 Describe how specific music concepts are used to support a specific purpose in music.</p>	<ul style="list-style-type: none"> • 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.
<p>Interpret — Support interpretations of musical works that reflect creators'/performers' expressive intent.</p>	<p>Re.3.2 Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.</p>	<ul style="list-style-type: none"> • 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.
<p>Evaluate — Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</p>	<p>Re.4.2 Apply personal and expressive preferences in the evaluation of music for specific purposes.</p>	<ul style="list-style-type: none"> • Identify preferred music selections for various purposes. • Evaluate a musical performance using personal preference.