SKILLS AND TECHNIQUES	CREATION AND COMMUNICATION	CULTURAL AND HISTORIC CONNECTIONS	AESTHETIC AND CRITICAL ANALYSIS	APPLICATIONS TO LIFE	ACADEMIC STANDARDS GRADE 2
Sings a varied repertoire of music alone and with others. • Sings with melodic and rhythmic accuracy within an appropriate range. • Matches pitch within an appropriate range. • Continues to develop the following vocal techniques: o Correct posture o Breath control o Tone production o Vowel production and placement o Stylistic expression ❑ Tempo modifications ❑ Articulations ❑ Dynamics • Sings pentatonic songs using *solfege* with moveable *do*. (*drm, sl*) • Sings diatonic songs. • Responds to the following conducting techniques: o Prep beats o Downbeats o Dynamic cues o Cut-offs o Entrance cues • Practices conducting patterns in duple meter. • Demonstrates, in a class setting, ability to sing or speak *ostinati*. • Sings songs representing various styles, genres, and cultures. (e.g., patriotic, folk, spiritual, work songs, world songs, seasonal, state songs, and speech pieces) • Sings simple melodies using Curwen hand signs (*do, re, mi, sol, la)*. ***Performs a varied repertoire of music on instrument(s) alone and with others.*** • Plays on all beats, in duple and triple meter, accenting each strong beat. • Plays classroom instruments with grade-appropriate posture, playing position, and technique. o Pitched and unpitched percussion (accompaniment and/or melodic patterns) o Keyboards (when keyboard lab becomes available). • Demonstrates the ability to play simple rhythm patterns. • Demonstrates the ability to play simple melodic patterns using steps, skips, and repeated tones. • Plays bordun accompaniments. • Handles musical instruments appropriately. • Uses body percussion to practice, perform, and create rhythms. • Practices independent instrumental parts while other students sing or play contrasting parts. • Echoes simple melodies. • Sight-plays simple rhythm patterns. ***Demonstrates the ability to read and notate music.*** • Demonstrates recognition of simple rhythm patterns from traditional notation. (half notes/rests, quarter notes/rests, and eighth notes) • Begins to use notation in the treble clef for reading simple melodic (*do, mi, sol, la*) and rhythmic patterns.	***Improvises, composes, and arranges music.*** • Plays word rhythms of familiar short songs or poems using the pentatonic scale. • Improvises rhythmic patterns in given meters. • Creates an introduction for a familiar song. • Creates a simple written and/or oral composition using given parameters. • Develops improvisational skills using *ostinati*. • Uses a variety of sound sources when composing. • Continues to develop improvisational skills by singing or playing answers to teacher-given questions. • Creates simple movement and/or body percussion patterns. • Improvises movements to musical stimuli.	***Understands and relates music to culture and history.*** • Identifies musical genres. • Identifies music of contrasting time periods and cultures. • Experiences music of Tennessee, America, and other countries. (See Social Studies Standards.) • Identifies and performs dances and/or singing games from different countries and different time periods. • Sings songs representing a variety of cultures using English and non-English texts. ***Recognizes, analyzes, and describes music according to style, composer, performer, or culture.*** • Explores characteristics of music from various cultures. • Begins to compare and contrast the studied musical elements in various examples of music.	***Responds, listens, analyzes, describes, and evaluates live or recorded musical performances and compositions.*** • Discusses specific musical elements in a given aural example. • Recognizes form in music (AB, ABA, rondo). • Develops an awareness of introduction and coda. • Recognizes orchestral and classroom instrument families from visual and aural examples. • Identifies a solo with or without accompaniment. • Listens to and recognizes a variety of musical styles and genres. o March o Lullaby o Folk songs o Patriotic songs o Blues o World music o Classical music • Discusses the quality and effectiveness of music and musical performances based on studied elements of music. • Describes personal response to listening selections. • Explores the elements used to create images or evoke emotions in musical works. • Experiences major and minor tonalities.	***Understands and relates music to other studies and life experiences.*** • Connects music and language arts through children's literature. • Illustrates and explores the science of sound through the use of musical instruments. • Explores ways in which music is used in everyday life. • Examines relationships between math and music. • Demonstrates appropriate audience behavior for the context and style of music being performed. • Makes musical connections both within and outside the school. • Develops awareness of music programs and resources in the community (i.e., Metro Summer Arts In Action Camps, W. O. Smith Community Music School, Nashville Symphony, Country Music Hall of Fame and Museum, Renaissance Center, Blues in the Schools, American Roots Music, Metro Parks and Recreation). • Explores available technology and its application to music (accessibility to computers, Smart boards, software, and piano labs).	