

## Curriculum

<b>Content Area:</b>	<b>Classroom Music</b>	<b>Grade Level:</b>	<b>2</b>
<b>MLR Content Standard:</b>	<b>A. CREATIVE EXPRESSION.</b> Students will create and/or perform to express ideas and feelings.		
<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b> The student will	<b>Instruction Level*</b>	<b>Common Assessment</b>
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
A1, A4	Sing with expressive qualities, phrasing, dynamics, and tempo changes	R	
A2	Sing in tune usually up to an octave	E	
A2, A12	Identify bar lines, staff, and time signatures	E	
A2, A13	Continue developing proper vocal technique	R	
A2, A13	Demonstrate good posture and breath support	R	
A2, A3, A4, A12	Read, perform, and write patterns of quarter, half, eighth and whole notes with quarter, half and whole rests	E	
A3	Listen to a variety of orchestral instruments and identify by sound and sight	E	
A3	Perform a steady beat on percussion instruments	R	
A3	Play melody parts with other accompaniment parts in the background	E	
A3	Recognize and respond to meter in two/three	E	
A3, A4	Sense form and structure	E	

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A4	Identify different musical sections, e.g. Introduction, form, etc.	R	
A4	Perform ostinati patterns	R	
A4	Respond to musical concepts through movement	R	
A4	Use predictable rhythmic and tonal patterns, influenced by familiar music	R	
A4, A12	Read and perform tempo markings, dynamic changes and articulations	R	
A4, A12	Recognize and perform the following symbols: repeat signs, D.C. Al fine, forte, piano and fermatas	E	
A5, A6	Improvises short songs using traditional and non-traditional sounds	R	
A6	Develop a vocal repertoire representing a variety of styles and cultures	R	
A6	Echoes short rhythmic and melodic patterns	E	
A6	Uses instruments to accompany songs harmonically	R	
A6, A12	Notate short musical creations in standard and non-standard notation	R	

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A7	Begin identifying more complex forms	R	
A7	Identify certain musical styles representing different cultures	R	
A7	Identify rounds, descants, and partner songs by ear	E	
A8	Listen to longer musical excerpts with maps, guides, call charts and other activities	R	
A12	Sing from notation	E	
A13	Play a simple two part percussion score	R	
A13	Play longer ostinato patterns	R	

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<b>MLR Content Standard:</b>	<b>B. CULTURAL HERITAGE.</b> Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods.		
<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b>  The student will	<b>Instruction Level*</b>	<b>Common Assessment</b>
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B3	Participate in circle games, folk and line dances	I,R	
B4	Develop a vocal repertoire representing a variety of styles and cultures	R	

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<b>MLR Content Standard:</b>	<b>C. CRITICISM AND AESTHETICS.</b> Students will reflect upon and assess the characteristics and merits of art works.		
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C1	Explore differences between opinions and evaluation of music	R	
C3	Attend a musical performance (live, film, or video)	R	

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