

Music: General Music: Grade 2

Adopted 2015

Creating – Conceiving and developing new artistic ideas and work.

- 1. Imagine: Generate musical ideas for various purposes and contexts.** CR.1
 - a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose. CR.1.2.A
 - b. Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple). CR.1.2.B

- 2. Plan and Make: Select and develop musical ideas for defined purposes and contexts.** CR.2
 - a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. CR.2.2.A
 - b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas. CR.2.2.B

- 3. Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.** CR.3
 2. Interpret and apply personal, peer, and teacher feedback to revise personal music. CR.3.2

- 4. 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 peers or informal audience. CR.4.2

Performing – Realizing artistic ideas and work through interpretation and presentation.

- 1. Select: Select varied musical works 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. PR.1.2

- 2. Analyze: Analyze the structure and context of varied musical works and their implications for performance.** PR.2
 - a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. PR.2.2.A
 - b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. PR.2.2.B

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- 3. Interpret: Develop personal interpretations that consider creators' intent.** PR.3
2. Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent. PR.3.2
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- 4. Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.** PR.4
- a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. PR.4.2.A
- b. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music. PR.4.2.B
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- 5. Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.** PR.5
- a. Perform music for a specific purpose with expression and technical accuracy. PR.5.2.A
- b. Perform appropriately for the audience and purpose. PR.5.2.B
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**Responding –
Understanding and
evaluating how the arts
convey meaning.**

- 1. Select: Choose music appropriate for a specific purpose or context.** RE.1
2. Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes. RE.1.2
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- 2. 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. RE.2.2
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- 3. 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. RE.3.2
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- 4. 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. RE.4.2