

Content Area: Music

Standard: 1. Expression of Music

Prepared Graduates:

- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

Grade Level Expectation: Second Grade

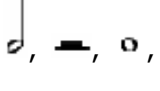

Concepts and skills students master:

2. Perform simple rhythmic, melodic, and harmonic patterns

Evidence Outcomes

Students can:

- a. Perform four- and eight-beat patterns that include do, re, mi, sol, la pitches

(pentatonic scale) and ,
and 
- b. Play tonic chord accompaniments in simple keys

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Are rests as important as notes in music?
2. How do accompaniments change a song?

Relevance and Application:

1. Mathematic patterns can be identified in music.
2. There are cultural and historical styles and genres of music that can be identified by their similarities and differences in the simple patterns used in the music.
3. Music software and audio devices can be used to demonstrate pentatonic scales and tonic chord accompaniments in simple keys.
4. When performers respond to patterns and symbols of music, they are communicating a composer's message just as a reader is communicating an author's message.

Nature of Music:

1. Music communicates a message.

Content Area: Music

Standard: 3. Theory of Music

Prepared Graduates:

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form

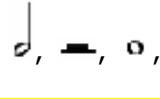
Grade Level Expectation: Second Grade

Concepts and skills students master:

4. Comprehension of beginning melodic and rhythmic patterns

Evidence Outcomes

Students can:

- Identify and use step/skip/repeat, do, re, mi, sol, la pitches (pentatonic scale)
- Identify and notate, using 
- Visually identify a chord (space-space-space or line-line-line)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How will knowing notes and rests help me in performing music?
- How will echoing melodic patterns help me understand a song?
- How is the step/skip/repeat skill a math problem?
- How is a pentatonic scale like counting by 5s?

Relevance and Application:

- The ability to recognize the patterns that occur in music relates to the patterns that can be found in many disciplines and vocations (mathematics, history, visual art and design, architecture, science).
- Musical themes/patterns/textures can be compared to the use of these elements in stories, songs, and other art forms.
- Mathematical counting equivalents can be applied to half notes, half rests, whole notes, and whole rests.

Nature of Music:

- Music notation is a visual representation of organized sound and silence.
- Patterns occur in music and in the world.