

General Music Second Grade

53.00300 Course Description: Enhances previous course through more in-depth exploration of creating, performing, and responding to music, while connecting the world of music to other areas of learning and personal endeavors.

Creating

- ESGM2.CR.1 Improvise melodies, variations, and accompaniments.
 - a. Improvise simple rhythmic patterns using a variety of sound sources (e.g. electronic sounds, found sounds, body percussion, classroom instruments).
 - b. Improvise simple pentatonic melodies and accompaniments.
- ESGM2.CR.2 Compose and arrange music within specified guidelines.
 - a. Create sound effects to accompany songs, poems, and stories.
 - b. Compose rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests).
 - c. Arrange rhythmic patterns to create simple forms and instrumentation.

Performing

- ESGM2.PR.1 Sing a varied repertoire of music, alone and with others.
 - a. Sing accompanied and unaccompanied pentatonic melodies using head voice.
 - b. Sing with others (e.g. rounds, canons, game songs, and ostinato).
 - c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.
- ESGM2.PR.2 Perform a varied repertoire of music on instruments, alone and with others.
 - a. Perform steady beat and simple rhythmic patterns using body percussion and a variety of instruments with appropriate technique.
 - b. Perform simple body percussion and instrumental parts including ostinato while other students play or sing contrasting parts.
 - c. Perform simple melodic patterns using instruments with appropriate technique.
- ESGM2.PR.3 Read and Notate music.
 - a. Read, notate, and identify quarter notes, quarter rests, barred eighth notes, half notes, and half rests using iconic or standard notation.
 - b. Read simple melodic patterns within a treble clef staff.
 - c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line).

Responding

- ESGM2.RE.1 Listen to, analyze, and describe music.
 - a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA).
 - b. Describe music using appropriate vocabulary (e.g. upward/downward, forte/piano, presto/largo, long/short), appropriate mood (e.g. happy/sad), and timbre adjectives (e.g. dark/bright, heavy/light).
 - c. Identify classroom, folk, and orchestral instruments by sight and sound.

- d. Aurally distinguish between solo/ensemble and accompanied/unaccompanied singing.
- ESGM2.RE.2 Evaluate music and music performances.
 - a. Evaluate music (e.g. learned, student-composed, improvised) and musical performances by themselves and others with given criteria.
 - b. Refine music performances by applying personal, peer, and teacher feedback.
 - c. Explain personal preferences for specific musical works using appropriate vocabulary.
- ESGM2.RE.3 Move to a varied repertoire of music, alone and with others.
 - a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).
 - b. Perform choreographed and non-choreographed movements.
 - c. Perform line and circle dances.

Connecting

- ESGM2.CN.1 Connect music to the other fine arts and disciplines outside the arts.
 - a. Describe connections between music and the other fine arts.
 - b. Describe connections between music and disciplines outside the fine arts.
- ESGM2.CN.2 Connect music to history and culture.
 - a. Perform and respond to music from various historical periods and cultures.
 - b. Describe how sounds and music are used in daily lives.
 - c. Demonstrate performance etiquette and appropriate audience behavior