

Grade 2 Expression

Essential Standards:

- Montana Music Content Standard 2.2: Discuss the expressive intent of patterns and ideas for music.
- MMCS 2.3: Interpret changes in musical ideas.
- MMCS 2.4: Identify expressive qualities and the purpose of musical selections.
- MMCS 2.5: Evaluate the expressiveness of musical performances.
- MMCS 2.6: Perform music with expression and technical accuracy.
- MMCS 2.7: Explain responses to musical selections.
- MMCS 2.8: Explain how expressive qualities support intent in music.
- MMCS 2.9: Discuss personal preferences in evaluating musical selections.
- MMCS 2.10: Discuss emotions when experiencing music.
- MMCS 2.11: Describe musical expressions in terms of patterns and connections to daily life.

Other Standards:

- Montana Dance Content Standard 2.7: Identify movements in a dance that develop a pattern.
- Montana Theatre Arts Content Standard 2.1: Identify ways in which voice and sounds may be used to create or retell a story.
- MTACS 2.7: Describe the artistic choices made in creative drama experiences.
- Montana Visual Arts Content Standard 2.3: Discuss choices made in creating artwork.
- MVACS 2.8: Describe the mood suggested by an artwork.

Content-Specific Vocabulary:

Dynamics, piano, forte, mezzo, allegro, moderato, presto, largo

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can respond to musical opposites (fast/slow, loud/quiet).	<ul style="list-style-type: none"> • <i>Book of Movement Exploration</i> • <i>GAMEPLAN</i> • High quality children's literature • High quality musical recordings • <i>Move It!</i> DVDs • <i>MusicPlay Online</i> • <i>My Many Colored Days</i> • <i>Parachutes, Ribbons and Scarves</i> 	<ul style="list-style-type: none"> • Art supplies • Barred instruments and mallets • Floor drums (tubanos) • Frame drums • Hoberman spheres • Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretch bands, beat buddies, playground balls) • Unpitched percussion 	<ul style="list-style-type: none"> • Follow directions vs. choice making • Improvisation • Move-it • Notice, wonder, value • Student created artwork • Student created movement • Word wall
I can identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> ▪ Dynamics: <i>piano, forte</i> ▪ Tempo: <i>presto (fast), largo (slow)</i> 			
I am learning to describe the feeling and mood of a piece of music.			
I am learning to identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> ▪ Dynamics: <i>mezzo</i> 			

<ul style="list-style-type: none"> Tempo: <i>allegro, andante</i> 			
<p>I am learning to perform with artful expression.</p> <p>Examples:</p> <ul style="list-style-type: none"> Dynamics, tempi, and articulations Expressive bodies and faces, matching the music Responsive movement choices 			

Grade 2 Form

Essential Standards:

Montana Music Content Standard 2.2: Discuss the expressive intent of patterns and ideas for music.
 MMCS 2.3: Interpret changes in musical ideas.
 MMCS 2.6: Perform music with expression and technical accuracy.

Other Standards:

Montana Dance Content Standard 2.2: Create a dance sequence with a beginning, middle, and end.
 MDCS 2.4: Correlate movement to music.
 MDCS 2.7: Identify movements in a dance that develop a pattern.
 Montana Visual Arts Content Standard 2.3: Discuss choices made in creating artwork.

Content-Specific Vocabulary:



Repeat sign, bar line

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to recognize same and different parts of music.	<ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • New England Dance Masters series • <i>Parachutes, Ribbons and Scarves</i> • <i>Rhythmically Moving</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Cups • Floor drums (tubanos) • <i>GAMEPLAN</i> manipulatives • Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretch bands, beat buddies, playground balls) • Sit spots 	<ul style="list-style-type: none"> • Building block composition • Circle games • Folk dancing • Locomotor/non-locomotor movement • Move-it
I am learning to label different parts of music (e.g. ABC or symbols).			

Grade 2 Melody

<p>Essential Standards: Montana Music Content Standard 2.3: Interpret changes in musical ideas. MMCS 2.6: Perform music with expression and technical accuracy.</p>			
<p>Other Standards: Montana Dance Content Standard 2.4: Correlate movement to music.</p>			
<p>Content-Specific Vocabulary: Melody, pitch, audiate, high, low, timbre</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can sing a short song.	<ul style="list-style-type: none"> • <i>First Steps in Music</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Beat buddies • Boomwhackers • <i>GAMEPLAN</i> manipulatives • Puppets 	<ul style="list-style-type: none"> • Aural differentiation • Echo singing • Movement exploration
I can demonstrate the difference between my speaking voice and my singing voice.			
I can echo a short melody.			
I am learning to audiate and perform high and low sounds.			

Grade 2 Rhythm

<p>Essential Standards: Montana Music Content Standard 2.1: Explore rhythmic ideas for a purpose MMCS 2.6: Perform music with expression and technical accuracy</p>			
<p>Other Standards: Montana Dance Content Standard 2.4: Correlate movement to music.</p>			
<p>Content-Specific Vocabulary: Time signature, beat, meter, quarter note, quarter rest, paired eighths/eighth notes, half note</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
<p>I can read and perform rhythmic notation.</p> 	<ul style="list-style-type: none"> • <i>Conversational Solfege</i> • <i>First Steps in Music</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>KidStix</i> • <i>Let's Do It Again! The Songs of Education through Music</i> • <i>Mallet Madness series</i> • <i>Music for Children: Vol. 1</i> • <i>MusicPlay Online</i> • <i>Parachutes, Ribbons and Scarves</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Flashcards • Floor drums (tubanos) • Frame drums • <i>GAMEPLAN</i> manipulatives • <i>KidStix</i> Kit (coffee can, cutting board, drum sticks, tambourines, felt circle toppers) • Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) • Rhythm sticks • Unpitched percussion 	<ul style="list-style-type: none"> • Aural decoding • Beat groups • Beat strips • Folk dancing and play parties • Rhythm building blocks • Rote
I can read short and long sounds.			
I am learning to keep the steady beat.			
I am learning the difference between beat and rhythm.			
I am learning to move with direction to patterns of strong and weak beats.			
<p>I am learning to read rhythmic notation.</p> 			
I am learning to perform and improvise using known rhythms.			

Grade 2 Timbre

<p>Essential Standards: Montana Music Content Standard 2.3: Interpret changes in musical ideas. MMCS 2.8: Explain how expressive qualities support intent in music. MMCS 2.9: Discuss personal preferences in evaluating musical selections. MMCS 2.11: Describe musical expressions in terms of patterns and connections to daily life.</p>			
<p>Other Standards: Montana Theater Arts Content Standard 2.4: Alter voice and body to expand and articulate character in creative drama experiences. Montana Visual Arts Content Standard 2.8: Describe the mood suggested by an artwork.</p>			
<p>Content-Specific Vocabulary: Timbre, symphony orchestra, woodwinds, brass, strings, percussion, soprano, alto, tenor, bass, glockenspiel, soprano xylophone, soprano metallophone, alto xylophone, alto metallophone, bass xylophone, bass metallophone, treble, bass</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to identify different sound sources.	<ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • <i>Percussion Parade</i> • <i>Woods, Metals, Shakers, Skins</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Digital keyboards • Floor drums (tubanos) • Instrument visuals • Unpitched percussion 	<ul style="list-style-type: none"> • Digital keyboard sounds • Listening glyphs • Listening logs • Listening maps • Live Musical performances (e.g. Myrna Loy) • Soundscapes
I am learning to identify vocal timbres. <ul style="list-style-type: none"> ▪ Adult ▪ Child ▪ High ▪ Low 			
I am learning to visually identify and name classroom instruments. <ul style="list-style-type: none"> ▪ Unpitched percussion ▪ Barred instruments 			
I am learning about timbres from diverse musical traditions.			