

# **National Standards for Music Education**

## **Level 2** Grade 2 Activities

## Second Grade Music Activities which support the National Standards for Music Education

The nine national content standards\* are:

1. Singing, alone and with others, a varied repertoire of music
2. Performing on instruments, alone and with others, a varied repertoire of music
3. Improvising melodies, variations, and accompaniments
4. Composing and arranging music within specified guidelines
5. Reading and notating music
6. Listening to, analyzing, and describing music
7. Evaluating music and music performances
8. Understanding relationships between music, the other arts, and disciplines outside the arts
9. Understanding music in relation to history and culture

Note: The achievement standards for each content standard may be found in the document *National Standards for Arts Education* by the MENC organization.

\*From *National Standards for Art Education*, published by Music Educators National Conference (MENC). Copyright © 1994 by MENC. Used by permission. The complete National Arts Standards and additional materials relating to the standards are available from MENC - The National Association for Music Education, 1806 Robert Fulton Drive, Reston, VA 20190 (800-336-3768) ([www.menc.org](http://www.menc.org)).

**Content Standard 1: Singing, alone and with others, a varied repertoire of music**♦ 2nd grade activities may include singing:

- a. ♦ songs with up to 5 notes, using **do re mi so la** for pitch accuracy and correct vocal production
- a. ♦ songs with tetratonic and pentatonic scales for pitch accuracy and correct vocal production
- a. ♦ game songs to reinforce pitch accuracy through repetition
- a. ♦ simple songs that offer independent solo opportunities
- b. ♦ expressively, simple composed and folk songs from different genres and diverse cultures using appropriate dynamics, phrasing, and interpretation
- c. ♦ from memory simple composed and folk songs from different genres and diverse cultures
- d. ♦ echo songs to reinforce pitch accuracy and correct vocal production
- d. ♦ simple ostinati patterns with songs
- e. ♦ in groups, familiar songs on pitch and in rhythm with proper posture, while listening for appropriate timbre, vocal blend, diction, dynamics, phrasing, and steady tempo in response to the cues of the teacher

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)

## Content Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

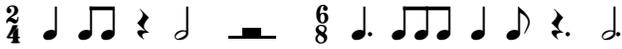
- ♦ 2nd grade activities may include playing appropriate rhythmic (drums, sticks, wood blocks, etc.), melodic (resonator bells, Orff instruments, piano, etc.), and harmonic (strumming the autoharp, dulcimer, guitar, etc.) classroom instruments:
  - a. ♦ to simple folk songs and composed pieces representing diverse genres and styles demonstrating accurate pitch and rhythm, with appropriate dynamics and timbre, while maintaining a steady tempo
  - b. ♦ independently and in groups, to songs using known rhythms and adding  $\frac{2}{4}$  ♩ — ♩  $\frac{6}{8}$  ♩ ♩ ♩
  - b. ♦ to songs with 3-5 note melodies using **do re mi so la**
  - c. ♦ expressively, while performing a varied repertoire of music
  - d. ♦ in echo response to short rhythmic patterns using known rhythms and adding  $\frac{2}{4}$  ♩ — ♩  $\frac{6}{8}$  ♩ ♩ ♩
  - d. ♦ in echo response to short melodic patterns of 3-5 notes using **do re mi so la**
  - e. ♦ in groups with a steady tempo, blending timbres, matching dynamics, and responding to the cues of the teacher
  - f. ♦ demonstrating ostinati patterns while others perform a separate part

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)



### Content Standard 4: Composing and arranging music within specified guidelines

♦ 2nd grade activities may include composing:

- a. ♦ and arranging music to accompany nursery rhymes, poems, stories and dramatizations using a variety of sound sources represented in a pictorial format or traditional music notation
- b. ♦ short instrumental pieces for rhythm instruments using grade appropriate rhythm concepts -  


The notation shows two time signatures: 2/4 and 6/8. Under 2/4, there is a quarter note, an eighth note beamed to another eighth note, a quarter rest, and a quarter note. Under 6/8, there is a dotted quarter note, an eighth note beamed to another eighth note, a quarter note, an eighth note beamed to another eighth note, a quarter rest, and a quarter note.
- b. ♦ and arranging short songs and instrumental pieces using grade appropriate melodic concepts - **do re mi so la**
- c. ♦ and arranging using a variety of sound sources, such as Orff instruments, rhythm instruments, resonator bells, and piano

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)

**Content Standard 5: Reading and notating music**

♦ 2nd grade activities may include:

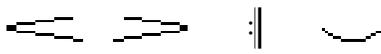
a. ♦ reading songs and patterns using syllables and counting in:

$\frac{2}{4}$  meter using notes and rests 

$\frac{6}{8}$  meter using notes and rests 

b. ♦ reading songs and patterns using the syllables **do re mi so la** representing simple pitch notation

c. ♦ identifying terms such as: same/similar/different, repeat, piano, forte, crescendo, decrescendo, verse, refrain, sharp, flat, slur, tie

c. ♦ identifying symbols such as: *p* *f* 

$\frac{2}{4}$    $\frac{6}{8}$  

d. ♦ notating from rote and dictation, songs and patterns in the treble clef using grade appropriate standard notation and symbols for meter, rhythm, and pitch

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)



**Content Standard 7: Evaluating music and music performances**♦ 2nd grade activities may include:

- a. ♦ determining what factors are important for a good composition using grade appropriate terminology and known concepts (e.g., Was the piece liked or disliked by the listener? Was the piece easy to play? Were musical elements such as, beat, rhythm, melody, instruments, dynamics present?)
- a. ♦ determining what factors are important for a good performance using grade appropriate terminology and known concepts (e.g., Did the performers: sing with good singing quality, make the music pleasant to listen to, watch the conductor, stay together as a group, perform using loud, medium, or soft, perform with a steady beat, have appropriate concert behavior)
- a. ♦ evaluating their own performances both informally during classroom activities and formally by viewing their performance on video offering suggestions for improvement
- b. ♦ using grade appropriate music terminology referring to the beat, tempo, melody, dynamics, and familiar instruments, such as: same/similar/different, piano, forte, crescendo, decrescendo, when expressing a personal preference for a musical work or style
- b. ♦ choosing from a given criteria a personal response for how a musical work or style evokes an emotional effect, such as - happy, sad, surprised, upset, thoughtful, relaxed

(The letter preceding an activity refers to the appropriate achievement standard.)

### Content Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

♦ 2nd grade activities may include:

- a. ♦ demonstrating the relationship of music and dance by physically showing the similarity in terms such as: slow/fast, beat, repeat, etc.
- b. ♦ expressive acting by assuming roles that exhibit concentration and dramatization or choreographed movements to enhance the feeling of the music
- b. ♦ relating language arts to music by:
  - ♦ using phonetic and structural analysis to pronounce and determine the meaning of unknown words
  - ♦ applying reading skills and strategies to a variety of songs and poems
  - ♦ identifying characters, events, main idea, and problems in a song
  - ♦ analyzing how words or syllables correlate to rhythm
  - ♦ telling a story through a song
  - ♦ making inferences and drawing conclusions from listening activities
  - ♦ identifying contractions in lyrics and the effect on rhythm
  - ♦ being an attentive listener
  - ♦ interpreting non-verbal cues
  - ♦ paraphrasing and summarizing to confirm understanding
- b. ♦ relating math to music by:
  - ♦ counting or singing syllables that represent a number of sounds within the framework of a musical beat
  - ♦ understanding musical patterns are represented by musical symbols
  - ♦ understanding fractional parts such as whole, one half, one fourth, and one eighth as they relate to note names and meter
  - ♦ understanding equivalences of notes and rests

(e.g.,  $\frac{2}{4}$  1 beats =  =  =   $\frac{6}{8}$  1 beat =  =  =  = )

$\frac{2}{4}$  2 beats =  =  etc.  $\frac{6}{8}$  2 beats =  =  etc.)

- b.** ♦ relating science to music by:
  - ♦ understanding learning and knowledge can come from careful observations and experiments with musical sound
  - ♦ understanding that the world supports the life of different types of living creatures as expressed in music
  - ♦ understanding that changes in habitats affect living things and expressed in music
  - ♦ understanding that some types of living creatures that lived on the Earth have disappeared and are recalled through music
  
- b.** ♦ relating social studies to music by:
  - ♦ associating songs with various geographical areas using a map or globe
  - ♦ knowing how the environment affects daily life as reflected in songs (e.g., changes in the seasons, climate, geographical location)
  - ♦ knowing that people have different needs due to their physical environment and reflect this in songs
  - ♦ understanding that people of various cultures have songs for various traditions, customs, leisure, and work
  - ♦ understanding that people have a variety of values, artistic expressions, behaviors, and languages which is reflected in their music
  - ♦ understanding how well a person learns often depends on how well he/she practices musical concepts
  - ♦ knowing different state and national leaders sung about in songs
  - ♦ knowing ways to exhibit good citizenship toward others when engaged in music activities

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)

**Content Standard 9: Understanding music in relation to history and culture**♦ 2nd grade activities may include:

- a. ♦ relating history and culture to music by:
  - ♦ singing/hearing songs by different individuals and groups that immigrated to the United States and helped contribute to the development of the United States
  - ♦ singing songs written to honor people and events commemorating holidays and ceremonies celebrated in the United States
  - ♦ engaging in musical activities that historically relate to events and people of other times and places
  - ♦ singing songs of historical figures in the United States (e.g., George Washington, Abraham Lincoln, Dr. Martin Luther King, etc.)
  - ♦ understanding ways in which lifestyles have changed over time as expressed through music
- b. ♦ listening to and describing music from various cultures in the world using grade appropriate music terminology
- c. ♦ discussing how music is present in daily life experiences and the characteristics that make it suitable
- d. ♦ discussing musician's roles in the symphony orchestra
- e. ♦ discussing and demonstrating appropriate audience behavior when listening to an individual perform or school performance
- e. ♦ discussing acceptable audience behavior for various types of musical experiences

(The letter preceding an activity refers to the appropriate achievement standard.)