

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

Essential Standards: Montana Music Content Standard 2.1: Explore rhythmic ideas for a purpose MMCS 2.6: Perform music with expression and technical accuracy			
Other Standards: Montana Dance Content Standard 2.4: Correlate movement to music.			
Content-Specific Vocabulary: Time signature, beat, meter, quarter note, quarter rest, paired eighths/eighth notes, half note			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can read and perform rhythmic notation. 	<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.			
I am learning to read rhythmic notation. 			
I am learning to perform and improvise using known rhythms.			

Grade 2 Timbre

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.

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.

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

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.			