### Resources*

- **Making Music Series**, Silver Burdett

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**Yvonne Caamal Canul**  
Superintendent

**Mark Coscarella Ed.D.**  
Deputy Superintendent

**Camela Diaz**  
Assistant Executive Director for Student Learning

**Delsa Chapman**  
Executive Director for Student Learning

Many thanks to... the teachers and administrators who helped develop and revise the pacing guides.

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This Music Pacing Guide is based on the National and Michigan Elementary General Music Standards. The I CAN statements are tailored to the needs of the students in the Lansing School District.

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Pacing Guides create a realistic time frame for instruction and assessment. They establish paced student learning expectations and provide a starting point for the implementation of the Elementary General Music Curriculum.

The following tips may be helpful as you begin using the Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide, incorporating yearlong concepts.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- The following website, can be used to find more information and to better understand standards:
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<thead>
<tr>
<th>Second Grade</th>
<th>Music</th>
<th>First Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perform</strong></td>
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**ART.M.I.2.1**
- I CAN use an appropriate singing voice and physically show the shape of the melody.

**ART.M.I.2.2**
- I CAN sing and play from memory songs that represent many different cultures and styles.

**ART.M.I.2.4**
- I CAN sing an ostinato, which is a repeated pattern in music.
Resources*

Making Music Series, Silver Burdett
http://www.nafme.org/my-classroom/standards/core-music-standards/

Introduction to Your Music Pacing Guide

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• An electronic version of the Pacing Guides can be found on the Lansing School District homepage, www.lansingschools.net, under Quicklinks.

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**ART.M.I.2.3**
- I CAN sing and play expressively with phrasing using correct dynamics.

**ART.M.I.2.5**
- I CAN follow the directions of the conductor for correct dynamic levels and expressive qualities.

**ART.M.I.2.6**
- I CAN play melodic instruments.

**ART.M.I.2.8**
- I CAN play instrumental parts alone.

**ART.M.I.2.9**
- I CAN read quarter notes and rests, eighth notes, and half notes alone.

**ART.M.I.2.10**
- I CAN read pitch notation for a pentatonic scale.

**ART.M.I.2.11**
- I CAN understand and use beginning vocabulary for articulation and tempo.

**ART.M.II.2.6**
- I CAN add vocal, instrumental, and physical responses to a song.

**ART.M.III.2.1**
- I CAN identify phrases, verse, and refrain when listening to music.

**ART.M.III.2.4**
- I CAN begin to use music vocabulary to describe the qualities of music of various styles.

**ART.M.III.2.7**
- I CAN describe how I respond to music.

**ART.M.IV.2.3**
- I CAN show correct audience behavior when listening to music.

**ART.M.V.2.1**
- I CAN identify the similarities and differences in the meanings of vocabulary that are used in the various arts.

**ART.M.V.2.3**
- I CAN discuss the reasons for using music in daily experiences.
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**Second Grade**

- **Perform Standard I**
  - I CAN learn more difficult patterns.

- **Create Standard II**
  - I CAN create rhythmic and melodic ostinati accompaniments.
  - I CAN create answers that are rhythmic and melodic.
  - I CAN create a variety of rhythms for a familiar song.
  - I CAN use different sound sources and electronic media when composing, arranging, and improvising music.

- **Analyze Standard III**
  - I CAN read difficult rhythms and melodies.
  - I CAN recognize the timbre/tone color of instrument families.

- **Analyze in Context Standard IV**
  - I CAN identify and describe different styles of music.
  - I CAN describe how elements of music are used in examples from world cultures.

**Third Quarter**
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<td>ART.M.III.2.6</td>
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<td></td>
<td></td>
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