



# Second Grade • First Quarter Pacing Guide



# Music

## Introduction to Your Music Pacing Guide

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.
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- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
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- 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:  
<http://www.nafme.org/my-classroom/standards/core-music-standards/>
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage, [www.lansingschools.net](http://www.lansingschools.net), under Quicklinks.

\* List your recommended resources.



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*Deputy Superintendent*

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

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.

# Second Grade

# Music

# First Quarter

## Perform

## Create

## Analyze

## Analyze in Context

## Analyze and Make Connections

### Standard I

Apply skills and knowledge to perform in the arts.

### Standard II

Apply skills and knowledge to create in the arts.

### Standard III

Analyze, describe, and evaluate works of art.

### Standard IV

Understand, analyze, and describe the arts in historical, social, and cultural contexts.

### Standard V

Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

#### 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.



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| <p style="text-align: center;"><b>Perform</b></p> <p style="text-align: center;"><b>Standard I</b><br/>Apply skills and knowledge to perform in the arts.</p>  | <p style="text-align: center;"><b>Create</b></p> <p style="text-align: center;"><b>Standard II</b><br/>Apply skills and knowledge to create in the arts.</p>                  | <p style="text-align: center;"><b>Analyze</b></p> <p style="text-align: center;"><b>Standard III</b><br/>Analyze, describe, and evaluate works of art.</p>   | <p style="text-align: center;"><b>Analyze in Context</b></p> <p style="text-align: center;"><b>Standard IV</b><br/>Understand, analyze, and describe the arts in historical, social, and cultural contexts.</p> | <p style="text-align: center;"><b>Analyze and Make Connections</b></p> <p style="text-align: center;"><b>Standard V</b><br/>Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</p>   |
|--|---|--|---|--|
| <p><b>ART.M.I.2.3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> sing and play expressively with phrasing using correct dynamics.</li> </ul> <p><b>ART.M.I.2.5</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> follow the directions of the conductor for correct dynamic levels and expressive qualities</li> </ul> <p><b>ART.M.I.2.6</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> play melodic instruments.</li> </ul> <p><b>ART.M.I.2.8</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> play instrumental parts alone.</li> </ul> <p><b>ART.M.I.2.9</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> read quarter notes and rests, eighth notes, and half notes alone.</li> </ul> <p><b>ART.M.I.2.10</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> read pitch notation for a pentatonic scale.</li> </ul> <p><b>ART.M.I.2.11</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> understand and use beginning vocabulary for articulation and tempo.</li> </ul> | <p><b>ART.M.II.2.6</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> add vocal, instrumental, and physical responses to a song.</li> </ul> | <p><b>ART.M.III.2.1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> identify phrases, verse, and refrain when listening to music.</li> </ul> <p><b>ART.M.III.2.4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> begin to use music vocabulary to describe the qualities of music of various styles.</li> </ul> <p><b>ART.M.III.2.7</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> describe how I respond to music.</li> </ul> | <p><b>ART.M.IV.2.3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> show correct audience behavior when listening to music.</li> </ul>                                      | <p><b>ART.M.V.2.1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> identify the similarities and differences in the meanings of vocabulary that are used in the various arts.</li> </ul> <p><b>ART.M.V.2.3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> discuss the reasons for using music in daily experiences.</li> </ul> |

Resources\*



Second Grade • Third Quarter



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|---|--|--|---|--|
| <p><b>ART.M.I.2.7</b><br/><input type="checkbox"/> <b>I CAN</b> learn more difficult patterns.</p>    | <p><b>ART.M.II.2.1</b><br/><input type="checkbox"/> <b>I CAN</b> create rhythmic and melodic ostinati accompaniments.</p> <p><b>ART.M.II.2.2</b><br/><input type="checkbox"/> <b>I CAN</b> create answers that are rhythmic and melodic.</p> <p><b>ART.M.II.2.3</b><br/><input type="checkbox"/> <b>I CAN</b> create a variety of rhythms for a familiar song.</p> <p><b>ART.M.II.2.5</b><br/><input type="checkbox"/> <b>I CAN</b> use different sound sources and electronic media when composing, arranging, and improvising music.</p> | <p><b>ART.M.III.2.2</b><br/><input type="checkbox"/> <b>I CAN</b> read difficult rhythms and melodies.</p> <p><b>ART.M.III.2.5</b><br/><input type="checkbox"/> <b>I CAN</b> recognize the timbre/tone color of instrument families.</p> | <p><b>ART.M.IV.2.1</b><br/><input type="checkbox"/> <b>I CAN</b> identify and describe different styles of music.</p> <p><b>ART.M.IV.2.2</b><br/><input type="checkbox"/> <b>I CAN</b> describe how elements of music are used in examples from world cultures.</p> |  |



## Second Grade • Fourth Quarter



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**ART.M.II.2.4**

- I CAN** create a pentatonic instrumental song.

**ART.M.III.2.6**

- I CAN** create a fair system to evaluate music.

**ART.M.V.2.2**

- I CAN** identify cross-curricular connections.