

Resources*

Making Music Series, Silver Burdett

<http://www.nafme.org/my-classroom/standards/core-music-standards/>



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.
- 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.
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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.

* List your recommended resources.



Yvonne Caamal Canul
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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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Second Grade • Second Quarter



Music

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Second Grade

Music

Second Quarter

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

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Second Grade • Third Quarter



Music

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Second Grade

Music

Third Quarter

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

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Second Grade • Fourth Quarter



Music

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Second Grade

Music

Fourth Quarter

Perform

Create

Analyze

Analyze in Context

Analyze and Make Connections

Standard I

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Standard II

Apply skills and knowledge to create in the arts.

Standard III

Analyze, describe, and evaluate works of art.

Standard IV

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Standard V

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

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.