

General Music - 2nd grade State Standards	Prior Knowledge/New Learning to meet standards							
Artistic Process - Creating								
Anchor Standard #1 - Generate and conceptualize artistic ideas and work								
MU.CR.1.2a								
a. Improvise rhythmic and melodic patterns and musical ideas (e.g. beat, meter, and rhythm).	1. Review keeping a steady beat and keeping it as a group without music 2. Improvise a rhythm over a steady beat using body percussion, rhythm instruments and melodic rhythm instruments using major, minor, pentatonic, or modal chords/scales. 3. Find and keep a steady beat with a song individually.							
MU.CR.1.2b								
b. With appropriate guidance, generate musical ideas in multiple tonalities (e.g. major, minor, modal, and pentatonic) and meters (e.g. duple, triple, simple, and compound).	1. Learn/review basic rhythm notes and rests (eighth, quarter, half, dotted half, whole) 2. Learn to count basic rhythms (except eighth notes) in 2/4, 3/4, and 4/4. 3. Play rhythms on major, minor, modal and pentatonic scale notes.							
Anchor Standard #2 - Organize and develop artistic ideas and work								
MU.CR.2.2a								
a. Demonstrate and explain personal reasons for selecting musical ideas (e.g. patterns and ideas).	1. Write a simple composer statement to go with pieces that students have written. 2. Discuss why they made rhythmic or melodic choices when improvising or composing.							
MU.CR.2.2b								
b. Use notation to document personal or collective musical ideas (e.g. sequencing).	1. Write their own song using traditional rhythm notation and color-coded pitch notation. 2. Transcribe very short, simple rhythmic patterns.							

Anchor Standard #3 - Refine and complete artistic work								
MU.CR.3.2a								
a. Interpret and apply personal, peer, and teacher feedback to revise personal music.								
	1. Self-evaluation their rough draft composition 2. Have a peer make a suggestions 3. Read and absorb teacher evaluation 4. Make significant changes based on the feedback of others and themselves. 5. Add dynamics and tempo to the piece.							
MU.CR.3.2b								
b. Present a final version of personal or collective musical ideas, utilizing elements of expression, to peers or informal audience.								
	1. Create a final draft 2. Perform their finalized piece for a whole or small group including dynamics and tempo with accuracy.							
Artistic Process - Performing								
Anchor Standard #4 - Select, analyze, and interpret artistic work for performance								
MU.PR.4.2a								
a. With appropriate guidance, demonstrate and state personal interest in varied musical selections.								
	1. Have students explain if they liked/disliked a piece of music. Then give 2 reasons for their opinion. 2. Write their response in 2-3 sentences.							
MU.PR.4.2b								
b. Demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g. meter and tonality).								
	1. Have students label pieces as major/minor/modal/penatonic when applicable. 2. Have students identify the time signature and explain how many beats are in each measure for songs we are performing.							
MU.PR.4.2c								
c. Read and perform rhythmic and melodic patterns using notation.								
	1. Read all basic rhythms(except eighths) and count them using standard techniques 2. Perform melodies using intervals, color-coding, or melodic direction							
MU.PR.4.2d								

d. Demonstrate an understanding of musical concepts (e.g. physical, verbal, or written response--understanding of musical concepts and how creators use them to convey expressive intent).	1. Define basic dynamics, tempo, and articulation elements 2. Label basic dynamic, tempo and articulation elements by term and symbol when applicable. 3. Explain how dynamics, tempo and articulation elements create the mood of a piece of music.
Anchor Standard #5 - Develop and refine artistic work for presentation	
MU.PR.5.2a	
a. Apply personal, teacher, and peer feedback to refine performance.	1. During rehearsals give students elements to improve on. 2. Have students decide what might be done to improve a section that doesn't go well. 3. Have students give 1 positive thing and 1 thing to change when working in small groups.
MU.PR.5.2b	
b. With an appropriate level of independence use suggested strategies in rehearsal to address interpretive challenges of music.	1. Discuss how to perform with dynamics, tempo, and articulation elements. Discuss how that effects the sound. 2. Have students attempt these elements by seeing them in the notation and performing what is written after going over them as a whole or small group.
Anchor Standard #6 - Convey meaning through the presentation of artistic work	
MU.PR.6.3a	
a. Perform music with appropriate expression and technique (e.g. posture, tone, and breath support).	1. Perform with correct tempo, dynamics, and articulation elements. 2. Teach basic vocal technique (proper posture, breath support, basic vocal health, and tone production) 3. Rehearse these elements until students perform them well.
MU.PR.6.3b	
b. Perform appropriately for the audience and occasion.	1. Perform a variety of pieces for the school concert and in class.
Artistic Process - Responding	
Anchor Standard #7 - Perceive and analyze artistic work	

MU.RE.7.2a								
a. List and explain personal musical interests.	1. Write a few sentences about their favorite song/style and why it's their favorite. 2. Choose a favorite between 2-3 pieces and explain their choice.							
MU.RE.7.2b								
b. Demonstrate and identify how specific musical concepts are used in various styles of music (e.g. meter and tonality).	1. Read rhythms in various styles of music 2. Identify if a piece is major/minor/modal/penatonic 3. Identify intervals in various styles of music.							
Anchor Standard #8 - Interpret intent and meaning in artistic work								
MU.RE.8.2								
a. Demonstrate knowledge of expressive attributes and how they support creators'/ performers' expressive intent (e.g. tempo, dynamics, mood, and emotion).	1. Explain the basic dynamic, tempo, mood, and articulation elements. 2. Talk about how dynamics, tempo, and articulation create the mood the composer was attempting to convey 3. Write a sentence or two explaining this.							
Anchor Standard #9 - Apply criteria to evaluate artistic work								
MU.RE.9.2								
a. Apply teacher-provided criteria to evaluate musical works and performances.	1. Have students explain if they like a piece or not. 2. Have students explain if they dynamics, tempo, and articulation do a good job of expressing the mood of the piece.							
Artistic Process - Connecting								
Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art								
MU.CN.10.2a								
a. Express personal preferences in music.	1. Have students write 2-3 sentences explaining if they like a song or not and why							
MU.CN.10.2b								
b. Explore various uses of music in daily experiences (e.g. songs of celebration, game songs, marches, T.V., movie, and video game sound tracks, dance music, and work songs).	1. Discuss music uses for pieces covered in class. 2. Play a game attempting to identify the use of a piece of music. 3. Discuss how music adds to these experiences.							

Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding								
MU.CN.11.2a								
a. Explore relationships between musics and other content areas (e.g. such as dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	Dance - Telling a story through movement. Visual Arts - Examine pieces of art inspired by music and vice-versa, create art to go with music Dramatic Arts - Music telling the emotion or background information in a story (movie/musical) Literature - Lyrics as poetry Science - Sound as vibration Social Studies - Study the history and culture around music Math - Discuss the math part of rhythm Language Arts - Writing to express music preferences, opinions, and evaluation.							
MU.CN.11.2b								
b. Explore how context (e.g. social, cultural, and historical) can inform a performance.	1. Talk about the historical, cultural, and social elements of songs performed and heard in class and how that effects performance (language, style, story)							