

## Second Grade Report Card – Parent Support MUSIC

Indicator	Standard	T1	T2	T3
Students are able to perform music in a tuneful, and artful manner while understanding the pulse of music.	<p><b>1.3.2.B.1</b> Clap, sing or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics and tempo.</p> <p><b>1.3.2.A.4</b> Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space</p>	<p>-Students perform partner dances with accurate pulse</p> <p>-Students are able to identify harmony</p>	<p>-Students will be able to apply appropriate music literacy concepts into context</p> <p>-Students perform partner dances</p> <p>-Students are able to identify and perform harmony</p>	<p>-Students will be able to apply appropriate music literacy concepts into context</p> <p>-Students perform partner dances</p> <p>-Students are able to identify form in music</p> <p>-Students are able to identify and perform harmony</p>
Students are able to demonstrate basic music literacy in triple meter.	<p><b>1.3.2.B.6</b> Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p> <p><b>1.3.2.B.5</b> Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.</p>	<p>-Students are able to perform dotted quarter notes, and triple eighth notes, using rhythm solfege.</p>	<p>-Students are able to perform, and decode music with dotted quarter notes, and triple eighth notes, using rhythm solfege.</p>	<p>-Students are able to perform, decode, read, write, and create music with dotted quarter notes, and triple eighth notes, using rhythm solfege.</p>
Students can describe historical music concepts.	<p><b>1.1.2.B.4</b> Categorize families of instruments and identify their associated musical properties.</p> <p><b>1.2.2.A.1</b> Identify characteristic theme-based works of dance, music, theatre, and visual art, such</p>	<p>-Students can describe instrument families</p> <p>-Students understand harmony development</p>	<p>-Students understand the similarities and differences between band and orchestra</p> <p>-Students can describe</p>	<p>-Students understand the similarities and differences between band and orchestra</p> <p>-Students can describe</p>

	as artworks based on the themes of family, community, and from various historical periods and world cultures.		instrument families -Students understand harmony development	instrument families -Students understand form development -Students understand harmony development
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