

**Music: Grade Two**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Analyzing and Responding</b>			
<b>Benchmark A: Identify and demonstrate elements of music using developmentally appropriate music vocabulary.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege).			

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2. Identify and respond to the patterns of same and different phrases in simple poems and songs.			

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<b>Content Standard: Analyzing and Responding</b>			
<b>Benchmark B:</b> Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Identify selected music instruments (e.g., flute, trumpet, guitar, violin, sitar, congas, bagpipes, synthesizer).			

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<b>Content Standard: Analyzing and Responding</b>			
<b>Benchmark C: Discuss and evaluate individual and group music performance.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Discuss individual and group music performance.			

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<b>Content Standard: Connections, Relationships and Applications</b>			
<b>Benchmark A:</b> Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Respond to music using dance, drama and visual art.			

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<b>Benchmark. A:</b> Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Recognize similarities and differences among the arts, including music, dance, drama and visual art.			

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<b>Content Standard: Connections, Relationships and Applications</b>			
<b>Benchmark. A:</b> Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Identify and describe connections between music experiences and other curricular subjects (e.g., English language arts, mathematics and social studies).			

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<b>Content Standard: Connections, Relationships and Applications</b>			
<b>Benchmark B:</b> Describe how music is used in various cultures in the United States			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Identify various uses of music in the United States.			

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<b>Content Standard: Connections, Relationships and Applications</b>			
<b>Benchmark C: Identify and describe roles of musicians in various music settings.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Identify the role of a musician.			

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<b>Content Standard: Creative Expression and Communication</b>			
<b>Benchmark A:</b> Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Use the head voice to produce a light, clear sound and maintain appropriate posture.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Play, alone and with others, a variety of classroom instruments with proper technique.			

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<b>Content Standard: Creative Expression and Communication</b>			
<b>Benchmark B:</b> Read, write, improvise and compose melodies and accompaniments.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Improvise and compose simple rhythmic and melodic phrases.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Read, write and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).			

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<b>Content Standard: Historical, Cultural and Social Contexts</b>			
<b>Benchmark A: Identify and demonstrate basic music forms.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Identify and demonstrate rounds/canons.			

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Course of Study**

<b>Content Standard: Historical, Cultural and Social Contexts</b>			
<b>Benchmark B:</b> Identify and respond to music of historical and cultural origins.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Identify and describe contrasting music styles (e.g., marches and lullabies).			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Sing, listen and move to music from various historical periods.			

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<b>Benchmark B: Identify and respond to music of historical and cultural origins.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Identify, listen and respond to music of different composers.			

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<b>Content Standard: Historical, Cultural and Social Contexts</b>			
<b>Benchmark C: Recognize the interaction of people in music.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).			

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<b>Content Standard: Valuing Music/Aesthetic Reflection</b>			
<b>Benchmark A: Reflect on their own performances and the performances of others.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Participate in developmentally appropriate music activities.			

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<b>Content Standard: Valuing Music/Aesthetic Reflection</b>			
<b>Benchmark B:</b> Demonstrate audience behavior appropriate for the context and style of music performed.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.			

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<b>Content Standard: Valuing Music/Aesthetic Reflection</b>			
<b>Benchmark C: Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Demonstrate how music communicates meaning of text, feelings and moods or images.			