**Second Grade TN Academic General Music Standards – Pg. 1**

**DOMAIN: Perform**

**ANCHOR (Foundation P1):**

Select, analyze, and interpret artistic work for performance.

**Specific Anchor: Select**

Select varied musical works to present based on interest, knowledge, technical skill, and context.

**Performance Standard 2.GM.P1.A**

Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections (such as performing songs and dances from various cultures and historical periods).

**What Students Need To Know (CONCEPTS)**

Personal Interest

Knowledge about varied musical repertoire

Purpose of varied musical repertoire

**What Students Are Able To Do (SKILLS)**

Demonstrate

Explain

**Student Friendly Language**

I can explain what I liked about the song. I can demonstrate [insert known concept here] in a chosen song.   I can explain why we learned the song (i.e. we learned “King’s Land” because it has the so-do).

**Enduring Understanding**

Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**Essential Question**

How do performers select repertoire?

**Second Grade TN Academic General Music Standards – Pg. 2**

**DOMAIN: Perform**

**Anchor (Foundation P1):**

Select, analyze, and interpret artistic work for performance.

**Specific Anchor: Analyze**

Analyze the structure and context of varied musical works and their implications for performance.

**Performance Standard 2.GM.P1.B** Using voices, instruments or movement, demonstrate knowledge of music concepts\* (such as beat and melodic countour) in music from a variety of cultures selected for performance\*.

**What Students Need To Know (CONCEPTS)**

Knowledge of Music Concepts

Variety of Cultures

**What Students Are Able To Do (SKILLS)**

Use Voices Use Instruments Use Movement

**Student Friendly Language**

I can sing music from around the world. I can move to music from around the world. I can play music from around the world. (i.e.- I can play an ostinato to accompany “Silver Moon Boat”. I can play rhythm patterns using ta and ti-ti.)

**Enduring Understanding**

Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.

**Essential Question**

How does understanding the structure and context of musical works inform performance?

\* Performance can occur in classroom or in public.

**Second Grade TN Academic General Music Standards – Pg. 3**

**DOMAIN: Perform**

**Anchor (Foundation P1):**

Select, analyze, and interpret artistic work for performance.

**Specific Anchor: Interpret**

Develop personal interpretations that consider creators’ intent.

**Performance Standard 2.GM.P1.C** Demonstrate understanding of music’s expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

**What Students Need To Know (CONCEPTS)**

Expressive Qualities

Creator’s Intent

**What Students Are Able To Do (SKILLS)**

Demonstrate

**Student Friendly Language**

I can show and tell how music makes me feel. I can choose music for special occasions. I can show I know what the composer was thinking.

**Enduring Understanding**  Performers make interpretive decisions based on their understanding of context and expressive intent.

**Essential Question** How do performers interpret musical works?

**Second Grade TN Academic General Music Standards – Pg. 4**

**DOMAIN: Perform**

**Anchor (Foundation P1):**

Select, analyze, and interpret artistic work for performance.

**Specific Anchor: Analyze**

Analyze the structure and context of varied musical works and their implications for performance.

**Performance Standard 2.GM.P1.D**  When analyzing selected music, read and perform rhythmic patterns with voice, body percussion, and/or instruments, and melodic patterns using iconic or standard notation.

**What Students Need To Know (CONCEPTS)**

Rhythmic Patterns

Iconic and/or Standard Notation

Voice, Body Percussion, and/or Instruments

**What Students Are Able To Do (SKILLS)**

Read Perform Use Voice Use Body Percussion Use Instruments

**Student Friendly Language**

I can read rhythmic patterns in iconic and/or standard notation.

I can perform rhythmic patterns with voice, body percussion, and/or instruments.

**Enduring Understanding**

Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.

**Essential Question**

How does understanding the structure and context of musical works inform performance?

**Second Grade TN Academic General Music Standards – Pg. 5**

**DOMAIN: Perform**

**Anchor (Foundation P2):**

Develop and refine (organize) artistic work for performance.

**Specific Anchor: Rehearse, Evaluate and Refine**

Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

**Performance Standard 2.GM.P2.A** Apply established criteria to judge the accuracy, expressiveness, and effectiveness of student rehearsal and/or performance.

**What Students Need To Know (CONCEPTS)**

Established Criteria

**What Students Are Able To Do (SKILLS)**

Judge rehearsals and/or performances.

**Student Friendly Language**

I can appropriately judge a performance.

**Enduring Understanding**  To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question** How do musicians improve the quality of their performance?

**Second Grade TN Academic General Music Standards – Pg. 6**

**DOMAIN: Perform**

**Anchor (Foundation P2):**

Develop and refine (organize) artistic techniques and work for performance.

**Specific Anchor: Rehearse, Evaluate and Refine**

Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

**Performance Standard 2.GM.P2.B** Rehearse, identify, and apply strategies to address interpretive, performance and technical challenges of music.

**What Students Need To Know (CONCEPTS)**

Strategies to fix trouble spots in rehearsal.

**What Students Are Able To Do (SKILLS)**

Rehearse

Identify

Apply

**Student Friendly Language**

I can identify trouble spots after listening to a piece for performance. I can choose appropriate expressive qualities for dynamics/tempo after listening to a piece for performance. I can think of ways to improve the performance after listening to a piece for performance. I can select appropriate movements to improve the performance.

**Enduring Understanding**

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question** How do musicians improve the quality of their performance?

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**Second Grade TN Academic General Music Standards - Pg. 7**

**DOMAIN: Perform**

**Anchor (Foundation P3):**

Convey and express meaning through the presentation of artistic work.

**Specific Anchor: Present**

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**Performance Standard 2.GM.P3.A** Sing, alone and with others, with expression and skill (technical accuracy)\*.

**What Students Need To Know (CONCEPTS)**

Echo Songs

Pitch Matching

La/So/Mi/Re/Do

Simple Canons

Partner Songs

Pentatonic/Diatonic Melodies

Question & Answer

Ostinatos

**What Students Are Able To Do (SKILLS)**

Sing with expression and skill.

**Student Friendly Language**

I can sing simple canons alone and with my friends. I can sing partner songs with my friends. I can sing a song in a major/minor key alone or with my friends.

**Enduring Understanding**

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

**Essential Question** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

\* The following concepts are assumed in order to accomplish these standards: echo songs, pitch-matching games, la-so-mi-re-do patterns on neutral syllables and with pitch names, songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation, ostinatos, simple ostinatos and partner songs.

**Second Grade TN Academic General Music Standards - Pg. 8**

**DOMAIN: Perform**

**Anchor (Foundation P3):**

Convey and express meaning through the presentation of artistic work.

**Specific Anchor: Present**

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**Performance Standard 2.GM.P3.B** Using body percussion and/or instruments, perform, alone and with others, with expression and skill (technical accuracy)\*.

**What Students Need To Know (CONCEPTS)**

Body Percussion

Instruments

**What Students Are Able To Do (SKILLS)**

Perform

Guidance

Expression\*

Skill\*

**Student Friendly Language**

I can choose to perform on body percussion or instruments expressively and with skill by myself or with others.

**Enduring Understanding**

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

**Essential Question**

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

\* The following concepts are assumed in order to accomplish these standards: maintaining a steady beat, rhythm patterns, iconic notation and standard notation, chord bordun, ostinatos, with a song/story/poem/recording.

**Second Grade TN Academic General Music Standards - Pg. 9**

**DOMAIN: Perform**

**Anchor (Foundation P3):**

Convey and express meaning through the presentation of artistic work.

**Specific Anchor: Present**

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**Performance Standard 2.GM.P3.C** Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.

**What Students Need To Know (CONCEPTS)**

Audience

Posture

Performance Etiquette

Context

**What Students Are Able To Do (SKILLS)**

Perform

Demonstrate

Evaluate

**Student Friendly Language**

I can perform with correct posture. I can perform keeping my eyes on the teacher. I can perform being actively engaged. I can demonstrate correct posture while performing by standing up straight with hands to sides (or sitting appropriately if playing an instrument). I can evaluate performance etiquette/behavior using age appropriate music vocabulary.

**Enduring Understanding**

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

**Essential Question**

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**Second Grade TN Academic General Music Standards - Pg. 10**

**DOMAIN: Perform**

**Anchor (Foundation P3):**

Convey and express meaning through the presentation of artistic work.

**Specific Anchor: Present**

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**Performance Standard 2.GM.P3.D** Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.

**What Students Need To Know (CONCEPTS)**

Audience Behavior

Student Behavior

**What Students Are Able To Do (SKILLS)**

Demonstrate

Evaluate

**Student Friendly Language**

I can show appropriate behavior during a performance. I can evaluate audience behavior during a performance.

**Enduring Understanding**

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

**Essential Question**

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**Second Grade TN Academic General Music Standards - Pg. 11**

**DOMAIN: Create**

**ANCHOR (Foundation Cr1):**

Generate and conceptualize artistic ideas and work.

**Specific Anchor: Imagine**

Generate musical ideas for various purposes and contexts.

**Performance Standard 2.GM.Cr1.A**

Use pentatonic melodies, short rhythms, movement, and vocal or instrumental timbres to improvise rhythmic/melodic patterns and movement **or a specific purpose.**

**What Students Need To Know (CONCEPTS)**

Pitch

Short Rhythms

Different vocal **(sing/speak/whisper/call)**/instrumental timbres

Musical Textures

Movement

Pentatonic Melodies

**What Students Are Able To Do (SKILLS)**

Explore **Music**

Improvise

**Student Friendly Language**

I can explore pitch.

I can explore short rhythms.

I can explore different voices.

I can explore different instrument sounds.

I can explore movement.

I can explore pentatonic songs.

I can improvise a four-beat rhythm.

I can improvise movements.

I can improvise using different voices.

I can improvise a melody shape.

**Enduring Understanding**

The creative ideas, concepts and feelings that influence musicians’ work emerge from a variety of sources.

**Essential Question**

How do musicians generate creative ideas?

**Second Grade TN Academic General Music Standards – Pg. 12**

**DOMAIN: Create**

**ANCHOR (Foundation Cr1):**

Generate and conceptualize artistic ideas and work.

**Specific Anchor: Imagine**

Generate musical ideas for various purposes and contexts.

**Performance Standard 2.GM.Cr1.B**

Use body percussion, instruments, movement, singing and/or vocal timbres to generate musical ideas (such as rhythm patterns, pentatonic melodies, etc.).

**What Students Need To Know (CONCEPTS)**

Musical Ideas-

 Rhythm Patterns

 Pentatonic Melodies

**What Students Are Able To Do (SKILLS)**

Create a musical idea. Use body percussion, movement, singing and/or vocal timbres.

**Student Friendly Language**

I can create rhythmic patterns.

I can create melodies.

I can use body percussion to come up with my own musical ideas.

I can use instruments to come up with my own musical ideas.

I can use my voice to come up with my own musical ideas.

**Enduring Understanding**

The creative ideas, concepts and feelings that influence musicians’ work emerge from a variety of sources.

**Essential Question**

How do musicians generate creative ideas?

**Second Grade TN Academic General Music Standards – Pg. 13**

**DOMAIN: Create**

**ANCHOR (Foundation Cr2):**

Organize and develop artistic ideas and work.

**Specific Anchor: Plan and Make**

Select and develop musical ideas for defined purposes and contexts.

**Performance Standard 2.GM.Cr2.A**

Using short musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas **(expressive intent)**.

**What Students Need To Know (CONCEPTS)**

Selecting Musical Ideas

**What Students Are Able To Do (SKILLS)**

Demonstrate

Discuss

**Student Friendly Language**

I can show my musical ideas using songs.

I can explain my musical ideas using songs.

I can show my musical ideas using rhythmic patterns.

I can explain my musical ideas using rhythmic patterns.

**Enduring Understanding**

Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question**

How do musicians make creative decisions?

**Second Grade TN Academic General Music Standards – Pg. 14**

**DOMAIN: Create**

**ANCHOR (Foundation Cr2):**

Organize and develop artistic ideas and work.

**Specific Anchor: Plan and Make**

Select and develop musical ideas for defined purposes and contexts.

**Performance Standard 2.GM.Cr2.B**

Use iconic or standard notation and/or recording technology to sequence and document musical ideas (such as four beat rhythm/melodic patterns, introduction, coda, etc.).

**What Students Need To Know (CONCEPTS)** Musical Ideas Notation – Iconic Standard Recording

**What Students Are Able To Do (SKILLS)**

Sequence Musical Ideas

Document Musical Ideas –

 4-beat rhythmic patterns

 4-beat melodic patterns

 Musical elements (intro, Coda, etc.)

**Student Friendly Language**

I can put musical ideas in order.

I can write down musical ideas using pictures.

I can write down musical ideas using notes.

**Enduring Understanding**

Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question**

How do musicians make creative decisions?

**Second Grade TN Academic General Music Standards – Pg. 15**

**DOMAIN: Create**

**ANCHOR (Foundation Cr3):**

Refine and complete artistic work.

**Specific Anchor: Evaluate and Refine**

Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

**Performance Standard 2.GM.Cr3.A**

Interpret and apply **personal, peer, or teacher** feedback, using vocabulary such as voices/instruments, same/different, introduction, sequence, and coda, to revise personal music.

**What Students Need To Know (CONCEPTS)**

Voices/Instruments

Same/Different

Sequence

Introduction/Interlude/Coda

**What Students Are Able To Do (SKILLS)**

Interpret

Apply Feedback

Revise Personal Music

**Student Friendly Language**

I can use feedback from my peers to improve my musical performance.

I can use peer feedback to improve my musical composition.

I can give constructive feedback to my peers.

I can use music vocabulary to give my classmates feedback.

**Enduring Understanding**

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question**

How do musicians improve the quality of their creative work?

**Second Grade TN Academic General Music Standards – Pg. 16**

**DOMAIN: Create**

**ANCHOR (Foundation Cr3):**

Refine and complete artistic work.

**Specific Anchor: Present**

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

**Performance Standard 2.GM.Cr3.B**

Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces.

**What Students Need To Know (CONCEPTS)**

Personal Musical Ideas

**What Students Are Able To Do (SKILLS)**

Demonstrate

**Student Friendly Language**

I can sing my musical ideas.

I can play my musical ideas with instruments.

I can perform my musical ideas with body percussion.

**Enduring Understanding**

Musicians’ presentation of creative work is the culmination of a process of creation and communication.

**Essential Question**

When is creative work ready to share?

**Second Grade TN Academic General Music Standards – Pg. 17**

**DOMAIN: Respond**

**ANCHOR (Foundation R1):**

Perceive and analyze artistic work.

**Specific Anchor: Select**

Choose music appropriate for a specific purpose or context.

**Performance Standard 2.GM.R1.A**

Identify and explain how personal interests and experience influence musical selection; list and explain personal musical interests.

**What Students Need To Know (CONCEPTS)**

Personal Musical Experience

**What Students Are Able To Do (SKILLS)**

Identify and Explain How Experience List and Explain

**Student Friendly Language**

I can explain why I like the music I hear (or listen to). I can list the types of music I like. I can explain why I like them.

**Enduring Understanding**

Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes.

**Essential Question**

How do individuals choose music to experience?

**Second Grade TN Academic General Music Standards – Pg. 18**

**DOMAIN: Respond**

**ANCHOR (Foundation R1):**

Perceive and analyze artistic work.

**Specific Anchor: Analyze**

Analyze how the structure and context of varied musical works inform the response.

**Performance Standard 2.GM.R1.B**

Describe how specific music concepts are used to support a specific purpose in music; demonstrate and identify how specific musical concepts are used in various styles of music (such as meter and timbre).

**What Students Need To Know (CONCEPTS)** Loud/Soft Fast/Slow High/Low Meter Rhythm Melody Orchestral Instruments Tempo

**What Students Are Able To Do (SKILLS)**

Describe Demonstrate and Identify

**Student Friendly Language**

I can describe and explain the elements of music in different songs. I can describe (tempo, dynamics, melody) in a song(s). i.e. I can describe how the tempo and dynamics are used in a lullaby.

**Enduring Understanding**

Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**Essential Question**

How does understanding the structure and context of music inform a response?

**Second Grade TN Academic General Music Standards – Pg. 19**

**DOMAIN: Respond**

**ANCHOR (Foundation R2):**

Interpret intent and meaning in artistic work.

**Specific Anchor: Interpret**

Support interpretations of musical works that reflect creators’/performers’ expressive intent.

**Performance Standard 2.GM.R2.A**

Demonstrate knowledge of how expressive qualities and music concepts support a musical creation/performance (such as recognizing same/different sections, classroom and/or selected orchestral instruments, how tempo and dynamics affect the mood of a piece).

**What Students Need To Know (CONCEPTS)**

Music Concepts

Instrument Sounds

Vocal Timbres

**What Students Are Able To Do (SKILLS)**

Students describe what they hear. Students tell why they hear the sounds described.

**Student Friendly Language**

I can use music words to talk about the music I hear. I can describe why sounds are used in music, stories, songs, or poems.

**Enduring Understanding**

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Essential Question**

How do we discern musical creators’ and performers’ expressive intent?

**Second Grade TN Academic General Music Standards – Pg. 20**

**DOMAIN: Respond**

**ANCHOR (Foundation R3):**

Apply criteria to evaluate artistic work.

**Specific Anchor: Evaluate**

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

**Performance Standard 2.GM.R3.A**

Apply personal preferences in the evaluation of music; discuss a musical performance using grade-appropriate vocabulary.

**What Students Need To Know (CONCEPTS)**

Music Concepts

Instrument Sounds

Vocal Timbres

**What Students Are Able To Do (SKILLS)**

Students describe what they hear and what they like. Students tell why they hear the sounds described and if they like the sounds.

**Student Friendly Language**

I can use music words to talk about what I like about the music performance. I can use music words to talk about what was done well in the music performance.

**Enduring Understanding**

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

**Essential Question**

How do we judge the quality of musical work(s) and performance(s)?

**Second Grade TN Academic General Music Standards – Pg. 21**

**DOMAIN: Connect**

**ANCHOR (Foundation Cn1):**

Synthesize and relate knowledge and personal experiences to artistic endeavors.

**Specific Anchor: Connect #10**

Synthesize and relate knowledge and personal experiences to make music.

**Performance Standard 2.GM.Cn1.A**

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).

**What Students Need To Know (CONCEPTS)**

Interest

Knowledge

Skills

Personal Choice

Intent

**What Students Are Able To Do (SKILLS)**

Demonstrate Express Create Perform Respond

**Student Friendly Language**

I can make a personal choice about what music to perform. I can make a choice about what music to sing. I can explain why I like my favorite music. I can share the ways music is important in my life. I can choose/create a movement that is appropriate for a song. I can identify songs that are important to my family. I can identify/demonstrate musical selections for various occasions, holidays, or (cultural) celebrations.

**Enduring Understanding**

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question**

How do musicians make meaningful connections to creating, performing, and responding?

**Second Grade TN Academic General Music Standards – Pg. 22**

**DOMAIN: Connect**

**ANCHOR (Foundation Cn2):**

Relate artistic ideas and works with societal, cultural, and historical context.

**Specific Anchor: Connect #11**

Relate musical ideas and works to varied contexts and daily life to deepen understanding.

**Performance Standard 2.GM.Cn2.A**

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connections between art and music).

**What Students Need To Know (CONCEPTS)**

Relationships: other arts, disciplines, context (where, when and why), daily life, purpose.

What is a poem? (Introduce students to a variety of poems.)

Rhyming Words

Historical Events

Elements of Art

**What Students Are Able To Do (SKILLS)**

Demonstrate Explore Understand Compare

**Student Friendly Language** I can find the rhyming words in a poem and in a song. I can choose art (or draw art) that fits a piece of music. I can choose music to go with a piece of art/dance, and explain my choice. I can explore music from different historical periods/events. I can explore music/dance from other cultures. I can demonstrate line/phrasing in art and music. I can demonstrate the difference between pitch and volume. I can demonstrate the relationship between fractions and note values. I can identify music from a variety of cultures.

**Enduring Understanding**

Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

**Essential Question**

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?