



St. Mel's Catholic School

Music Guidelines
Diocese of Sacramento
Second Grade
Artistic Perception

1. Students listen to and analyze music critically, using the vocabulary and language of music. Students identify simple forms and elements of music, when presented aurally.

Dynamics

1.1 Be able to hear crescendo and decrescendo in music.

1.2 Be able to hear accents.

Tone Color

1.3 Know the many ways musical sounds are made.

1.4 Know by sight and sound wind, string, or percussion instruments.

1.5 Know if class instruments are wind, string, or percussion instruments.

1.6 Be able to hear the difference between bass, tenor, alto, and soprano voices.

Pitch

1.7 Know the names of the intervals.

Rhythm

1.8 Be able to tell a repeated pattern in music, pictures, dance, and other places.

1.9 Know easy meters, notes, and rests.

1.10 Be able to hear and react to tempos.

Harmony

1.11 Be able to hear the difference between songs with and without accompaniment.

Form

1.12 Be able to hear the difference between AB and ABA forms.

1.13 Be able to hear the separate sections of the AB and ABA forms.

2. Students demonstrate perceptual skills by moving to music, answering questions about music, and describing aural examples of music.

Dynamics

2.1 Be able to say how you react to crescendo and decrescendo in music.

2.2 Be able to use body movement to show your reaction to crescendo and decrescendo.

2.3 Be able to hear changes in dynamics and react with movement.

3. Students read and notate music. Students use a system to read simple rhythms, patterns

and pitch notations in the treble clef in major. Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.

3.1 Know and be able to draw the treble clef and a staff.

Creative Expression

4. Students sing or perform on an instrument on pitch and in rhythm, with appropriate



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timbre, diction, and posture, and maintain a steady tempo. Students improvise melodies, variations, and accompaniments.

Tone Color

4.1 Be able to create your own wind, string, and percussion instruments.

Pitch

4.2 Be able to try to sing the basic intervals.

4.3 Be able to sing with enthusiasm simple patterns and songs.

Rhythm

4.4 Be able to sing ostinato patterns.

4.5 Be able to make your own sound patterns with your voice and on instruments.

Harmony

4.6 Be able to hear and sing sounds.

4.7 Be able to play harmonics on Orff or other classroom instruments.

History/Style

4.8 Be able to hear, sing and dance to folk songs, especially as they relate to the Folk Tales unit.

4.9 Know about and be able to sing national songs, such as "Star Spangled Banner" and

"America the Beautiful."

Historical and Cultural Context

5. Students listen to and describe aural examples of music of various styles representing

diverse cultures. Students develop knowledge and understanding of the relationship of music to history and culture.

5.1 Know about [1-3 *major composers*] and some of their famous music.

5.2 Know about music that expresses Catholic beliefs and is used in Church ceremonies

and traditions.

Aesthetic Valuing

6. Students are able to take care of equipment and be a good audience.

Performance Skills

6.1 Be able to take care of instruments and use them only as they are supposed to be used.

6.2 Be able to put class equipment away correctly.

6.3 Be able to sing and play instruments with others.

Audience Skills

6.4 Be able to pay attention quietly when others perform.

6.5 Be able to clap at the right time and in the right way when others perform.