

PARENT GUIDE FOR FINE ARTS CURRICULUM: MUSIC

GRADE TWO

DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Two.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
OH: Fine Arts - Music: Enduring Understandings	
	Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through music.
	Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others.
	Authentic Application and Collaboration: Students work individually and in groups to focus ideas, create and perform music to address genuine local and global community needs.
	Literacy: As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.
OH: Fine Arts - Music: Progress Points	
	Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music.
	Recognize the use of music for various purposes by performers and listeners in a variety of cultures.
	Create music in simple forms to be performed with dance, drama or in response to a work of visual art.
	Individually and collaboratively select ideas and a media form of the day to create musical pieces.
	Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.
	Form and express opinions about music they hear in formal and informal live and recorded performances.
OH: Fine Arts - Perceiving/Knowing/Creating (CE)	
	Identify patterns of same and different phrases in simple poems and songs.
	Identify rounds and canons.
	Listen to and identify music of various styles, composers, periods and cultures.
	Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege).
	Explore selected musical instruments visually and aurally.
	Attend live music performances with emphasis on instrument and voice identification.

OH: Fine Arts - Producing/Performing (PR)	
	Demonstrate rounds and canons.
	Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.
	Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.
	Improvise and compose simple rhythmic and melodic phrases.
	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).
	Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.
OH: Fine Arts - Responding/Reflecting (RE)	
	Explain how music is used for a variety of purposes and occasions.
	Discuss music of various composers, periods, cultures and contrasting styles.
	Discuss how music communicates feelings, moods, images and meaning.
	Interpret music through dance, drama and visual art.
	Respond to patterns of same and different phrases in simple poems and songs.
	Discuss similarities and differences among the arts including connections between music and other curricular subjects.
	Discuss and write about their observations of types of voices and instruments heard in performances.
OH: CCSS: Literacy in History/Social Studies: Speaking and Listening	
	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	Build on others' talk in conversations by linking their comments to the remarks of others.
	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
OH: CCSS: Literacy in History/Social Studies: Language	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Notes: _____
