

GRADE TWO

Standards Comparison Recommendations

Music and English Language Arts CCSS

Connections

- Distinguishing between different combinations of long and short sounds in a poem or a musical composition and describing the rhythmic and expressive effects of each
- Comparing poetic meter to musical meter describing the differences in meaning and expression
- Identifying repetition and contrast in different rhythmic groupings and discussing the key details of each
- Breaking down longer and more complex rhythmic and syllabic constructions into simpler components to decode words
- Reading at sight new material and recognizing grade appropriate irregularly spelled words and/or syncopated rhythms
- Using the voice, instrument, or technology to present or perform material in a public setting and using grade-level and discipline-specific vocabulary
- Identifying and articulating a logical structure in a work of music or literature
- Performing traditional or familiar works of music or literature by oneself or with others in order to present stories, fables and folktales from various cultures
- Articulating differences and similarities in two settings of the same material and identifying similar prefixes, suffixes, and/or rhythmic groupings

Suggestions

- Musically notate rhythms and lines in a poem
- Recite and then sing a poem that has been set to music
- Read, rehearse, and perform new material in a class room setting and compare/and contrast different performances using grade-level and discipline-specific vocabulary
- Perform traditional material from memory in order to communicate the central message, lesson, or moral of the lyrics
- Perform material that highlights contrasting musical elements and discuss the
- Discuss two different performances of a familiar work using grade-level and discipline-specific vocabulary
- Label or chart the similarities/contrasts in two songs, recordings, or settings in order to re-present in prose or in a narrative presentation
- Write new lyrics to a traditional song that retells a fairy tale or historical event, which includes details, a sequence, and a conclusion.

Music and Mathematics CCSS

Connections

- Using appropriate vocabulary to describe components of a whole, identifying which quantities are greater than, less than, or equivalent
- Adding and subtracting fractions and whole numbers and applying the process to musical notation
- Identifying equivalent quantities made up of different addends and rewriting using rhythmic notation
- Labeling equal and/or unequal quantities represented in music notation by using the terminology, greater than, less than, or equal

Suggestions

- Assign numerical values to musical note symbols and create mathematical problems
- Create flashcards with different rhythmic values and have students identify relative quantities by employing the vocabulary greater than, less than, or equal

Music and History/Social Science State Standards

Connections

- Comparing and contrasting the customs, traditions, or events of different eras and cultures, and the representative music from each.
- Completing individual or group tasks that contribute to a larger goal or project, and reflecting on the similarities/difference between an ensemble-based learning project done in class (such as a musical performance) and a correlating historical event

Suggestions

- Analyze the form and function of music of different cultures and eras, using the text to justify assertions
- Verbally express tasks assigned to various members of an ensemble, referring to the text or score when needed
- Compose and notate a melodic ostinato of four to eight beats for a historical/traditional song you know using la, so, mi, (do). Perform it for your classmates while they sing the song.

When Participating In Music Activities, Students Should:

- Perform music from various cultures and time periods
- Analyze social and cultural function of music, referring to the text to justify assertions
- Perform music from memory and from notation
- Perform music by oneself and with others
- Identify and analyze the form of a musical composition
- Express comprehension of musical form and function both verbally and in writing, referring to the text to justify assertions