
Coal City Unit District #1
Second Grade Music
Fine Arts Curriculum

- FA.M2:1 Students will show satisfactory knowledge of dynamics. (IL 26A, 26B, NS 1, 3, 4, 5, 6, 7, 8)**
- FA.M2:1-1 Identify loud and soft through movement.
 - FA.M2:1-2 Label loud and soft by using musical terms piano and forte.
 - FA.M2:1-3 Perform symbols for crescendo and decrescendo.
 - FA.M2:1-4 Play or sing dynamics appropriate to the expressive characteristics of the piece.
- FA.M2:2 Students will show satisfactory knowledge of tone color. (IL 25B, 26A, 26B, NS 7)**
- FA.M2:2-1 Visually and aurally identify specific stringed instruments.
 - FA.M2:2-2 Visually and aurally identify specific woodwind instruments.
 - FA.M2:2-3 Visually and aurally identify specific brass instruments.
 - FA.M2:2-4 Visually and aurally identify percussion instruments.
 - FA.M2:2-5 Visually and aurally identify select folk instruments.
 - FA.M2:2-6 Identify different kinds and types of human voices.
- FA.M2:3 Students will show satisfactory knowledge of tempo. (IL 25A, NS 7, 8)**
- FA.M2:3-1 Identify tempo as speed of the beat.
 - FA.M2:3-2 Identify fast and slow through movement.
 - FA.M2:3-3 Identify changes in tempo.
- FA.M2:4 Students will show satisfactory knowledge of rhythm. (IL 25C, 26A, 26B, 26C, NS 1, 2, 3, 4, 5, 6, 7, 8, 10, 11)**
- FA.M2:4-1 Perform steady beat using locomotor and nonlocomotor movements.
 - FA.M2:4-2 Sing and play appropriately while keeping a steady beat.
 - FA.M2:4-3 Identify recurring rhythmic patterns.
 - FA.M2:4-4 Identify and apply the meaning of the symbols, at a level appropriate for second grade, quarter notes and rests (1), half notes and rests (2), whole notes and rests (4).
 - FA.M2:4-5 Distinguish between rhythm and beat.
 - FA.M2:4-6 Say and/or play rhythm syllables from written symbols.
 - FA.M2:4-7 Compare methods of notations through a study of Medieval music and the development of our standardized notational system.

FA.M2:5 Students will show satisfactory knowledge of melody. (IL 25B, 26A, NS 1, 2, 3, 4, 7, 8, 10)

- FA.M2:5-1 Practice matching pitches.
- FA.M2:5-2 Compose new lyrics to an existing melody.
- FA.M2:5-3 Identify high, middle and low kinesthetically.
- FA.M2:5-4 Identify kinesthetically melodic motion as upward, downward or repeated.
- FA.M2:5-5 Identify and perform at a level appropriate for second grade, the following musical notations: staff, treble clef, names of lines and spaces, (1), repeat signs, *fine*, *da capo*.
- FA.M2:5-6 Identify aurally introduction and coda.
- FA.M2:5-7 Identify aurally contrast and repetition.
- FA.M2:5-8 Use a listening map while listening to music.

FA.M2:6 Students will show satisfactory knowledge of harmony. (NS 1, 2, 3, 4, 5, 6, 7, 8, 10, 11)

- FA.M2:6-1 Identify unison and harmony.
- FA.M2:6-2 Perform canon songs.
- FA.M2:6-3 Perform an ostinato accompaniment using a classroom instrument.
- FA.M2:6-4 Perform a bordun accompaniment using a classroom instrument.
- FA.M2:6-5 Perform a song using simple harmony (divisi) in select sections.

FA.M2:7 Students will show satisfactory knowledge of texture. (NS 1, 2, 3, 4, 5, 6, 7, 8, 10, 11)

- FA.M2:7-1 Add simple accompaniment patterns to a song.
- FA.M2:7-2 Create and perform expressive and rhythmic accompaniment.
- FA.M2:7-3 Sing melody acapella and with accompaniment.
- FA.M2:7-4 Identify acapella melody or with accompaniment.

FA.M2:8 Students will show satisfactory knowledge of form. (NS 1, 7, 8, 11)

- FA.M2:8-1 Identify AB, ABA, and ABACA (rondo) forms.
- FA.M2:8-2 Identify differences between marches and lullabies.
- FA.M2:8-3 Identify kinesthetically same and different sections within a form.

FA.M2:9 Students will utilize and synthesize their musical knowledge in relation to music from different cultures and historic periods. (IL 27A, 27B, NS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)

- FA.M2:9-1 Develop an awareness of differences between folk and symphonic music.
- FA.M2:9-2 Describe ways music contributes to various eras in history. (e.g. Medieval)
- FA.M2:9-3 Demonstrate understanding of the instrumental and musical components of folk music.
- FA.M2:9-4 Describe the ways that music contributes to everyday life.
- FA.M2:9-5 Identify and sing various patriotic songs. (e.g. America, America the Beautiful)
- FA.M2:9-6 Adapt and respect others' way of thinking, working and expressing themselves.
- FA.M2:9-7 Relate historical music information to other subject areas.
- FA.M2:9-8 Identify how music reflects history in our country and in other countries.
- FA.M2:9-9 Recreate music that reflects history and other cultures.