Second Grade
General Music GSE
**CREATING**

**ESGM2.CR.1**  
**Improvise melodies, variations, and accompaniments.**  
- a. Improvise simple rhythmic patterns using a variety of sound sources (e.g. electronic sounds, found sounds, body percussion, classroom instruments).  
- b. Improvise simple pentatonic melodies and accompaniments.

**ESGM2.CR.2**  
**Compose and arrange music within specified guidelines.**  
- a. Create sound effects to accompany songs, poems, and stories.  
- b. Compose rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests).  
- c. Arrange rhythmic patterns to create simple forms and instrumentation.

**PERFORMING**

**ESGM2.PR.1**  
**Sing a varied repertoire of music, alone and with others.**  
- a. Sing accompanied and unaccompanied pentatonic melodies using head voice.  
- b. Sing with others (e.g. rounds, canons, game songs, and ostinato).  
- c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.

**ESGM2.PR.2**  
**Perform a varied repertoire of music on instruments, alone and with others.**  
- a. Perform steady beat and simple rhythmic patterns using body percussion and a variety of instruments with appropriate technique.  
- b. Perform simple body percussion and instrumental parts including ostinato while other students play or sing contrasting parts.  
- c. Perform simple melodic patterns using instruments with appropriate technique.

**ESGM2.PR.3**  
**Read and Notate music.**  
- a. Read, notate, and identify quarter notes, quarter rests, barred eighth notes, half notes, and half rests using iconic or standard notation.  
- b. Read simple melodic patterns within a treble clef staff.  
- c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line).
ESGM2.RE.1  **Listen to, analyze, and describe music.**
   a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA).
   b. Describe music using appropriate vocabulary (e.g. upward/downward, forte/piano, presto/largo, long/short), appropriate mood (e.g. happy/sad), and timbre adjectives (e.g. dark/bright, heavy/light).
   c. Identify classroom, folk, and orchestral instruments by sight and sound.
   d. Aurally distinguish between solo/ensemble, and accompanied/unaccompanied singing.

ESGM2.RE.2  **Evaluate music and music performances.**
   a. Evaluate music (e.g. learned, student-composed, improvised) and musical performances by themselves and others with given criteria.
   b. Refine music performances by applying personal, peer, and teacher feedback.
   c. Explain personal preferences for specific musical works using appropriate vocabulary.

ESGM2.RE.3  **Move to a varied repertoire of music, alone and with others.**
   a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).
   b. Perform choreographed and non-choreographed movements.
   c. Perform line and circle dances.

**CONNECTING**

ESGM2.CN.1  **Connect music to the other fine arts and disciplines outside the arts.**
   a. Describe connections between music and the other fine arts.
   b. Describe connections between music and disciplines outside the fine arts.

ESGM2.CN.2  **Connect music to history and culture.**
   a. Perform and respond to music from various historical periods and cultures.
   b. Describe how sounds and music are used in daily lives.
   c. Demonstrate performance etiquette and appropriate audience behavior.
   d. Investigate and connect characteristics of the various elements within a particular historical period.
   d. Critique and discuss the context of the historical timeline relating to the literature being performed.