



**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).



## Responding

### **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.
- c. 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.