

Music Learning Targets: I can...

2ND GRADE

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.

I Can Statements	Teach This to Others	Do This by Myself	Do This With Help	Cannot Do This
I can sing songs with various keys.				
I can sing songs with various beats.				
I can sing using head voice.				
I can sing repeated short melodies and rhythms (ostinato).				

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.

I Can Statements	Teach This to Others	Do This by Myself	Do This With Help	Cannot Do This
I can perform a steady beat and patterns.				
I can perform music on classroom instruments while other students play or sing contrasting parts.				

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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)

I Can Statements	Teach This to Others	Do This by Myself	Do This With Help	Cannot Do This
I can read quarter notes and rests.				
I can read barred eighth notes.				
I can read half notes.				
I can read symbols including the repeat sign and 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

I Can Statements	Teach This to Others	Do This by Myself	Do This With Help	Cannot Do This
I can listen to and describe music.				
I can distinguish between repeating and contrasting sections.				
I can identify orchestral instruments by sight and sound.				

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