



[Unit 3: *re*]
Lesson 1 of 5

Teacher:
Date:

Lesson 1: <i>re</i> [Let's Sing & Move!]	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Kinesthetically prepare <i>re</i> with <i>Hot Cross Buns</i> • Application of Music Literacy knowledge [half note] through reading, writing, and improvisation activities.
Introductory Activities	
Listening & Moving	Let's Move <i>Circa Mea Pectora</i> • Students will move to <i>Circa Mea Pectora</i> from <i>Carmina Burana</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments <i>Sing and perform known songs</i> <i>Old Brass Wagon</i> • Sing song and tap beat <i>Review known elements</i> <i>Are You Sleeping?</i> • Read and perform rhythm notation with rhythm syllables • Sing song in canon, teacher first, class second • Sing song in canon, class first, teacher second • Add ostinato ○ <i>New Song</i> <i>Hunt the Cows</i> • sing and play game that promotes social-emotional learning through communal play, shared spaced, and positive group interactions.
Building Block for Developing Musicianship & Music Literacy Discovering Through Singing & Movement <i>Kinesthetic</i>	Let's Sing and Move: A Performing Adventure <i>Hot Cross Buns</i> • Sing song and tap the beat • Sing song and point to an iconic representation of the melodic contour • Sing song and show shape the melody on your body • Inner hear song and show shape of the melody • Show shape of the melody with a partner
Enrichment Activity	Suggested Enrichment Activities listed below • Game/Creative Movement • Practice Reading half note • Practice Writing half note • Practice Improvisation half note • Teacher's Choice:
Summary Activities	
Review the Lesson Outcomes	Review <i>Hunt the Cows</i>



[Unit 3: re]
Lesson 1 of 5

Teacher:
Date:

Lesson 1 Assessment Rubric

Sing & Point to an iconic representation of the melodic contour of *Hot Cross Buns*

Advanced	Student sings on a neutral syllable and points to an iconic representation of the melodic contour of <i>Hot Cross Buns</i> with accuracy.
Proficient	Student sings on a neutral syllable and points to an iconic representation of the melodic contour of <i>Hot Cross Buns</i> mostly accurate but requires little to no teacher intervention.
Basic	Student sings on a neutral syllable and points to an iconic representation of the melodic contour of <i>Hot Cross Buns</i> with some accuracy. but requires some teacher intervention.
Emerging	Student sings on a neutral syllable and points to an iconic representation of the melodic contour of <i>Hot Cross Buns</i> with without accuracy and requires significant teacher intervention.

\$117.109. Music, Grade 2, Adopted 2013.

[1] Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:

- A. identify choral voices, including unison versus ensemble;
- B. identify instruments visually and aurally;
- C. use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo; and
- D. identify and label simple small forms such as aaba and abac.

[2] Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

- A. read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest;
- B. read, write, and reproduce pentatonic melodic patterns using standard staff notation; and
- C. read, write, and reproduce basic music terminology, including allegro/largo and forte/piano.

[3] Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

- A. sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;
- B. sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;
- C. move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;
- D. perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting; and
- E. perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.

[4] Creative expression. The student creates and explores new musical ideas. The student is expected to:

- A. create rhythmic phrases using known rhythms;
- B. create melodic phrases using known pitches; and
- C. explore new musical ideas in phrases using singing voice and classroom instruments.

[5] Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

- A. sing songs and play musical games, including patriotic, folk, and seasonal music;
- B. examine short musical excerpts from various periods or times in history and diverse and local cultures; and
- C. identify simple interdisciplinary concepts relating to music.

[6] Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

- A. begin to practice appropriate audience behavior during live or recorded performances;
- B. recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- C. distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances; and
- D. respond verbally or through movement to short musical examples..



[Unit 3: re]
Lesson 2 of 5

Teacher:
Date:

Lesson 2: re [Let's Investigate What We Hear!]	
Objectives <i>The Students will:</i>	- Move and explore. - Review singing a known song. - Learn a new song. - Aurally prepare re with <i>Hot Cross Buns</i> - Application of Music Literacy knowledge [<i>half note</i>] through reading, writing, and improvisation activities.
Introductory Activities	
Listening & Moving	Let's Move <i>Circa Mea Pectora</i> Students will move to <i>Circa Mea Pectora</i> from <i>Carmina Burana</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments <i>Sing and perform known songs</i> <i>Hunt the Cows</i> - Sing song and play game <i>Review known elements</i> Sing songs and tap the beat - Identify known songs that include half notes <i>Sea Shell</i> [half note] <i>Naughty Kitty Kat</i> [No] <i>Who's that tapping at the Window?</i> [half note] <i>Paw Paw Patch</i> [No] <i>Are You Sleeping?</i> [half note] <i>Hot Cross Buns</i> [No] <i>Closet Key</i> [No] <i>Here Comes a Bluebird</i> [half note] <i>Old Brass Wagon</i> [No] <i>Ida Red</i> [No] <i>Tsuki</i> - Read and perform rhythmic notation with rhythm syllables - Teacher hums melody of song, students identify the song - Sing song with rhythm syllables and point to the rhythm notation
Building Block for Developing Musicianship & Music Literacy Discovering Through Inner Hearing	Let's Investigate What We Hear <i>Hot Cross Buns</i> - Sing song and tap the beat - Sing song and point to an iconic representation of the melodic contour - Sing song and show shape the melody on your body - Sing Phrase 21 on loo and keep the beat before answering the following questions - How many beats did we tap? [4] - How many different pitches did we sing? [3] - Do our pitches move up or down? [down] - Do our three pitches sound like they move in skips or steps? [steps] - Sing song and point to the representation on the board
Enrichment Activity	Suggested Enrichment Activities listed below - Game/Creative Movement - Practice Reading half note



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Lesson 2 of 5

Teacher:
Date:

	• Practice Writing half note • Practice Improvisation half note • Teacher's Choice:
Summary Activities	
Review the Lesson Outcomes	Tsuki

Lesson 2 Assessment Rubric

Identify 3 distinct pitches moving downward in a stepwise motion in phrase one of *Hot Cross Buns*

Advanced	Student Identifies 3 distinct pitches moving downward in a stepwise motion in phrase one of <i>Hot Cross Buns</i> accurately and independently.
Proficient	Student Identifies 3 distinct pitches moving downward in a stepwise motion in phrase one of <i>Hot Cross Buns</i> mostly accurate with minimal to no intervention from the teacher.
Basic	Student Identifies 3 distinct pitches moving downward in a stepwise motion in phrase one of <i>Hot Cross Buns</i> with limited accuracy and intervention from the teacher.
Emerging	Student Identifies 3 distinct pitches moving downward in a stepwise motion in phrase one of <i>Hot Cross Buns</i> with limited to accuracy and requires significant intervention from the teacher.

§117.109. Music, Grade 2, Adopted 2013.

[1] Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:

- A. identify choral voices, including unison versus ensemble;
- B. identify instruments visually and aurally;
- C. use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo; and
- D. identify and label simple small forms such as aaba and abac.

[2] Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

- A. read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest;
- B. read, write, and reproduce pentatonic melodic patterns using standard staff notation; and
- C. read, write, and reproduce basic music terminology, including allegro/largo and forte/piano.

[3] Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

- A. sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;
- B. sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;
- C. move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;
- D. perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting; and
- E. perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.

[4] Creative expression. The student creates and explores new musical ideas. The student is expected to:

- A. create rhythmic phrases using known rhythms;
- B. create melodic phrases using known pitches; and
- C. explore new musical ideas in phrases using singing voice and classroom instruments.

[5] Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

- A. sing songs and play musical games, including patriotic, folk, and seasonal music;
- B. examine short musical excerpts from various periods or times in history and diverse and local cultures; and
- C. identify simple interdisciplinary concepts relating to music.



[Unit 3: *re*]
Lesson 2 of 5

Teacher:
Date:

[6] Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

- A. begin to practice appropriate audience behavior during live or recorded performances;
- B. recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- C. distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances; and
- D. respond verbally or through movement to short musical examples..



[Unit 3:re]
Lesson 3 of 5

Teacher:
Date:

Lesson 3: <i>re</i> [Let's Show What We Hear!]	
Objectives <i>The Students will:</i>	- Move and explore. - Review singing a known song. - Learn a new song. - Visually prepare <i>re</i> with <i>Hot Cross Buns</i> - Application of Music Literacy knowledge [half note] through reading, writing, and improvisation activities.
Introductory Activities	
Listening & Moving	Let's Move <i>Circa Mea Pectora</i> Students will move to <i>Circa Mea Pectora</i> from <i>Carmina Burana</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments <i>Sing and perform known songs</i> <i>Tsuki</i> - Sing song and tap the beat - Sing song and point to rhythm notation Review Known Elements Say and clap rhythms of notation on the board, identify the song with the correct icon. - Rhythm 1 [<i>Sea Shell</i>] - Rhythm 2 [<i>Are You Sleeping?</i>] - Rhythm 3 [<i>Here Comes a Blue Bird</i>] - Rhythm 4 [<i>Who's That Tapping at the Window?</i>] New Song <i>Big Fat Biscuit</i> - sing and play game that promotes social-emotional learning through communal play, shared spaced, and positive group interactions.
Building Block for Developing Musicianship & Music Literacy Discovering Through Inner Seeing	Let's Show What We Hear! <i>Hot Cross Buns</i> - Sing song and tap the beat - Sing song and show shape the melody on your body - Create a picture of what you inner hear and see for phrase 1 - Share Representation
Enrichment Activity	Suggested Enrichment Activities listed below - Game/Creative Movement - Practice Reading half note - Practice Writing half note - Practice Improvisation half note - Teacher's Choice:
Summary Activities	
Review the Lesson Outcomes	Big Fat Biscuit



[Unit 3:re]
Lesson 3 of 5

Teacher:
Date:

Lesson 3 Assessment Rubric

Student creates and points to a visual representation of 3 distinct pitches moving downward in a stepwise motion in phrase one of *Hot Cross Buns* while singing

Advanced	Student creates and points to a visual representation of 3 distinct pitches moving downward in a stepwise motion in phrase one of <i>Hot Cross Buns</i> while singing accurately and independently.
Proficient	Student creates and points to a visual representation of 3 distinct pitches moving downward in a stepwise motion in phrase one of <i>Hot Cross Buns</i> while singing mostly accurate and independently.
Basic	Student creates and points to a visual representation of 3 distinct pitches moving downward in a stepwise motion in phrase one of <i>Hot Cross Buns</i> while singing with limited accuracy and intervention from the teacher.
Emerging	Student creates and points to a visual representation of 3 distinct pitches moving downward in a stepwise motion in phrase one of <i>Hot Cross Buns</i> while singing with limited to no accuracy and requires significant intervention from the teacher.

§117.109. Music, Grade 2, Adopted 2013.

[1] Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:

- A. identify choral voices, including unison versus ensemble;
- B. identify instruments visually and aurally;
- C. use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo; and
- D. identify and label simple small forms such as aaba and abac.

[2] Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

- A. read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest;
- B. read, write, and reproduce pentatonic melodic patterns using standard staff notation; and
- C. read, write, and reproduce basic music terminology, including allegro/largo and forte/piano.

[3] Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

- A. sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;
- B. sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;
- C. move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;
- D. perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting; and
- E. perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.

[4] Creative expression. The student creates and explores new musical ideas. The student is expected to:

- A. create rhythmic phrases using known rhythms;
- B. create melodic phrases using known pitches; and
- C. explore new musical ideas in phrases using singing voice and classroom instruments.

[5] Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

- A. sing songs and play musical games, including patriotic, folk, and seasonal music;
- B. examine short musical excerpts from various periods or times in history and diverse and local cultures; and
- C. identify simple interdisciplinary concepts relating to music.

[6] Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

- A. begin to practice appropriate audience behavior during live or recorded performances;
- B. recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- C. distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances; and
- D. respond verbally or through movement to short musical examples..



[Unit 3: *re*]
Lesson 4 of 5

Teacher:
Date:

Lesson 4: <i>re</i> [Labeling Our Pitch!]	
Objectives <i>The Students will:</i>	- Move and explore. - Review singing a known song. - Learn a new song. - Label the new rhythmic element, <i>re</i>, with solfège syllables and hand signs
Introductory Activities	
Listening & Moving	Let's Move <i>Into the Starfield</i> Students will move to <i>Into the Starfield</i> by Inon Zur from <i>Starfield</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments <i>Sing and perform known songs</i> <i>Big Fat Biscuit</i> - sing and play game <i>Tsuki</i> - sing song and tap the beat <i>Hunt the Cows</i> - Sing song and tap the beat - Read and perform song with rhythm syllables - Perform a rhythmic or melodic ostinato with instruments Review Known Elements Identify the songs represented by icons that have eight beat phrases - Songs with eight beat phrasing <i>Here Comes a Bluebird</i> <i>Rocky Mountain</i> <i>Are You Sleeping?</i> - Songs with four beat phrasing <i>Sea Shell</i> <i>Bow Wow Wow</i> <i>Naughty Kitty Kat</i> <i>Hot Cross Buns</i> New Song <i>Sammy Sacket</i> - Sight read rhythmic notation by phrase <i>Teacher sings words, students point to the rhythmic notation</i> <i>Teacher and students sing song with words and clap the rhythm</i>
Building Block for Developing Musicianship & Music Literacy Label the Pitch	Labeling Our New Sound! <i>Label Pitch</i> <i>Hot Cross Buns</i> - Sing song and tap the beat - Sing song and show shape the melody on your body "When we have a pitch that is a step between <i>mi</i> and <i>do</i>, we call it <i>re</i>." - Sing first phrase of <i>Hot Cross Buns</i> with solfège syllables and hand signs - Sing whole song with solfège syllables and hand signs Play Game <i>Paw Paw Patch</i>



[Unit 3: *re*]
Lesson 4 of 5

Teacher:
Date:

	Label Pitch[cont.] • “Remember, when we have a pitch that is a step between <i>mi</i> and <i>do</i>, we call it <i>re</i>.” • Sing first phrase of <i>Hot Cross Buns</i> with solfège syllables and hand signs • Initial Practice • Sing phrases from known songs in an echo singing activity. Teacher sings with words, students sing <i>with</i> solfège syllables and hand signs ○ <i>Hot Cross Buns</i> ○ <i>Bow Wow Wow</i> ○ <i>Sea Shell</i> ○ <i>Who’s That Tapping at the Window</i> ○ <i>All Around the Buttercup</i> ○ <i>Tsuki</i>
Summary Activities	
Review the Lesson Outcomes	Sammy Sacket

Lesson 4 Assessment Rubric	
Student sings phrases that include 3 distinct pitches [<i>mi re do</i>] moving downward in a stepwise motion in known songs with solfège syllables and hand signs	
Advanced	Student sings phrases that include 3 distinct pitches [<i>mi re do</i>] moving downward in a stepwise motion in known songs with solfège syllables and hand signs accurately and independently.
Proficient	Student sings phrases that include 3 distinct pitches [<i>mi re do</i>] moving downward in a stepwise motion in known songs with solfège syllables and hand signs mostly accurate and independently.
Basic	Student sings phrases that include 3 distinct pitches [<i>mi re do</i>] moving downward in a stepwise motion in known songs with solfège syllables and hand signs with limited accuracy and intervention from the teacher.
Emerging	Student sings phrases that include 3 distinct pitches [<i>mi re do</i>] moving downward in a stepwise motion in known songs with solfège syllables and hand signs with limited to no accuracy and requires significant intervention from the teacher.

§117.109. Music, Grade 2, Adopted 2013.

[1] Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:

- identify choral voices, including unison versus ensemble;
- identify instruments visually and aurally;
- use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo; and
- identify and label simple small forms such as aaba and abac.

[2] Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

- read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest;
- read, write, and reproduce pentatonic melodic patterns using standard staff notation; and
- read, write, and reproduce basic music terminology, including allegro/largo and forte/piano.



[Unit 3: *re*] Lesson 4 of 5

Teacher:
Date:

[3] Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

- A. sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;
- B. sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;
- C. move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;
- D. perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting; and
- E. perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.

[4] Creative expression. The student creates and explores new musical ideas. The student is expected to:

- A. create rhythmic phrases using known rhythms;
- B. create melodic phrases using known pitches; and
- C. explore new musical ideas in phrases using singing voice and classroom instruments.

[5] Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

- A. sing songs and play musical games, including patriotic, folk, and seasonal music;
- B. examine short musical excerpts from various periods or times in history and diverse and local cultures; and
- C. identify simple interdisciplinary concepts relating to music.

[6] Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

- A. begin to practice appropriate audience behavior during live or recorded performances;
- B. recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- C. distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances; and
- D. respond verbally or through movement to short musical examples..



[Unit 3: *re*]
Lesson 5 of 5

Teacher:
Date:

Lesson 5 : <i>re</i> [Notating Our Pitch!]	
Objectives <i>The Students will:</i>	- Move and explore. - Review singing a known song. - Learn a new song. - Notate the new melodic element, <i>re</i>, with traditional notation and solfège syllables and in staff notation.
Introductory Activities	
Listening & Moving	Let's Move <i>Into the Starfield</i> Students will move to <i>Into the Starfield</i> by Inon Zur from <i>Starfield</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments <i>Sing and perform known songs</i> <i>Old Brass Wagon</i> - sing song and tap the beat <i>Are You Sleeping?</i> - Sing song and tap the beat Review Known Elements Say and clap rhythms of notation on the board, identify the song with the correct icon. - Rhythm 1 [<i>Rocky Mountain</i>] - Rhythm 2 [<i>Bow Wow Wow</i>] - Rhythm 3 [<i>All Around the Buttercup</i>] - Rhythm 4 [<i>Sammy Sacket</i>] New Song <i>Long Legged Sailor</i> - sing and play game that promotes social-emotional learning through communal play, shared spaced, and positive group interactions.
Building Block for Developing Musicianship & Music Literacy Present the Notation	Let's Sing and Move: A Performing Adventure Label Pitch <i>Here Comes a Bluebird</i> - Sing song and tap the beat - Sing song and show shape the melody on your body - We notate pitches in three ways - Tone steps - Rhythmic notation and solfège syllables - Staff Notation - G - F Play Game <i>Long Legged Sailor</i> Present Notation [cont.] - Staff Notation - C
Summary Activities	
Review the Lesson Outcomes	<i>Long Legged Sailor</i>



[Unit 3: *re*]
Lesson 5 of 5

Teacher:
Date:

Lesson 5 Assessment Rubric

Student reads *Hot Cross Buns* with solfège syllables and hand signs from tone steps, rhythmic notation and solfège syllables, and staff notation [C,F,G]

Advanced	reads <i>Hot Cross Buns</i> with solfège syllables and hand signs from tone steps, rhythmic notation and solfège syllables, and staff notation [C,F,G] accurately and independently.
Proficient	Student reads <i>Hot Cross Buns</i> with solfège syllables and hand signs from tone steps, rhythmic notation and solfège syllables, and staff notation [C,F,G] mostly accurate and independently.
Basic	Student reads <i>Hot Cross Buns</i> with solfège syllables and hand signs from tone steps, rhythmic notation and solfège syllables, and staff notation [C,F,G] with limited accuracy and intervention from the teacher.
Emerging	reads <i>Hot Cross Buns</i> with solfège syllables and hand signs from tone steps, rhythmic notation and solfège syllables, and staff notation [C,F,G] with limited to no accuracy and requires significant intervention from the teacher.

§117.109. Music, Grade 2, Adopted 2013.

[1] Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:

- A. identify choral voices, including unison versus ensemble;
- B. identify instruments visually and aurally;
- C. use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo; and
- D. identify and label simple small forms such as aaba and abac.

[2] Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

- A. read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest;
- B. read, write, and reproduce pentatonic melodic patterns using standard staff notation; and
- C. read, write, and reproduce basic music terminology, including allegro/largo and forte/piano.

[3] Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

- A. sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;
- B. sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;
- C. move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;
- D. perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting; and
- E. perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.

[4] Creative expression. The student creates and explores new musical ideas. The student is expected to:

- A. create rhythmic phrases using known rhythms;
- B. create melodic phrases using known pitches; and
- C. explore new musical ideas in phrases using singing voice and classroom instruments.

[5] Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

- A. sing songs and play musical games, including patriotic, folk, and seasonal music;
- B. examine short musical excerpts from various periods or times in history and diverse and local cultures; and
- C. identify simple interdisciplinary concepts relating to music.

[6] Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

- A. begin to practice appropriate audience behavior during live or recorded performances;
- B. recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- C. distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances; and
- D. respond verbally or through movement to short musical examples..