

# **Grade Level Expectations for the Sunshine State Standards**

## **Music Second Grade**



**FLORIDA DEPARTMENT OF EDUCATION**  
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**Sunshine State Standards  
Grade Level Expectations  
Music  
Second Grade**

The second grade student:

*Skills and Techniques*

- sings melodic patterns and songs, alone and with others and matching pitch, within a five- to seven-note range (E-D<sup>1</sup>).
- echoes simple melodic patterns, using sol, la, mi, re, and do accurately and maintaining the tonal center.
- demonstrates use of healthy singing techniques, including head tone, posture, diction, and breath support.
- sings simple unison songs, with and without accompaniment, with accurate pitch, accurate rhythm, and appropriate tone quality.
- sings, alone and with others, a diverse repertoire representing various cultures and styles (for example, folk songs, poems, play-party games, patriotic songs, student-created songs, rhymes).
- demonstrates expressive qualities appropriate to the music, using phrasing, dynamic contrast, and tempo change.
- maintains a steady beat independently within simple rhythmic and melodic patterns.
- echoes rhythmic patterns using quarter notes, quarter rests, two eighth notes, half notes, and half rests on rhythm instruments.
- performs melodies and melodic patterns within the pentatonic scale on instruments (for example, barred instruments).
- performs with appropriate posture and position to produce a characteristic tone quality on non-pitched instruments (for example, wood block, jingle bells, maracas, tambourines, hand drums, guiro) and pitched instruments (for example, xylophones, metallophones, glockenspiels, resonator bells).
- maintains a simple rhythmic or melodic pattern on instruments, in combination with other patterns, to accompany poems, rhymes, chants, and songs.
- demonstrates expressive qualities of dynamics and tempo, appropriate to the music, while playing classroom and ethnic instruments.
- reads and performs rhythmic patterns (quarter notes, quarter rests, two eighth notes, and half notes) in response to traditional and nontraditional notation.
- reads and performs simple melodic patterns from traditional and nontraditional notation (for example, sol, la, mi, re, and do on a five-line staff).
- writes notation, using manipulatives and visual representation, for simple melodic patterns, using sol, la, and mi on a five-line staff.
- notates rhythmic patterns (quarter notes, quarter rests, two eighth notes, and half notes) that have been performed by someone else.

*Creation and Communication*

- improvises rhythmic “answer phrases” in the same style as given “question phrases.”
- improvises melodic “answer phrases” in the same style as given “question phrases.”

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- improvises rhythmic and melodic pentatonic patterns to accompany songs, poems, or stories.
- creates simple accompaniments using classroom instruments for songs, poems, and stories.

*Cultural and Historical Connections*

- understands that music is different in other places and times around the world.
- identifies vocal and instrumental music from different cultures (for example, Latin, Asian, African).
- compares rhythm and timbres of contrasting examples of world music.
- identifies selected songs associated with historical events and celebrations in varied cultures.
- identifies selected songs that reflect daily life in varied cultures.
- identifies music that reflects the cultural heritage of the community.
- identifies selected patriotic songs associated with the United States.

*Aesthetic and Critical Analysis*

- responds to selected characteristics of music, including tempo, dynamics, melodic contour, and form, through purposeful movement.
- differentiates between child singing in head tone and child singing in chest voice.
- differentiates between solo and group performance (for example, vocal solo and choir, instrumental solo and band).
- classifies classroom instruments by sound source (wood, metal, shaker, or membrane) when presented visually and aurally.
- classifies instruments by family when presented visually and aurally.
- identifies selected instruments when presented visually and aurally.
- describes specific music characteristics using appropriate vocabulary (tempo, dynamics, melodic contour, and form).
- describes how expressive qualities are used to convey feelings, images, moods, and events through music.
- selects one or two specific characteristics to evaluate within a composition or performance (for example, starting together, performing correct pitches).
- evaluates one's own and others' performances, describes what was successful and what should be changed, and adjusts performance accordingly.

*Applications to Life*

- demonstrates basic understanding of how concepts within and among music, theatre, visual arts, and dance are similar (for example, improvisation in sound, words, and movement).
- identifies ways in which language arts, mathematics, social studies, and science relate to music (for example, vibrations in science and musical sounds, patterns in mathematics and music).

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- understands the use of music in daily life (for example, worship, patriotic events, background music).
- demonstrates appropriate audience behavior in such settings as classroom, school, and public performances (for example, listening quietly during a performance, clapping at the end of a performance).
- explains a personal preference for a specific type of music in relation to his/her own experiences.
- identifies the role of musicians (for example, Afro-Cuban drummer, gospel singer) in schools, the media, the community, and specific cultures.