

2nd Grade : General Music : AKS

{ A : skills and techniques/performances }

AKS	sing, alone and with others, a varied repertoire of music	perform on instruments, alone and with others, a varied repertoire of music	read and notate music
GCPS CODE	(GPS) (2GM_A2011-1)	(GPS) (2GM_A2011-2)	(GPS) (2GM_A2011-3)
Indicators of Achievement	<p>1a - sing melodies within a limited range (accompanied and unaccompanied), including pentatonic melodies, using appropriate head voice</p> <p>1b - perform with others speech canons, rounds, and ostinati</p> <p>1c - sing within the framework of a steady beat</p> <p>1d - sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language</p> <p>1e - demonstrate melodic direction (up, down, repeat) through singing</p>	<p>2a - perform a steady beat and simple rhythmic patterns using body percussion as well as a variety of instruments with appropriate technique</p> <p>2b - perform simple body percussion and instrumental parts (e.g., ostinati) while other students play or sing contrasting parts</p> <p>2c - demonstrate melodic direction (up, down, repeat) through playing instruments</p> <p>2d - perform 2 or 3 note melodic patterns using instruments with appropriate technique</p>	<p>3a - read and perform simple notation including quarter note, quarter rest, paired eighth notes, and half note rhythmic patterns using non-traditional and/or traditional icons</p> <p>3b - identify non-traditional and/or traditional representations of simple quarter note, quarter rest, paired eighth note, and half note rhythmic patterns in response to listening examples</p> <p>3c - explore simple melodic patterns (e.g. do, re, mi; sol, mi, la) within a treble clef staff</p> <p>3d - identify and interpret traditional symbols and markings (D.C. al Fine, repeat sign) that relate to formal structures</p>

2nd Grade : General Music : AKS

{ B : Creative Expression and Communication }

AKS	Improvise melodies, variations, and accompaniments	Compose and arrange music within specified guidelines
GCPS CODE	(GPS) (2GM_B2011-4)	(GPS) (2GM_B2011-5)
Indicators of Achievement	<p>4a - improvise simple rhythmic patterns using a variety of sound sources</p> <p>4b - improvise simple pentatonic melodies, accompaniments, and soundscapes</p>	<p>5a - create sound effects (instrumental, body percussive, vocal) and rhythmic ostinati to accompany songs, poems, and stories</p> <p>5b - compose rhythmic patterns including quarter notes, quarter rests, paired eighth notes, and half notes using traditional music notation</p> <p>5c - arrange rhythmic patterns creating simple forms and instrumentation</p> <p>5d - create new texts for familiar songs</p>

2nd Grade : General Music : AKS

{ C : Critical Analysis/Investigation }

AKS	listen to, analyze, and describe music	evaluate music and music performances
GCPS CODE	(GPS) (2GM_C2011-6)	(GPS) (2GM_C2011-7)
Indicators of Achievement	<p>6a - distinguish between repeating and contrasting sections, phrases, and simple formal structures AB, ABA</p> <p>6b - describe music and identify contrasts using appropriate vocabulary (allegro, adagio, forte, piano, upward, downward), appropriate mood, and timbre adjectives</p> <p>6c - differentiate between steady beat and rhythmic patterns</p> <p>6d - differentiate between simple meters</p> <p>6e - identify classroom, folk, and various orchestral instruments by sight and sound</p> <p>6f - recognize that melodies consist of intervals (step-skip-same)</p> <p>6g - aurally distinguish between solo vs. ensemble, and accompanied vs. unaccompanied singing</p> <p>6h - explore aural awareness of tonal center (key)</p>	<p>7a - evaluate musical performances of themselves and others</p> <p>7b - explain personal preferences for specific musical works using appropriate vocabulary</p> <p>7c - recognize musical elements, such as melody, rhythm, form, timbre, expression, style, notation, and movement, when performing or listening</p>

2nd Grade : General Music : AKS

{ D : cultural and Historical context }

AKS	understand relationships between music, the other arts, and disciplines outside the arts	understand music in relation to history and culture	move, alone and with others, to a varied repertoire of music
GCPS CODE	(GPS) (2GM_D2011-8)	(GPS) (2GM_D2011-9)	(GPS) (2GM_D2011-10)
Indicators of Achievement	<p>8a - explore the relationship between music and the other arts by participating in song stories, singing games, poems, chants, and musical dramatizations</p> <p>8b - describe the relationship between music and disciplines outside the arts</p>	<p>9a - sing, listen, play instruments, and/or move to music from various historical periods, styles, and cultures (e.g., famous Georgia musicians)</p> <p>9b - describe how sounds and music are used in daily lives</p> <p>9c - demonstrate appropriate audience behavior for the context and style of music performed</p>	<p>10a - respond to contrasts and events in music with gross and fine locomotor and non-locomotor movements</p> <p>10b - demonstrate a steady beat through movement</p> <p>10c - perform choreographed and non-choreographed (improvised, created) movements</p> <p>10d - perform line and circle dances</p>