



# SECOND GRADE Learning Objectives for Music



## **BASIC MUSIC THEORY (INCLUDING READING AND WRITING MUSIC)**

### **The learner will**

- ☑ be introduced to the grand staff (both treble and bass clef).
- ☑ learn to recognize and draw the notes in both treble and bass clef.
- ☑ learn to read and play simple rhythmic patterns using whole notes, half notes and quarter notes.
- ☑ improve upon ability to imitate given rhythmic patterns using body and hand percussion instruments.
- ☑ increase rhythmic sureness, e.g., the ability to adapt their rhythms to others around as well as move to a steady beat.
- ☑ have opportunities to create his/her own music.

## **MUSICAL INSTRUMENTS AND THE VOICE**

### **The learner will**

- ☑ learn to recognize a wide range of string, brass, (reed) woodwind, percussion, folk and traditional instruments.
- ☑ use hand percussion instruments and the voice to create and imitate simple rhythmic patterns.
- ☑ learn to sing a wide range of songs from around the world to establish a song repertoire.
- ☑ learn to differentiate between breathing from chest versus abdomen.
- ☑ learn to project a singing voice.
- ☑ make own musical instruments.
- ☑ participate in a wide variety of singing games and action songs.

## **MUSICAL FORM AND COMPOSITION**

### **The learner will**

- ☑ be exposed to and learn to recognize and appreciate various styles and structures of music.
- ☑ learn to hear expression in music, e.g., instrumental sounds representing emotion, action, storyline, etc.

## **MUSIC AS A DEVELOPMENTAL EXPERIENCE**

### **The learner will**

- ☑ increase awareness of coordination, body awareness, laterality, directionality, position of the body in space and listening skills through musical movement-related activities, songs and games.
- ☑ learn action-based and educationally-themed songs.
- ☑ advance upon listening skills: auditory awareness, e.g., simple recognition of the presence of sound, auditory discrimination, e.g., the ability to distinguish between sounds and to group them into categories such as fast-slow, loud-soft, high-low and auditory sequencing and memory, e.g., the ability to reproduce a sequence of sounds in the correct order; the ability to retain and recall general auditory information.

### **EXAMPLES**

Closing eyes, listening and recalling all the various sounds heard in one's environment is an example of auditory awareness.

Listening to a recording of a song and being able to identify various dynamics (tempo, tone, pitch, etc.) of the song is an example of auditory discrimination.

Hearing a rhythm played on a drum and then being able to imitate that same exact rhythm is an example of auditory sequencing and memory.