

Music, Grade 2

TEKS Strand	Expectations
Foundations: Music Literacy	Students are exposed to a variety of sounds and music with the goal of establishing their understanding of tonal concepts. They participate in singing games to reinforce these concepts. They learn to recognize patterns such as AB and ABA, incorporating the identification and development of musical phrases. Students design movements to correspond with sections A and B. Children categorize and identify instruments. Live and recorded performance expands tonal memory banks, assisting in defining sounds. Students expand musical knowledge while mastering appropriate musical vocabulary.
Creative Expression	Children use techniques that help develop good singing habits, including using the head voice in all song materials, establishing good posture, tone matching through games and activities, and establishing and maintaining pitch and rhythm accuracy. Students match phrases with the same rhythms but different melodies and the same melodies but different rhythms.
Historical and Cultural Relevance	Song selections represent diverse cultural heritages and historical periods.
Critical Evaluation and Response	By listening to live and recorded performances, students practice listening and concentration skills to acquire greater endurance as audience members.
<p>Example:</p> <p>Creative movement activities help children develop gross motor skills and body awareness, provide an emotional release, and assist children in developing a feel for rhythm and mood in music. Anita Gregory plans class activities that encourage her second graders to dramatize music, create dramatic movements to imitate familiar things in their environment, perform specific movements to rhythms, and act out stories.</p> <p>Ms. Gregory's students are at a stage of development where they enjoy structured games, so dances with specific steps or movements appeal to them. One of Ms. Gregory's favorite dances to teach is the polka. Her class practices by galloping to the music, leading first with the right foot and then with the left. Next they do one three-step gallop with the right foot, then one three-step gallop with the left foot.</p> <p>To perform the polka, two children join hands and begin alternating polka steps. The partner on the right starts the polka with the right foot leading, and the one on the left starts the polka with the left foot leading. Together they polka around the room with each person alternating the lead foot.</p> <p>When the class finishes their polka, Ms. Gregory leads a discussion on pattern and rhythm in song. The class learns to differentiate between the song's A and B sections ((?as above)), and the students describe the various instruments in the recording.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	