

2ND GRADE MUSIC CHECKLIST
Fine Arts Goals 25 – 27
Illinois Learning Standards A – B
Performance Descriptors

PRINCIPLES OF MUSIC

- _____ Imitate loud, soft, high, and low sounds.
- _____ Identify fast and slow music.
- _____ Identify tone colors (timbres) of voices, environmental sounds, and classroom instruments.
- _____ Imitate long and short sounds.
- _____ Echo a steady beat.
- _____ Indicate the phrases or sections in simple AB and ABA songs.
- _____ Identify the sensory element that creates a mood, emotion, or idea in a musical example.

CONNECTIONS TO THE ARTS

- _____ Identify sensory elements, organizational principles, and expressive qualities used in more than one art form.
- _____ Examine the same sensory elements, organizational principles, and expressive qualities in two different works in the same art form.
- _____ Investigate story, feelings, or expressive ideas shared in the work of two different art forms.

PROCESS, TOOLS, AND TECHNOLOGIES

- _____ Identify different types of voices (e.g., man and child).
- _____ Label environmental sounds.
- _____ Identify classroom instrument sounds.
- _____ Identify instruments visually.
- _____ Use appropriate vocal timbre and volume when singing classroom songs.

This checklist is a suggested guideline.

_____ Interpret basic rhythmic notation symbols (e.g., whole note, half note, quarter note).

_____ Sing or play accurately simple pitch notation using a symbol system (e.g., icons, syllables, numbers, letters).

CREATION AND PERFORMANCE

_____ Sing songs of various cultures in rhythm maintaining a steady tempo.

_____ Improvise a rhythmic accompaniment for songs of various cultures.

_____ Create short vocal or instrumental melodic and rhythmic phrases within specified guidelines.

HISTORY, SOCIETY, AND THE ARTS

_____ Identify and demonstrate the qualities of good audience behaviors.

_____ Share comments in a positive manner about a performance and/or an art work.

_____ Name a variety of occupations (e.g., director, actor, composer, conductor, painter, sculptor, dancer, choreographer) associated with different art forms.

_____ Give examples of how the arts are used in celebrations.

_____ Describe how the arts tell us things in different ways (e.g., dance/movement, music, visual image, story).

_____ Give examples of personal experiences in the arts outside of school.

_____ Identify the images, objects, sounds, and movements from a work of art and describe what they tell about people, time, places, and everyday life.