Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade 2 Music Learning Targets

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| --- | --- | --- |
| I can… | Evidence | **Done** |
| Use a head voice while singing. | 1 2 3 |  |
| Match pitch of a melody that has steps and small skips. | 1 2 3 |  |
| Keep a steady beat set by the teacher or a recording. | 1 2 3 |  |
| Keep a steady beat while the group sings, using a pattern of quarter notes and rests. | 1 2 3 |  |
| Perform the rhythm of a Grade 2 chant or song. | 1 2 3 |  |
| Compose and improvise sound stories, ostinatos and simple songs. | 1 2 3 |  |
| Choose appropriate tempo and dynamic levels for my compositions. | 1 2 3 |  |
| Read, decode, write & perform half notes, half rests, quarter notes, quarter rests and barred 8th notes grouped in twos. | 1 2 3 |  |
| Draw symbols to represent pitch. | 1 2 3 |  |
| Identify, define and use *adagio* and *allegro*. | 1 2 3 |  |
| Identify, define and use *piano* and *forte*. | 1 2 3 |  |
| Identify AB and ABA form. | 1 2 3 |  |
| Choose a tempo marking from a list to label a musical selection that I hear. | 1 2 3 |  |
| Choose a dynamic marking from a list to label a musical selection that I hear. | 1 2 3 |  |
| Tell whether a singing voice that I hear is a man, woman or child. | 1 2 3 |  |
| Tell whether a song that I hear is in AB or ABA form. | 1 2 3 |  |
| Tell what feelings or ideas are being expressed by music that I hear. | 1 2 3 |  |
| Figure out how to make up music that expresses an idea. | 1 2 3 |  |
| Figure out how to make an ostinato that fits the song. | 1 2 3 |  |
| Figure out how to make a song express an idea better. (tempo, dynamics, etc.) | 1 2 3 |  |
| Figure out how to make a performance better. | 1 2 3 |  |
| Compare music from another culture to music from our culture. | 1 2 3 |  |
| Explain how music can represent our country. | 1 2 3 |  |
| Identify our national anthem. | 1 2 3 |  |
| Use math to help me read rhythm. | 1 2 3 |  |
| List a variety of music careers. | 1 2 3 |  |
| Choose music to express emotions and ideas. | 1 2 3 |  |
| Label music with emotion words. | 1 2 3 |  |
| Give respectful, helpful feedback to my classmates. | 1 2 3 |  |
| Listen respectfully to my classmates’ feedback about my music. | 1 2 3 |  |