GRADE TWO
Standards Comparison Recommendations

Music and English Language Arts CCSS

Connections
• Distinguishing between different combinations of long and short sounds in a poem or a musical composition and describing the rhythmic and expressive effects of each
• Comparing poetic meter to musical meter describing the differences in meaning and expression
• Identifying repetition and contrast in different rhythmic groupings and discussing the key details of each
• Breaking down longer and more complex rhythmic and syllabic constructions into simpler components to decode words
• Reading at sight new material and recognizing grade appropriate irregularly spelled words and/or syncopated rhythms
• Using the voice, instrument, or technology to present or perform material in a public setting and using grade-level and discipline-specific vocabulary
• Identifying and articulating a logical structure in a work of music or literature
• Performing traditional or familiar works of music or literature by oneself or with others in order to present stories, fables and folktales from various cultures
• Articulating differences and similarities in two settings of the same material and identifying similar prefixes, suffixes, and/or rhythmic groupings

Suggestions
• Musically notate rhythms and lines in a poem
• Recite and then sing a poem that has been set to music
• Read, rehearse, and perform new material in a class room setting and compare and contrast different performances using grade-level and discipline-specific vocabulary
• Perform traditional material from memory in order to communicate the central message, lesson, or moral of the lyrics
• Perform material that highlights contrasting musical elements and discuss the
• Discuss two different performances of a familiar work using grade-level and discipline-specific vocabulary
• Label or chart the similarities/contrasts in two songs, recordings, or settings in order to represent in prose or in a narrative presentation
• Write new lyrics to a traditional song that retells a fairy tale or historical event, which includes details, a sequence, and a conclusion.

Music and Mathematics CCSS

Connections
• Using appropriate vocabulary to describe components of a whole, identifying which quantities are greater than, less than, or equivalent
• Adding and subtracting fractions and whole numbers and applying the process to musical notation
• Identifying equivalent quantities made up of different addends and rewriting using rhythmic notation
• Labeling equal and/or unequal quantities represented in music notation by using the terminology, greater than, less than, or equal
Suggestions
• Assign numerical values to musical note symbols and create mathematical problems
• Create flashcards with different rhythmic values and have students identify relative quantities by employing the vocabulary greater than, less than, or equal

Music and History/Social Science State Standards

Connections
• Comparing and contrasting the customs, traditions, or events of different eras and cultures, and the representative music from each.
• Completing individual or group tasks that contribute to a larger goal or project, and reflecting on the similarities/difference between an ensemble-based learning project done in class (such as a musical performance) and a correlating historical event

Suggestions
• Analyze the form and function of music of different cultures and eras, using the text to justify assertions
• Verbally express tasks assigned to various members of an ensemble, referring to the text or score when needed
• Compose and notate a melodic ostinato of four to eight beats for a historical/traditional song you know using la, so, mi, (do). Perform it for your classmates while they sing the song.

When Participating In Music Activities, Students Should:
• Perform music from various cultures and time periods
• Analyze social and cultural function of music, referring to the text to justify assertions
• Perform music from memory and from notation
• Perform music by oneself and with others
• Identify and analyze the form of a musical composition
• Express comprehension of musical form and function both verbally and in writing, referring to the text to justify assertions