

Second Grade Scope & Sequence

Adopted 2015, Revised 2018

TEKS	BISD Clarification	Clarification Documents
Foundations: music literacy The student describes and analyzes musical sound.		
2.1A = Identify choral voices, including unison vs. ensemble	See Clarification Document (SCD)	2.1A Clarification Document
2.1B = Identify instruments visually and aurally	Instrument family characteristics; at least two instruments from each family	2.1B Clarification Document
2.1C = Use known music terminology to explain musical examples of tempo, including presto, moderato and andante, and dynamics, including fortissimo and pianissimo	SCD	2.1C Clarification Document
2.1D = Identify and label small forms such as AABA and ABAC.	SCD	2.1D Clarification Document
Foundations: music literacy . The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples.		
2.2A = Read, write and reproduce rhythmic patterns using standard notation in 2/4 meter including half note/half rest	SCD	2.2A Clarification Document
2.2B = Read, write and reproduce pentatonic melodic patterns using standard staff notation	Utilize D R M S L and Do clef ; Curwen hand signs	2.2B Clarification Document
2.2C = Read, write and reproduce basic music terminology including allegro/largo and forte/piano	Pianissimo, fortissimo	2.2C Clarification Document

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Creative expression: The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.		
2.3A = Sing tunefully or play classroom instruments independently or in groups including rhythmic and melodic patterns	Songs that reinforce known pitches & rhythms	2.3A Clarification Document
2.3B = Sing songs or play classroom instruments independently or in groups from diverse cultures and styles	<u>Including Texas</u>	2.3B Clarification Document
2.3C = Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	<u>Partner switching</u>	2.3C Clarification Document
2.3D = Perform simple partwork including rhythmic ostinato and vocal exploration such as singing, speaking and chanting	SCD	2.3D Clarification Document
2.3E = Perform music using tempo, including presto, moderato and andante, and dynamics, including fortissimo and pianissimo	SCD	2.3E Clarification Document
Creative expression: The student creates and explores new musical ideas within specified guidelines.		
2.4A = Create rhythmic phrases using known rhythms	Create 4 to 8 beat patterns with quarter note, two eights, quarter rest, <u>half note, half rest, utilizing 2/4.</u>	2.4A Clarification Document
2.4B = Create melodic phrases using known pitches	Create 4 to 8 beat patterns using <u>D R M S L</u>	2.4B Clarification Document

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2.4C = Explore new musical ideas in phrases using singing voice and classroom instruments	Arioso using <u>words</u> to existing literature	2.4C Clarification Document
Historical and cultural relevance: The student examines music in relation to history and cultures.		
2.5A = Sing songs and play musical games including patriotic, folk and seasonal music	SCD	2.5A Clarification Document
2.5B = Examine short musical excerpts from various periods or times in history and diverse and local cultures	SCD	2.5B Clarification Document
2.5C = Identify simple interdisciplinary concepts relating to music	Language arts (vocabulary, reading/comprehension of lyrics); science (sounds, size of instruments, metal/non metal); social studies (Texas)	2.5C Clarification Document
Critical evaluation and response: The student listens to, responds to, and evaluates music and musical performances.		
2.6A = Begin to practice appropriate audience behavior during live or recorded performances	Learn to sit still, no talking, quiet hands, appropriate applause during school performances and classroom performances	2.6A Clarification Document
2.6B = Recognize known rhythmic and melodic elements in simple aural examples using known terminology	Utilize recorded music, teacher performance, peer performance	2.6B Clarification Document

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2.6C = Distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos and simple patterns in musical performances	Utilize recorded music, teacher performance, peer performance	<u>2.6C Clarification Document</u>
2.6D = Respond verbally or through movement to short musical examples	Utilize recorded music, teacher performance, peer performance	<u>2.6D Clarification Document</u>