PINELLAS COUNTY SCHOOLS PERFORMING ARTS
KEY LEARNING GOALS AND NEXT GENERATION SUNSHINE STATE STANDARDS (NGSSS) CORRELATIONS
WITH RECOMMENDED ASSESSMENT CODES
Primary Music: 5013080 - **Grade 2 General Music**

	Key Learning Goal	Music NGSSS Correlations	NGSSS/FS Correlations	Recommended Assessment
1	I can classify instruments into metals, woods, and membranes.	MU.2.C.1.3: Classify unpitched instruments into metals, membranes, shakers, and wooden categories.	SC.2.P.8.1 SC.K2.CS-CS.2.1	R (SR)
2	I can identify and show when the music is getting louder/softer, faster/slower, and is moving upward/downward.	MU.2.C.1.2: Respond to a piece of music and discuss individual interpretations. MU.2.O.1.1: Identify basic elements of music in a song or instrumental excerpt.	LAFS.2.SL.1.2	R (SR)
3	I can sing simple songs, using my head voice and maintaining pitch.	MU.2.S.3.1: Sing songs in an appropriate range, using head voice and maintaining pitch.		P (PT)
4	I can sing and play songs, which may include changes in dynamics, lyrics, and form, from memory.	MU.2.S.2.1: Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.		P (BAC)
5	I can read rhythmic/melodic patterns with ♩, 𝄽, ♫, ♩, and DRMSL while maintaining a steady beat.	MU.2.S.3.2: Play simple melodies and/or accompaniments on classroom instruments. MU.2.S.3.3: Sing simple la-so-mi-do patterns at sight..		P (BAC)
6	I can compare aural melodic patterns with written patterns to determine whether they are the same or different.	MU.2.S.3.4: Compare aural melodic patterns with written patterns to determine whether they are the same or different.		R (SR)
7	I can improvise short phrases in response to a music question.	MU.2.S.1.1: Improvise short phrases in response to a given musical question.		C (BAC)
8	I can notate rhythmic/melodic patterns with ♩, 𝄽, ♫, and DMSL in duple meter.	MU.2.S.3.5: Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.		P (BAC)
9	I can create simple ostinati to accompany songs, speech pieces, and poems.	MU.2.S.1.2: Create simple ostinato to accompany songs or poems.		P (SR/PT)
10	I can identify the form of a simple piece of music.	MU.2.O.1.2: Identify the form of a simple piece of music.		R (SR)
11	I can describe, using music vocabulary, changes in tempo and dynamics.	MU.2.O.3.1: Describe changes in tempo and dynamics within a musical work.		S (SR)
12	I can perform and discuss songs, musical games, dances, and simple accompaniments from a variety of cultures.	MU.2.H.1.1: Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.	LAFS.2.RI.1.1, TH.2.C.1.1, TH.2.H.1.1, PE.2.M.1.9, PE.2.C.2.5, DA.2.C.1.2, DA.2.H.1.1	P, R (BAC)
13	I can create, in collaboration with others, a musical performance that brings a story or poem to life.	MU.2.F.1.1: Create a musical performance that brings a story or poem to life. MU.2.F.3.1: Collaborate with others in a music presentation and discuss what was successful and what could be improved.	DA.2.O.3.1 TH.2.C.1.1	C (BAC)

These Florida Standards are found throughout every lesson: LAFS.2.SL.1.1, LAFS.2.SL.1.3, MAFS.K12.MP.5.1, MAFS.K12.MP.6.1, MAFS.K12.MP.7.1, ELD.K12.ELL.SI.1, PE.2.C.2.2, PE.2.R.6.2, PE.2.R.6.3, HE.2.B.5.3
* Response Mode Key: P= Performing; R = Responding; C = Creating; BAC = Best Assessed in Class
Item Type Key: SR = Selected Response (multiple choice); SA = Short Answer; ER = Extended Response (Essay); PT = Performance Task

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