

Grade 2 Music



Teachers' Notes

Ontario The Arts Curriculum Grades 1 to 8, 1998
Strand: Music
Grade: 2

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Developed by T. Tasker

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Overall Expectations

- demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music
- recognize a variety of sound sources and use some in performing and creating music
- use correctly the vocabulary and musical terminology associated with the specified expectations for this grade
- identify and perform music from various cultures and historical periods
- communicate their response to music in ways appropriate for this grade (eg. through visual arts, drama, creative movement, language)

Resource Overview

The I Can Sing * Music Resources contains enough activities for the entire year. Although there are only nineteen activities, often, activities take several periods to cover. For example, several songs will be grouped together under one activity, however, each song is given two periods. The first period is to introduce students to the song and the second period is designed for students to refine the song and add an instrumental accompaniment.

The song book contains the music sheets and lyrics of all the songs. It also includes “bonus songs”. These songs are extra songs for you and your class to enjoy, but were not necessarily included in any of the activities. Because not everyone can read music, all the songs are available on www.bonfieldpublicschool.com as MP3's for your listening and downloading convenience. You may want to distribute the song books to your students or you can write the lyrics of the songs on chart paper using markers or crayons, or both.

I Can Sing* Music program at a glance:

Activity ONE The Instrument Families with Peter and the Wolf fl	Activity TWO Make drums and listen to African music fl	Activity THREE Make shakers and listen to Latin American music fl	Activity FOUR Make sticks and listen to Celtic music fl	Activity FIVE Make bells and listen to classical music (Carnival of the Animals by Saint-Saëns) fl
Activity SIX Make sand blocks and listen to jazz fl	Activity SEVEN Exploring Beat and Rhythm * Row, Row, Row Your Boat	Activity EIGHT Exploring Beat and Rhythm * Mary Had a Little Lamb	Activity NINE Exploring Beat and Rhythm * Three Blind Mice	Activity TEN Moving to beat and rhythm
Activity ELEVEN * Over the River and Through the Wood	Activity ELEVEN * Over the River and Through the Wood	Activity ELEVEN * My Dreydel	Activity ELEVEN * My Dreydel	Activity ELEVEN * Kolyada
Activity ELEVEN * Kolyada	Activity ELEVEN * Here We Come A-Wassailing	Activity ELEVEN * Here We Come A-Wassailing	Activity ELEVEN * The May Day Carol	Activity ELEVEN * The May Day Carol
Activity TWELVE * Iroquois Lullaby	Activity TWELVE * Iroquois Lullaby	Activity TWELVE * Icelandic Lullaby	Activity TWELVE * Icelandic Lullaby	Activity TWELVE * Lullabies from around the world fl
Activity THIRTEEN Alligator Pie	Activity THIRTEEN Alligator Pie	Activity FOURTEEN Part 1 and 2: introduction and selection	Activity FOURTEEN Part 3 and 4: create and practice	Activity FOURTEEN Part 5: perform
Activity FIFTEEN * My Bonnie	Activity FIFTEEN * My Bonnie	Activity FIFTEEN * Three Crows	Activity FIFTEEN * Three Crows	Activity FIFTEEN * Sur Le Pont D'Avignon

Activity FIFTEEN * Sur Le Pont D'Avignon	Activity FIFTEEN * Bonhomme! Bonhomme!	Activity FIFTEEN * Bonhomme! Bonhomme!	Activity FIFTEEN * The Cat Came Back	Activity FIFTEEN * The Cat Came Back Ł Movie
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Ontario Curriculum Expectations:

All expectations are listed at the bottom of each activity. However, here is an overview of the expectations covered each term.

Term ONE	Term TWO	Term THREE
<p>MU1: identify examples of beat in their environment and in music (eg. ticking of clocks, steady pulse in rhymes or songs)</p> <p>MU2: identify rhythmic patterns (eg. clap the pattern of syllables in nursery rhymes)</p> <p>MU3: distinguish between beat and rhythm in a variety of pieces of music</p> <p>MU4: identify higher- and lower-pitched sounds in a familiar melody</p> <p>MU6: identify examples of dynamics in pieces of music and describe how the loudness and softness are achieved (eg. loudness results when a drum is struck with more force)</p> <p>MU8: identify the four families of orchestral instruments (strings, woodwinds, brass, percussion)</p> <p>MU11: create simple patterned movement to familiar music, using their knowledge of beat and rhythm</p> <p>MU18: express their response to music from a variety of cultures and historical periods (eg. “Largo al factotum della città” from The Barber of Seville by Rossini, “Lunatic Menu” by Ippu Do)</p> <p>MU19: communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (eg. create a dance, dramatize a song)</p> <p>MU20: recognize that mood can be created through music (eg. in a work such as Carnival of the Animals by Saint-Saëns)</p> <p>MU21: explain, using basic musical terminology, their preference for specific songs or pieces of music</p>	<p>MU5: reproduce specific pitches in call-and-response activities (eg. singing games)</p> <p>MU7: identify the tempo of various pieces of music</p> <p>MU9: sing music from a variety of cultures and historical periods (eg. folk songs)</p> <p>MU12: sing simple, familiar songs in tune in unison</p> <p>MU13: sing expressively, showing an understanding of the text</p> <p>MU14: accompany songs in an expressive way, using appropriate rhythm instruments, body percussion, or “found” instruments</p>	<p>MU5: reproduce specific pitches in call-and-response activities (eg. singing games)</p> <p>MU7: identify the tempo of various pieces of music</p> <p>MU9: sing music from a variety of cultures and historical periods (eg. folk songs)</p> <p>MU10: create rhythmic and melodic patterns (eg. ostinati), using a variety of sounds (eg. vocal and instrumental sounds)</p> <p>MU12: sing simple, familiar songs in tune in unison</p> <p>MU13: sing expressively, showing an understanding of the text</p> <p>MU14: accompany songs in an expressive way, using appropriate rhythm instruments, body percussion, or “found” instruments</p> <p>MU15: create and perform musical compositions, applying their knowledge of elements of music and patterns of sound</p> <p>MU16: create short songs and instrumental pieces, using a variety of sound sources</p> <p>MU17: produce a specific effect (eg. create a soundscape as background for a story or poem), using various sound sources (eg. the voice, the body, instruments)</p> <p>MU22: recognize and explain the effects of different musical choices (eg. slow music that is loud can be dramatic or ceremonial whereas slow music that is soft can suggest thoughtfulness)</p>

Materials Box

General Materials	Chart paper and markers for song lyrics
Materials for Instruments	<ul style="list-style-type: none"> * DRUMS - large cylinder containers with plastic lids - cloths - gesso or acrylic polymer - acrylic paint kit (similar to the acrylic paint kit in the visual art “Paint Me!” resource. It includes acrylic paint, paint brushes, plastic plates for palettes, spoons to spoon paint onto palette and a glass jar for water). * SHAKERS - plastic film containers with lids - rice - 1 tablespoon * STICKS - ½ inch dowelling * BELLS - tongue depressors - craft bells - wood glue * SAND BLOCKS - 1x3x4 wood - fine sand paper - stapler
fl CD’s	<ul style="list-style-type: none"> - African Playground, Putamayo Kids: www.putamayokids.com - Latin Playground, Putamayo: www.putamayo.com - Celtic Tides, Putamayo: www.putamayo.com - Peter and the Wolf and Carnival of the Animals, produced by Virgin classics - Kind of Blue, Miles Davis - Time Out, The Dave Brubeck Quartet - Dreamland, Putamayo: www.putamayo.com
Ƨ Movies	<ul style="list-style-type: none"> - The Cat Came Back on Leonard Maltin’s Animation Favorites from the National Film Board of Canada - Peter and the Wolf on Make Mine Music by Disney
Books	Alligator Pie, Poems by Dennis Lee, Picture by Frank Newfeld (ISBN: 0-7705-1193-7)

Music Activity ONE



As a class, let's watch Peter and the Wolf, by Walt Disney.

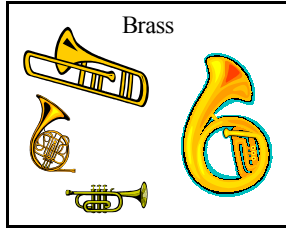
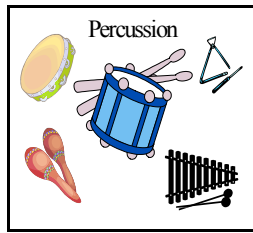
In Peter and the Wolf each character was represented by a different instrument. In the chart below, let's record the instruments for each character:

Peter	Sasha the bird	Sonia the duck	Ivan the cat	Grandpa	Hunters' Guns	Wolf
<i>String Quartet</i>	<i>Flute</i>	<i>Oboe</i>	<i>Clarinet</i>	<i>Bassoon</i>	<i>Kettle Drums</i>	<i>Horns</i>

Each of these instruments belong to a family of orchestral instruments. These four families of orchestral instruments are known as; strings, woodwinds, brass and percussion.

As a class, let's list the instruments in each of the orchestral families in the chart below.

	Instruments	Character
<p>Strings</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Woodwind</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

 <p>Brass</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
 <p>Percussion</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

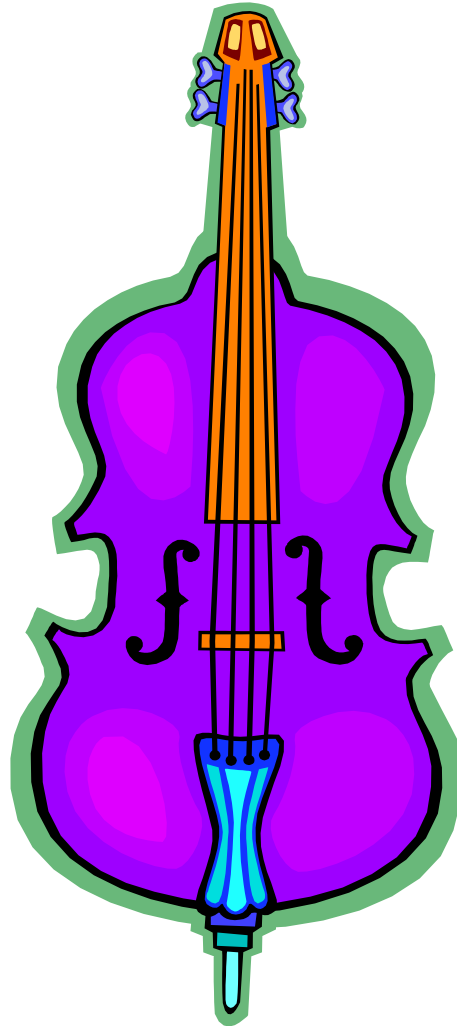
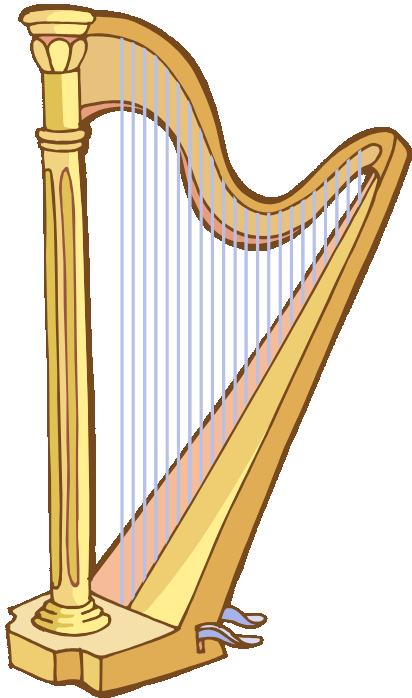
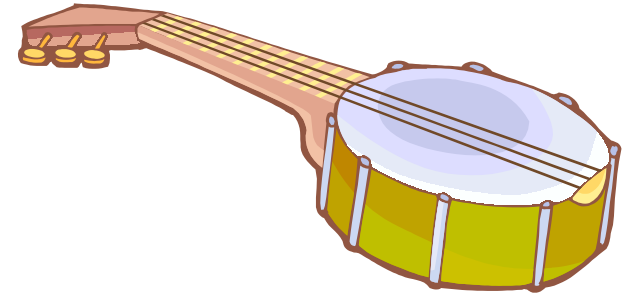
**** Use the posters and flashcards behind this activity to help identify instruments. The posters can be put on display in the classroom and the flashcards can be made available for students to match to the posters, used for a memory game or used as a review throughout the year.****

Grade 2 MUactivity001 covers:
 MU8:identify the four families of orchestral instruments (strings, woodwinds, brass, percussion)
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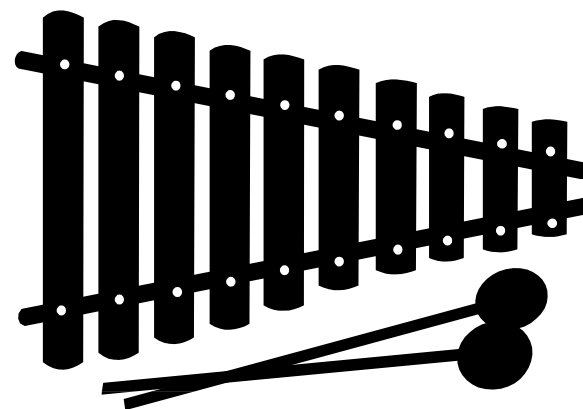
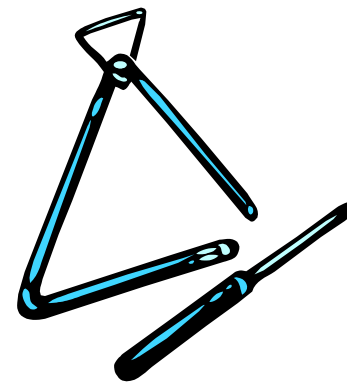
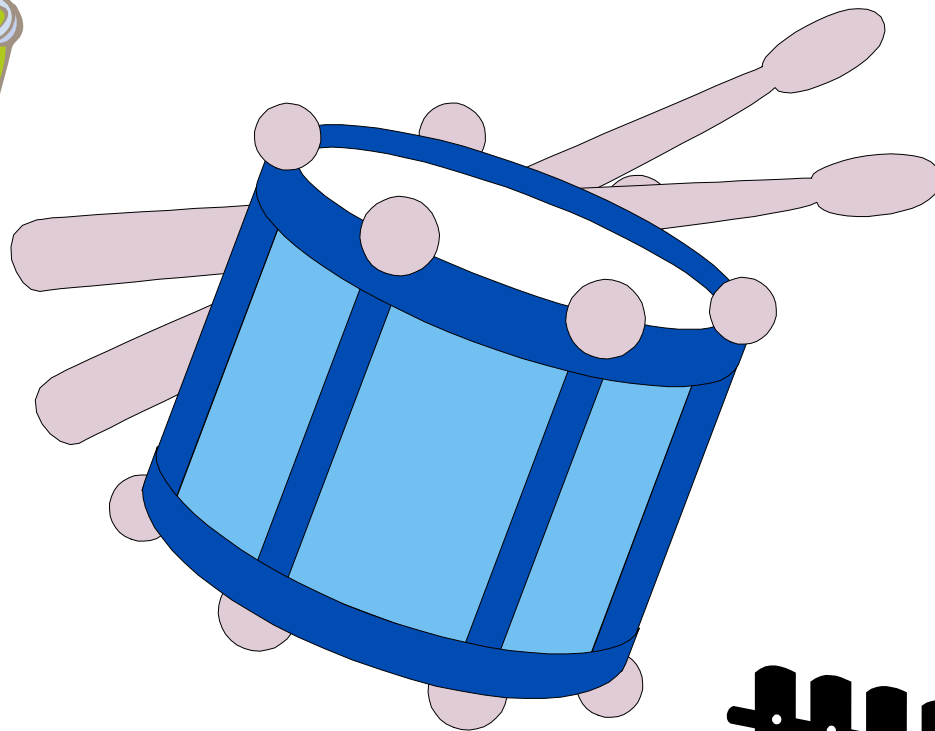
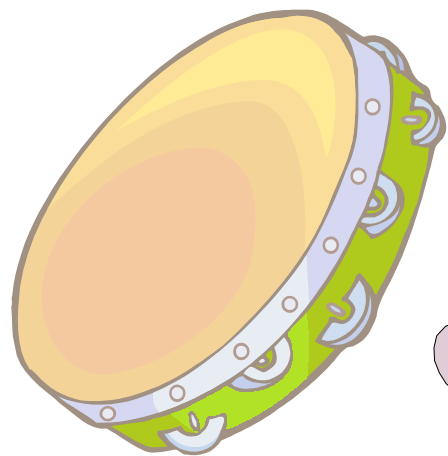
Woodwind



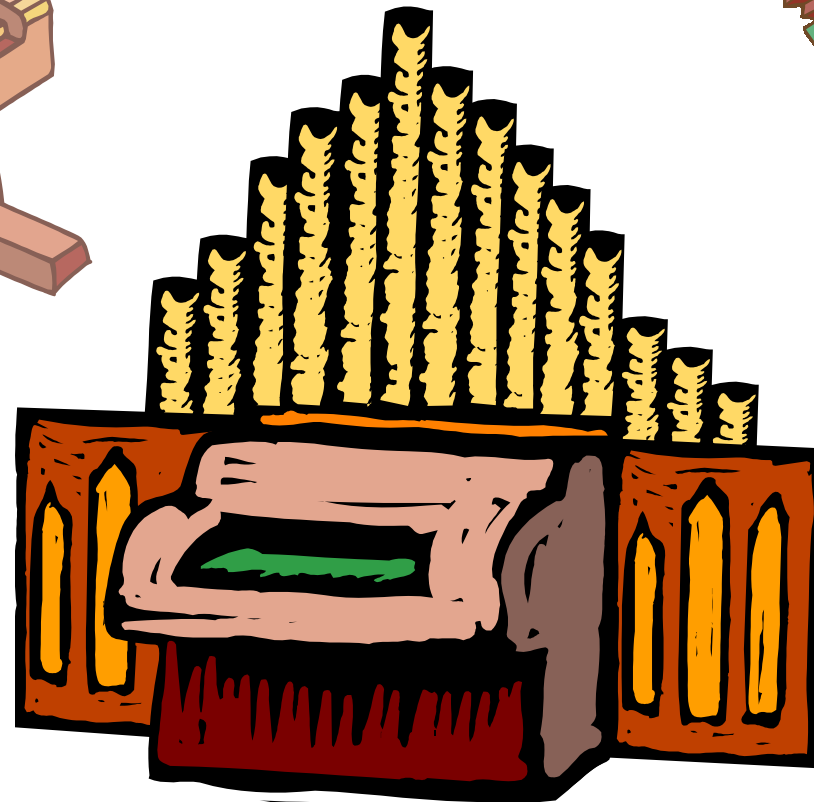
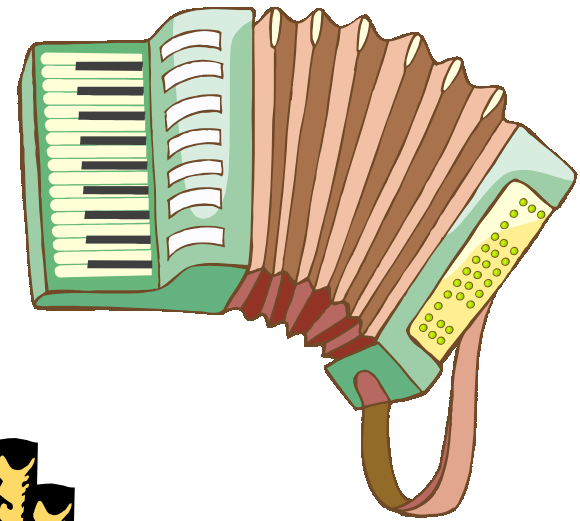
Strings



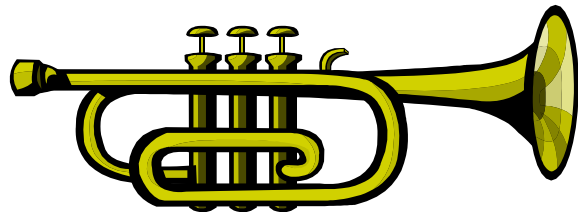
Percussion



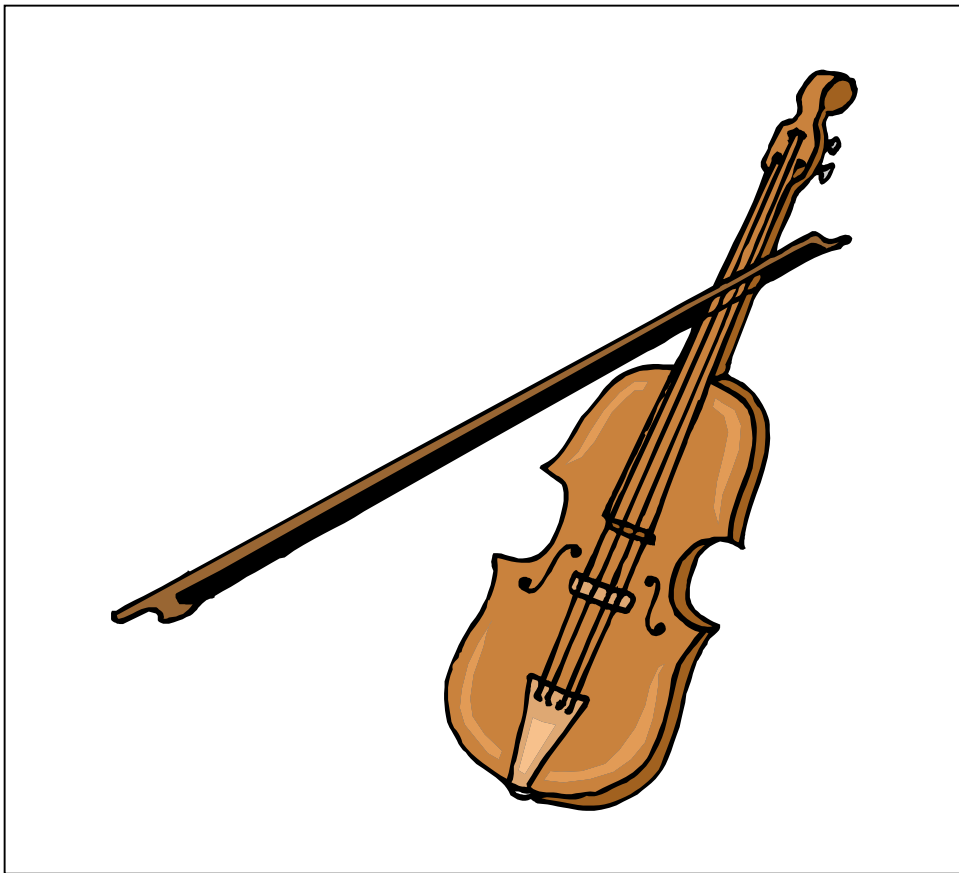
Keyboard



Brass

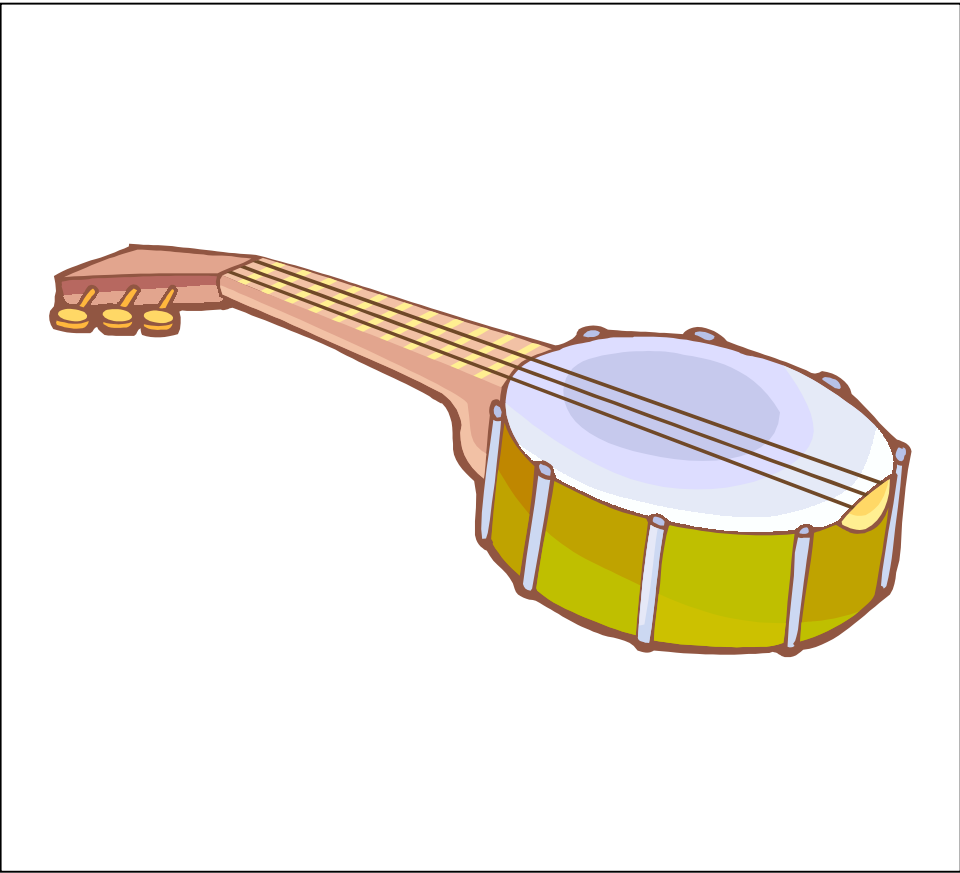


****Print on card stock and cut out.****

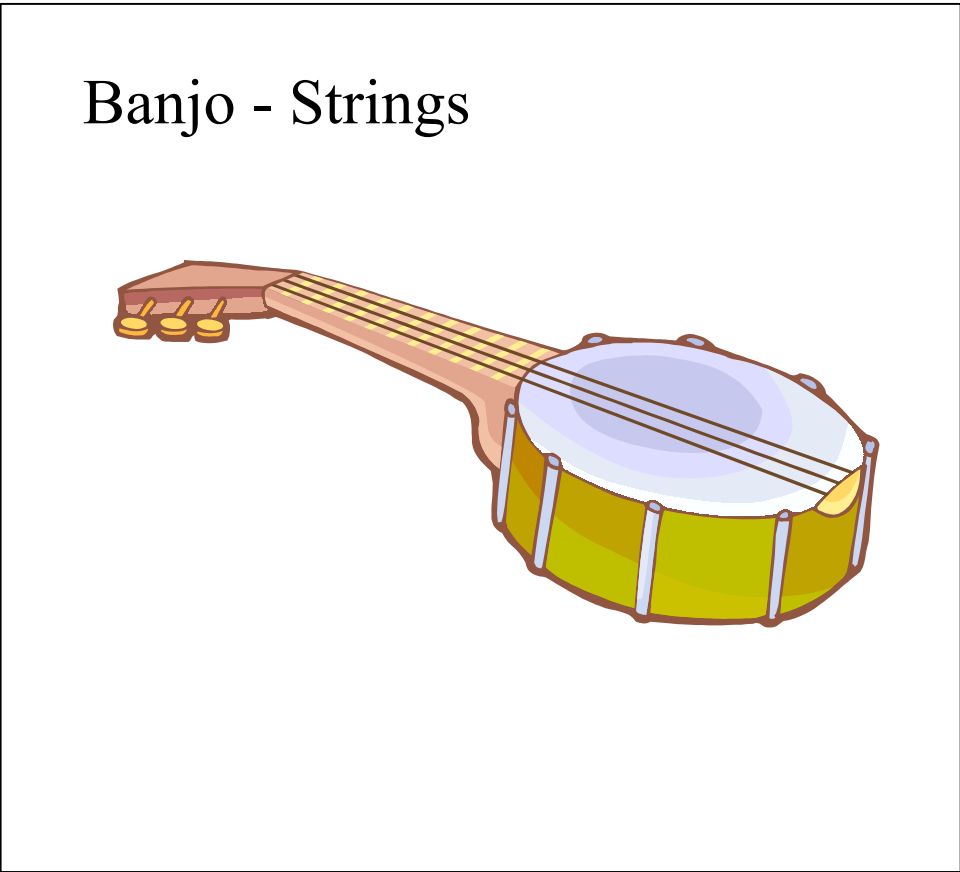


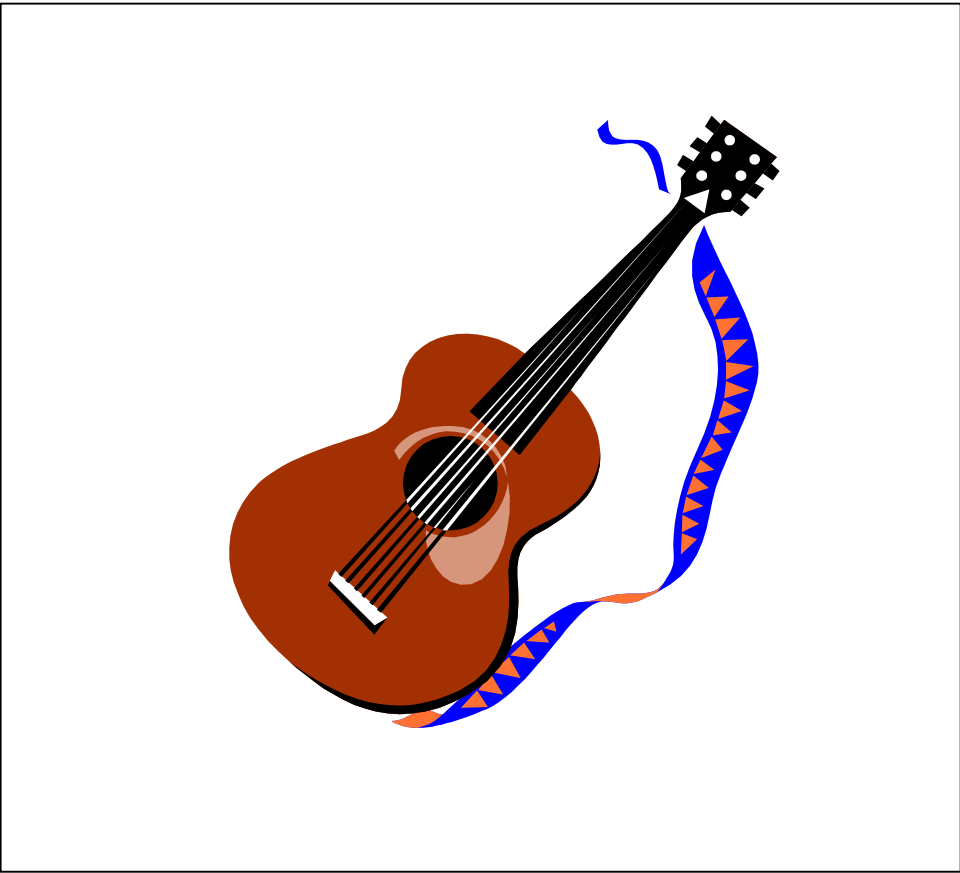
Violin - Strings



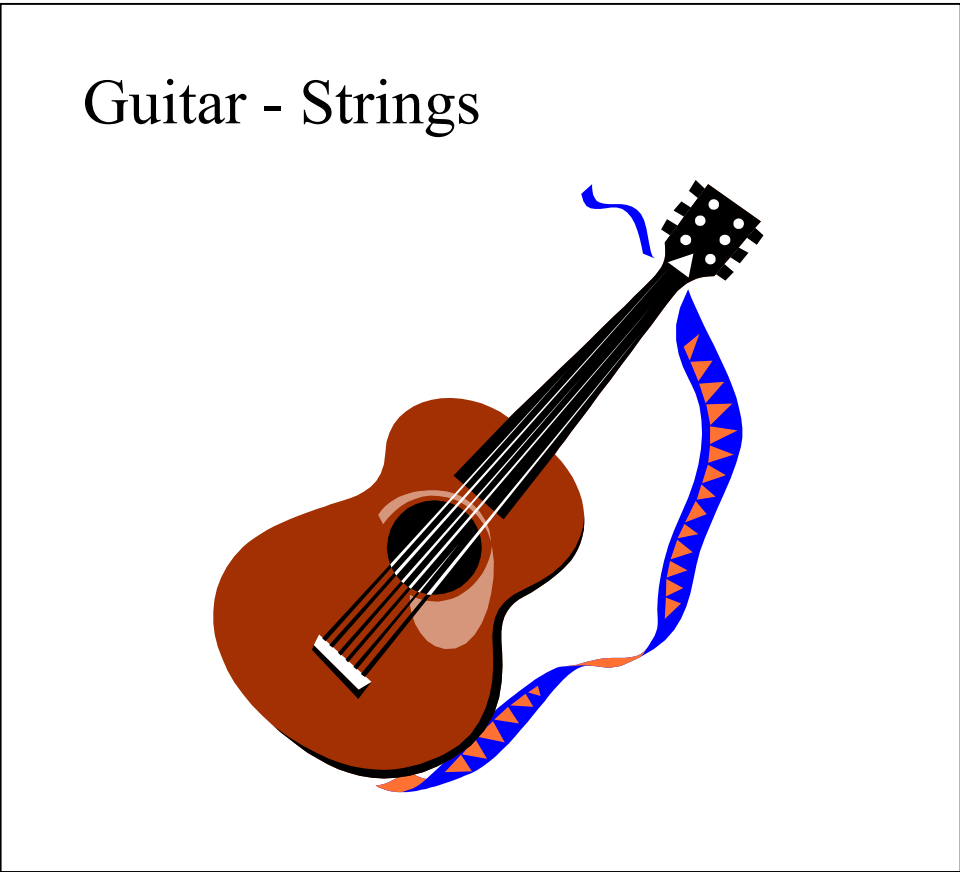


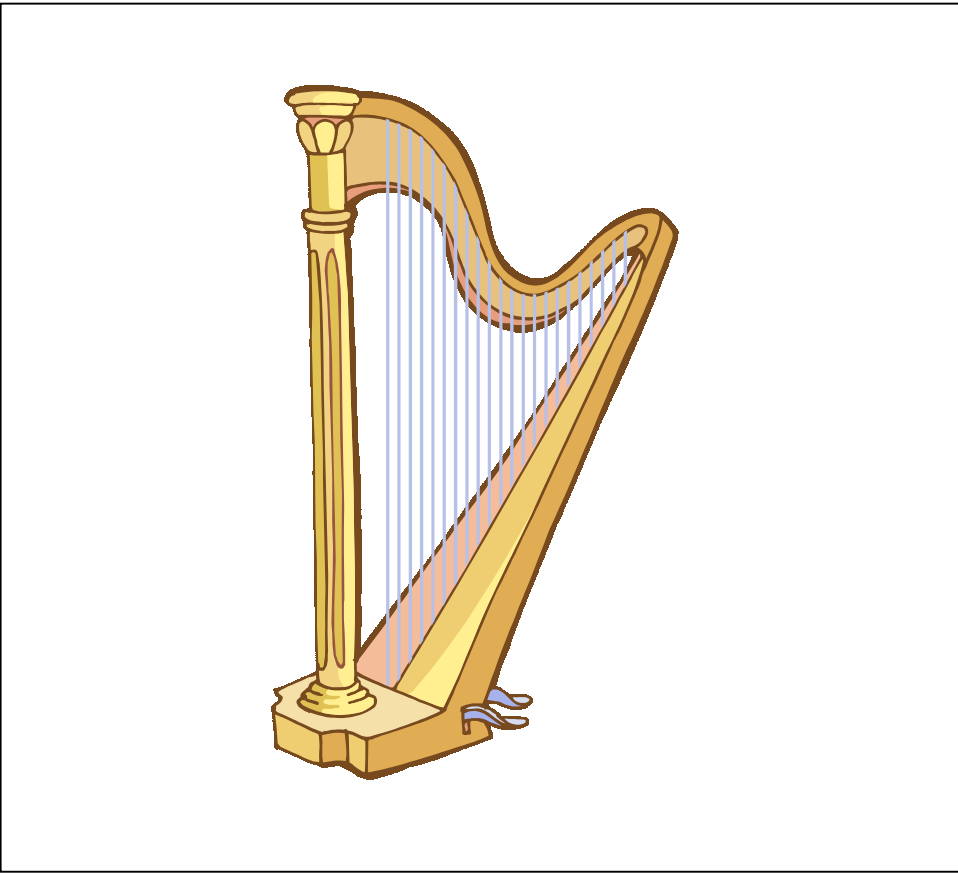
Banjo - Strings



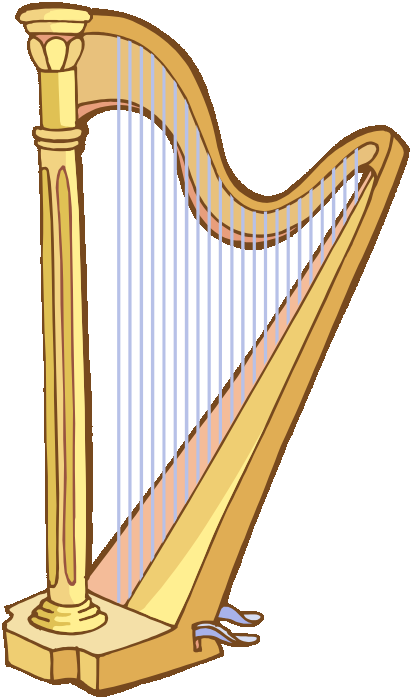


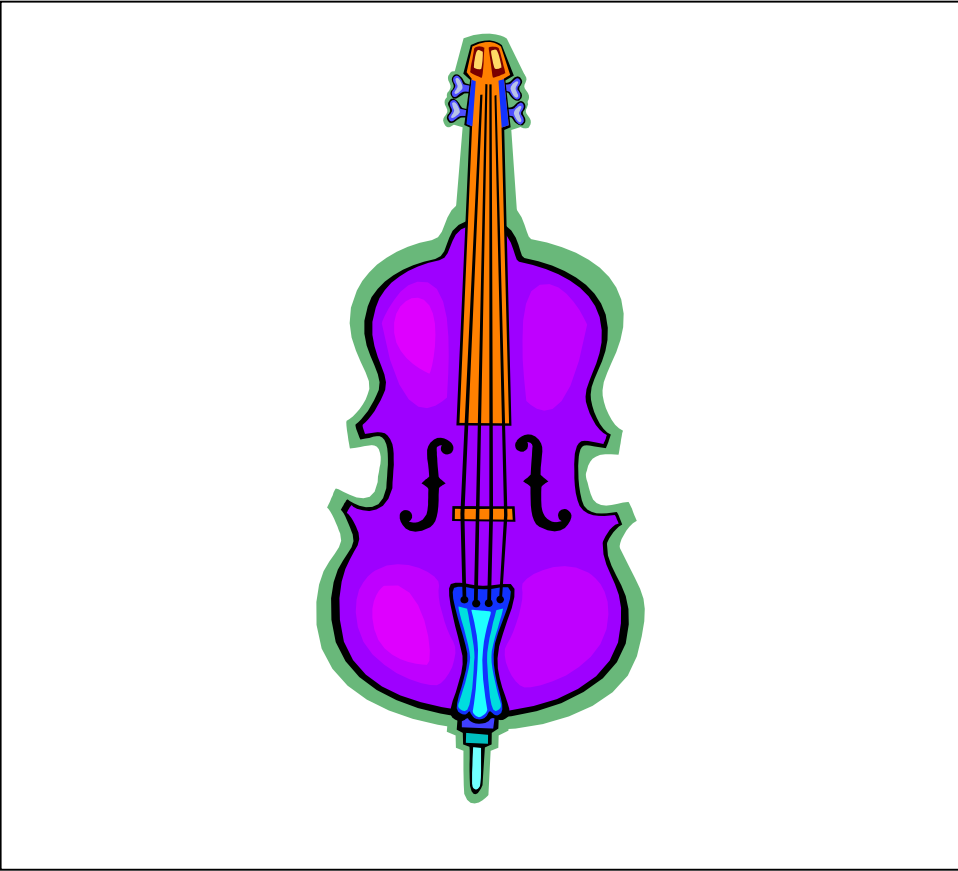
Guitar - Strings



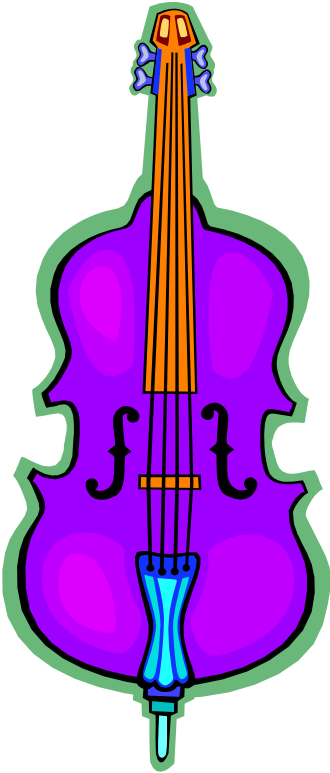


Harp -
Strings





Cello -
Strings





Tuba - Brass





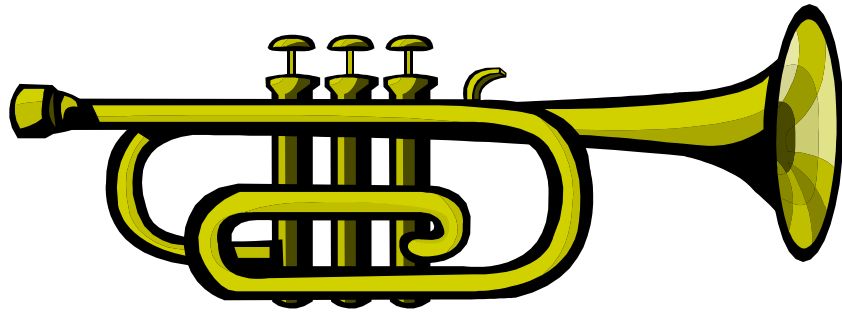
Trombone - Brass



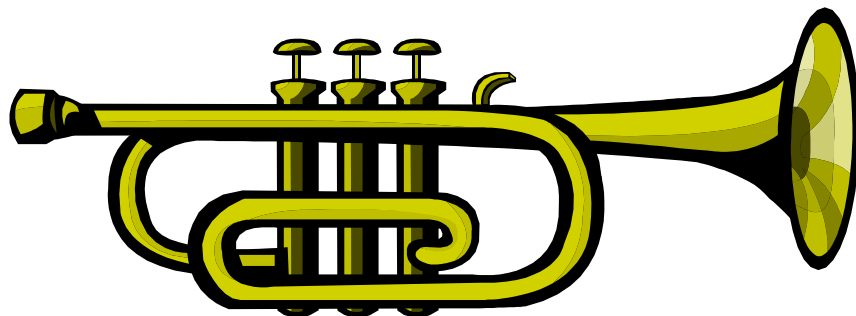


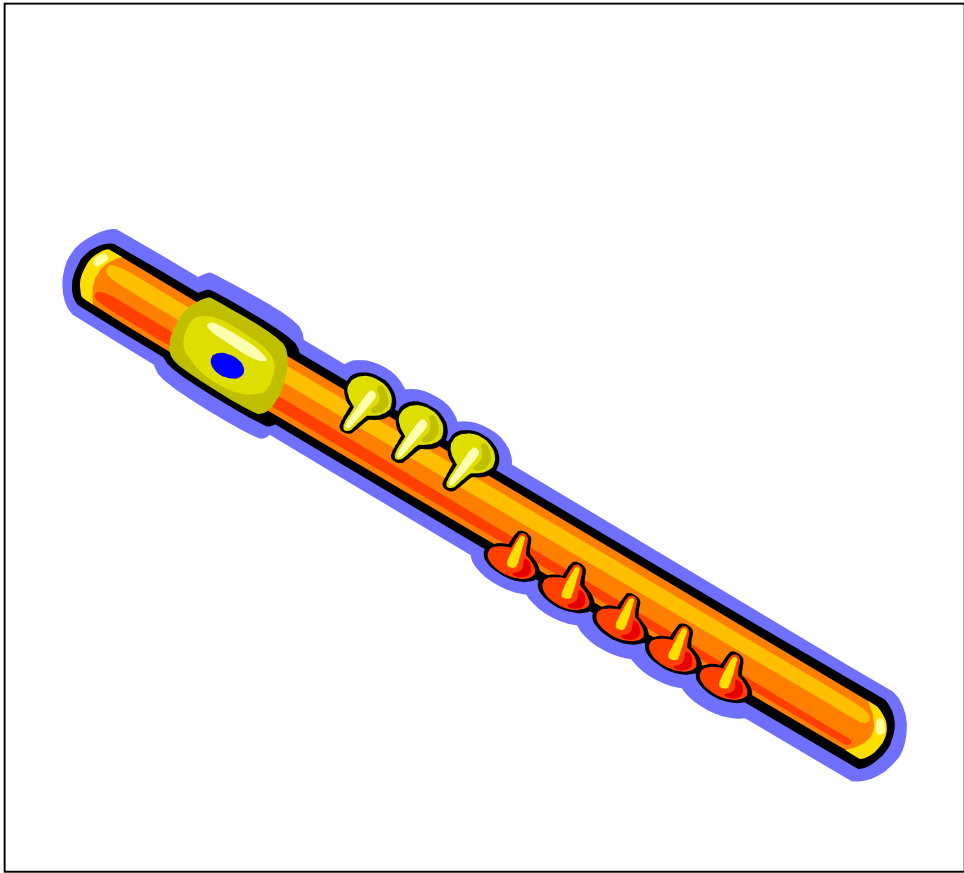
French Horn - Brass



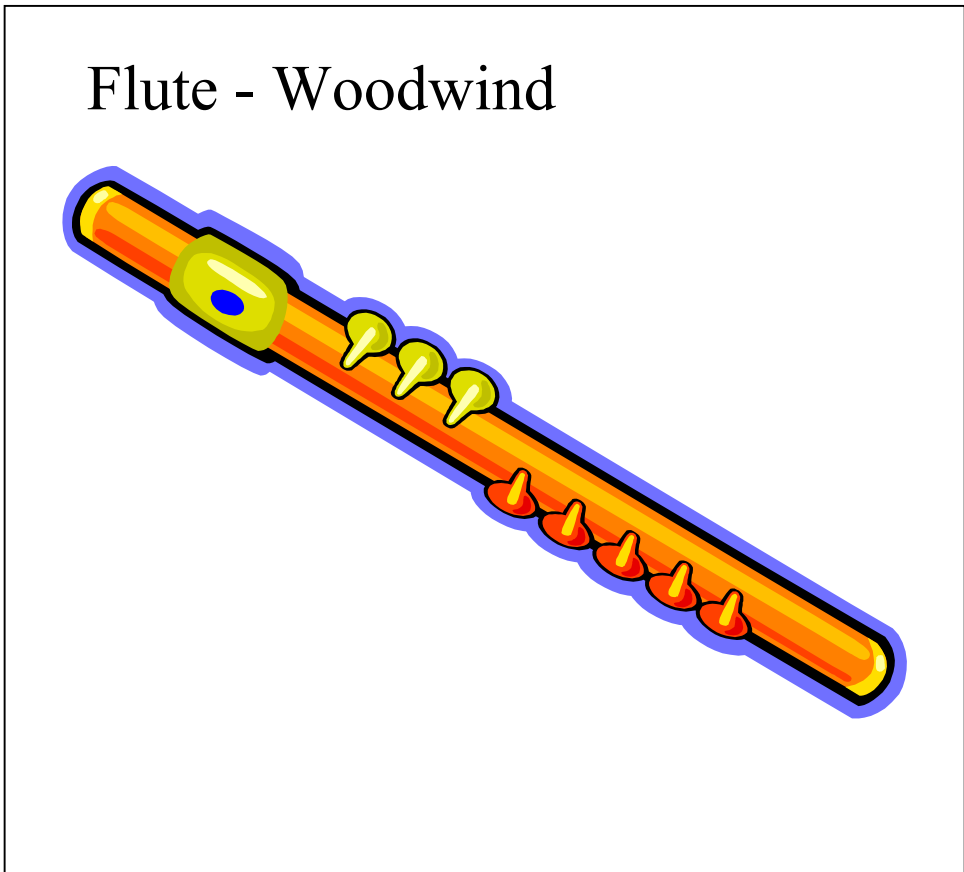


Trumpet - Brass



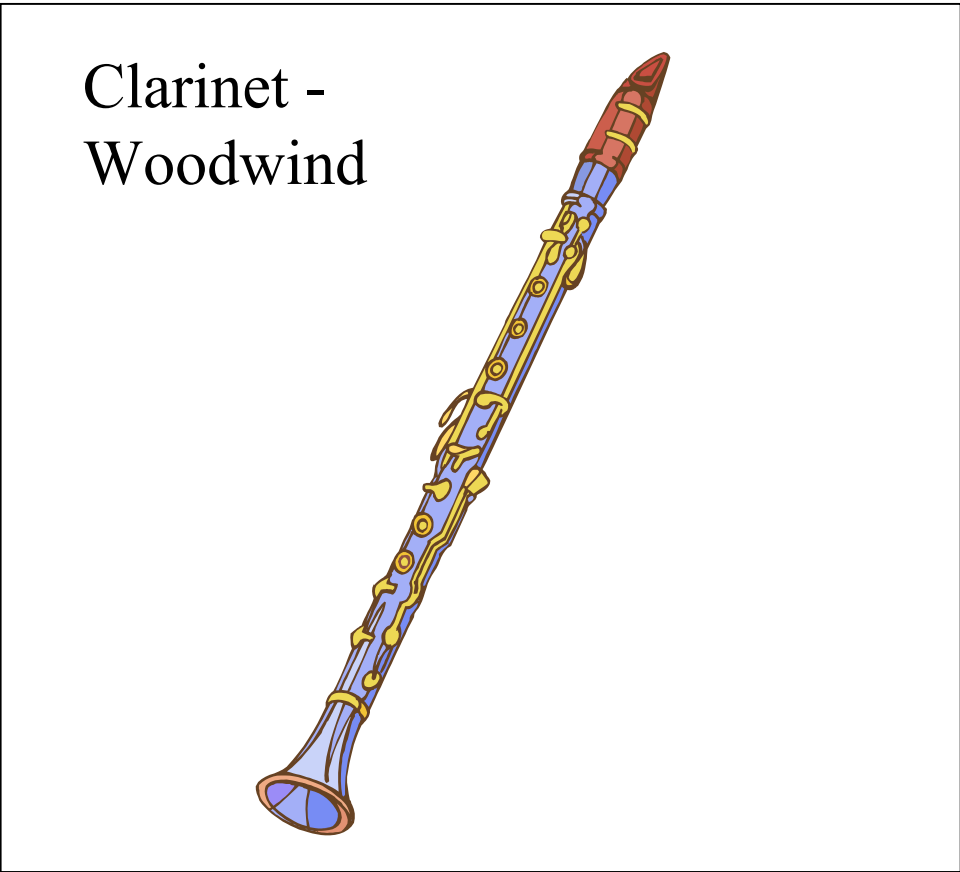


Flute - Woodwind





Clarinet -
Woodwind





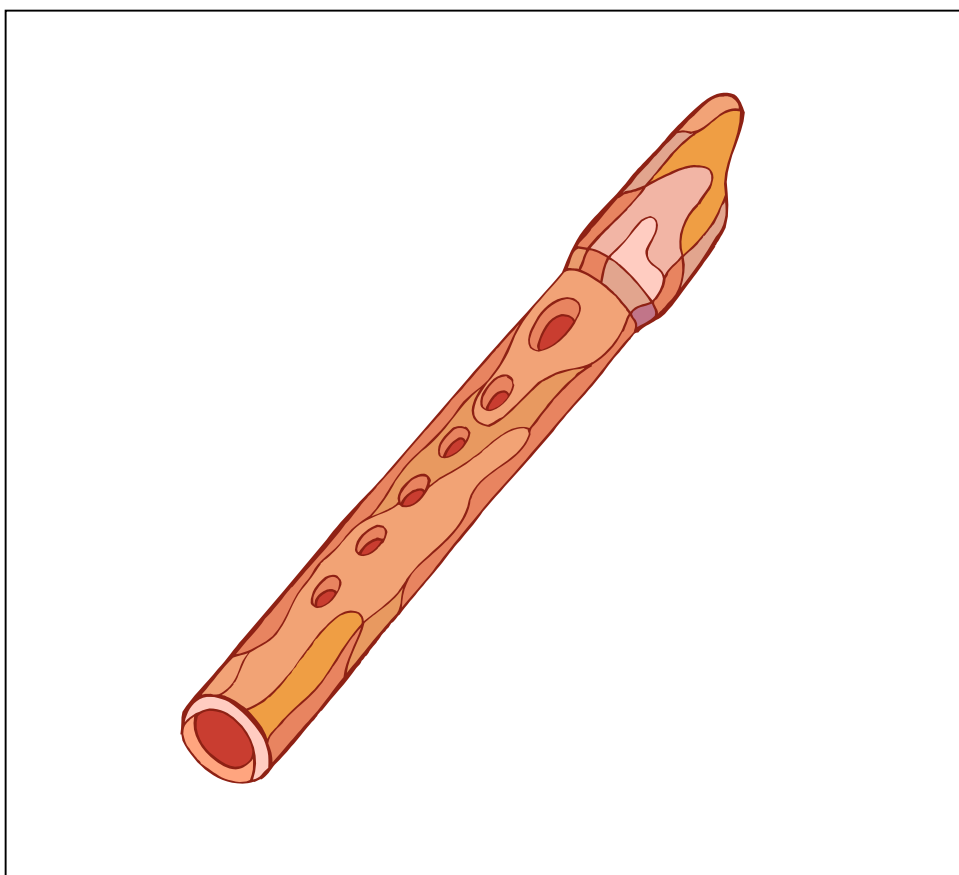
Saxophone -
Woodwind



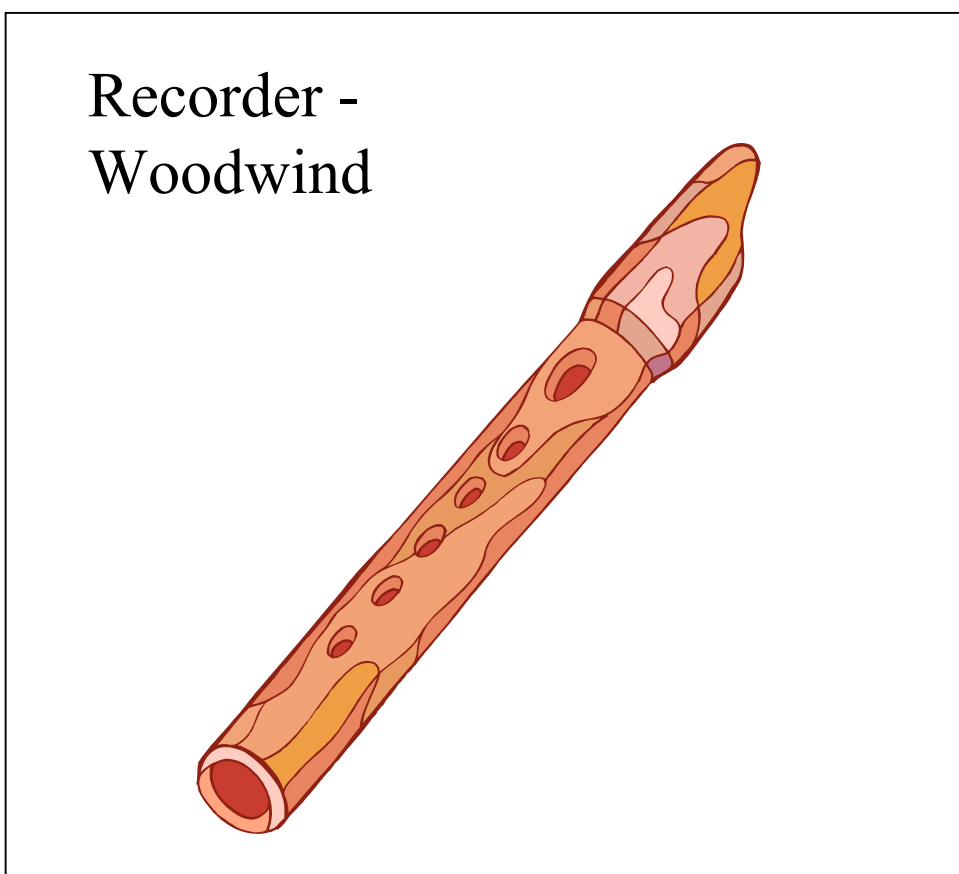


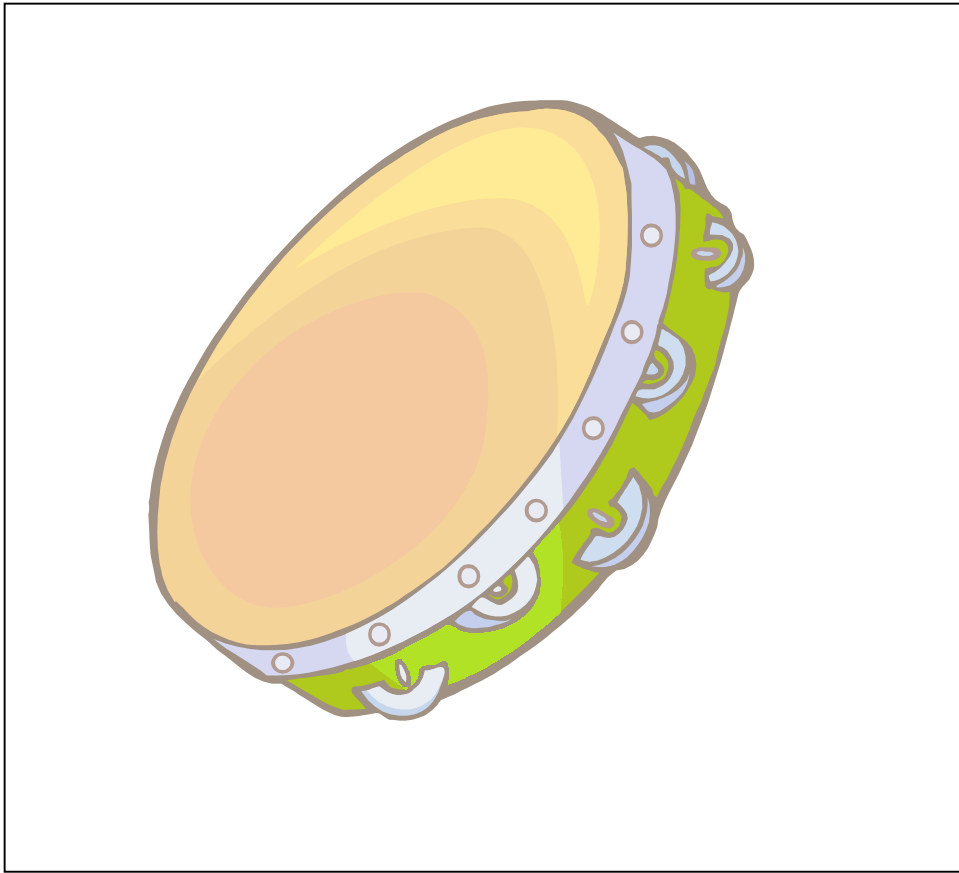
Bassoon -
Woodwind



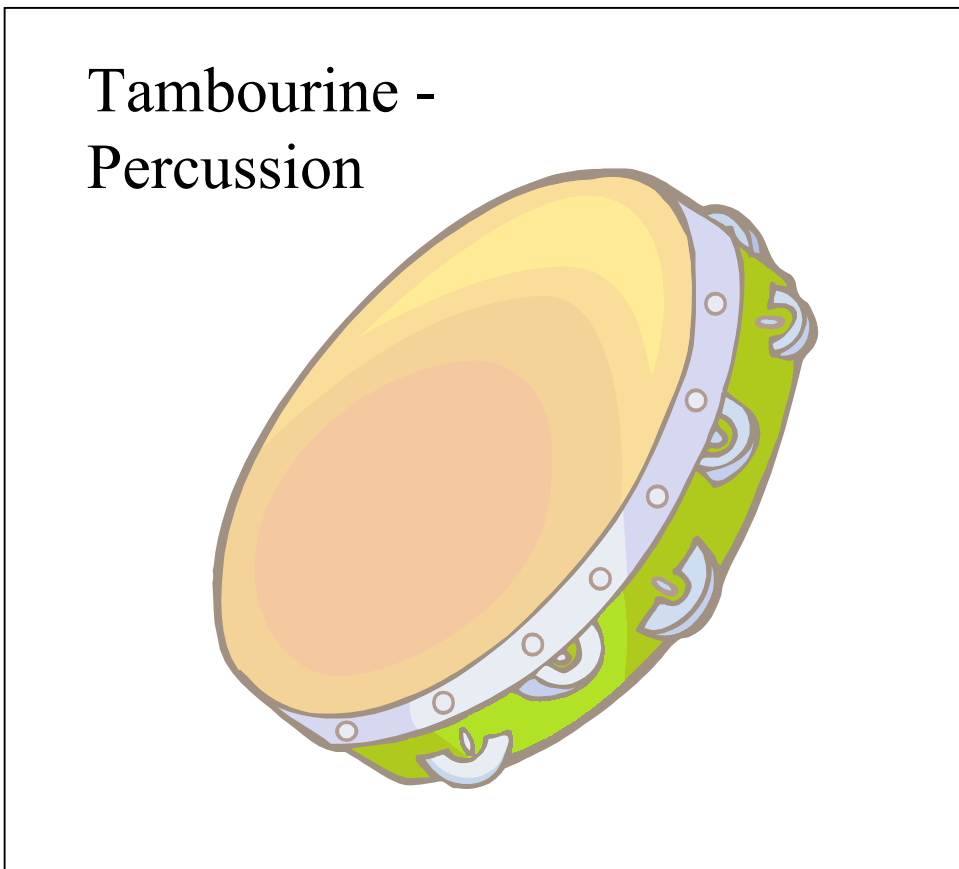


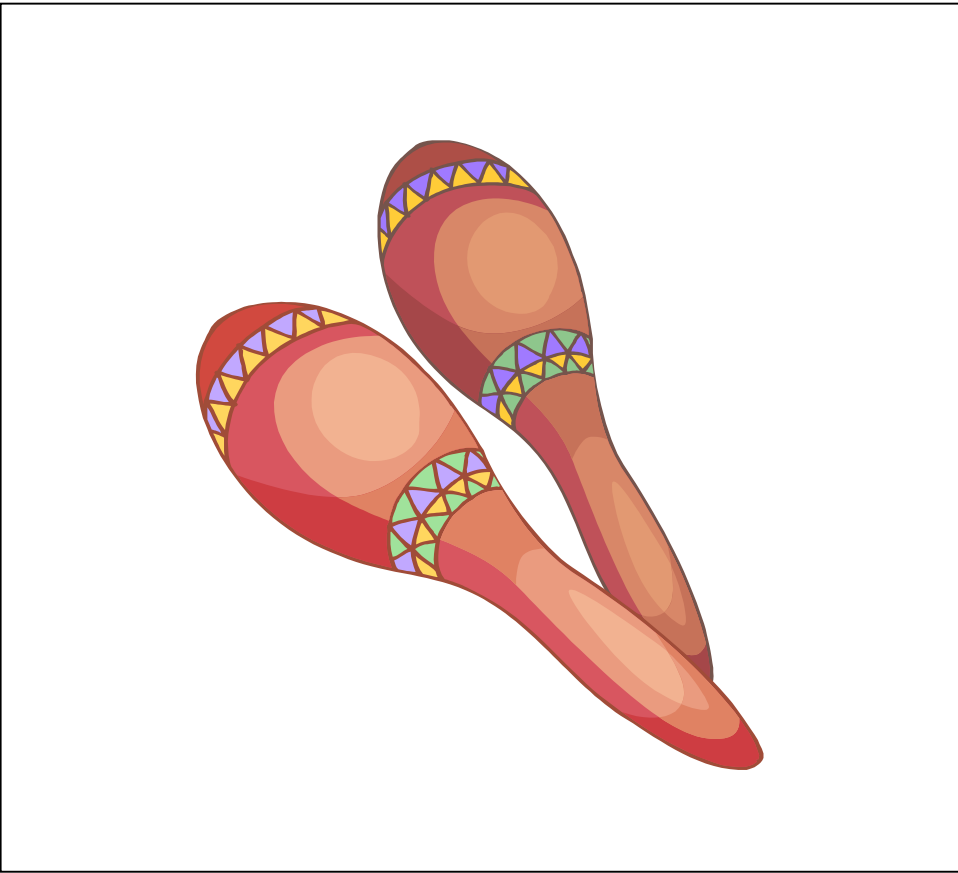
Recorder -
Woodwind



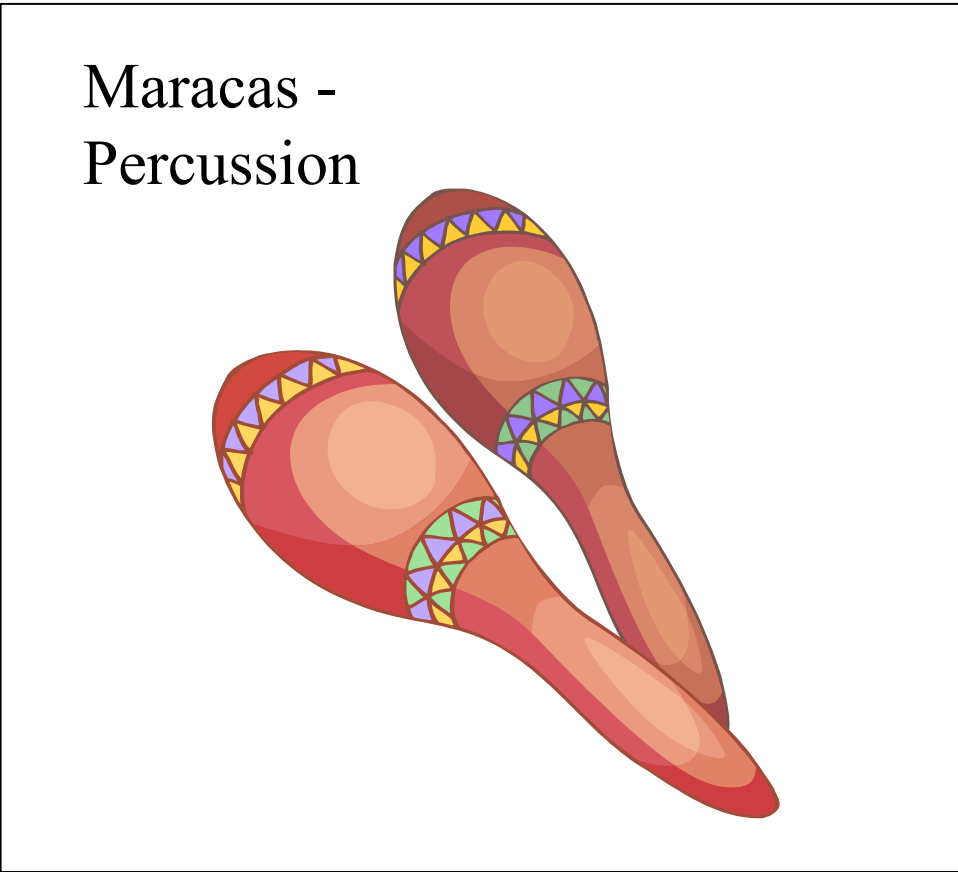


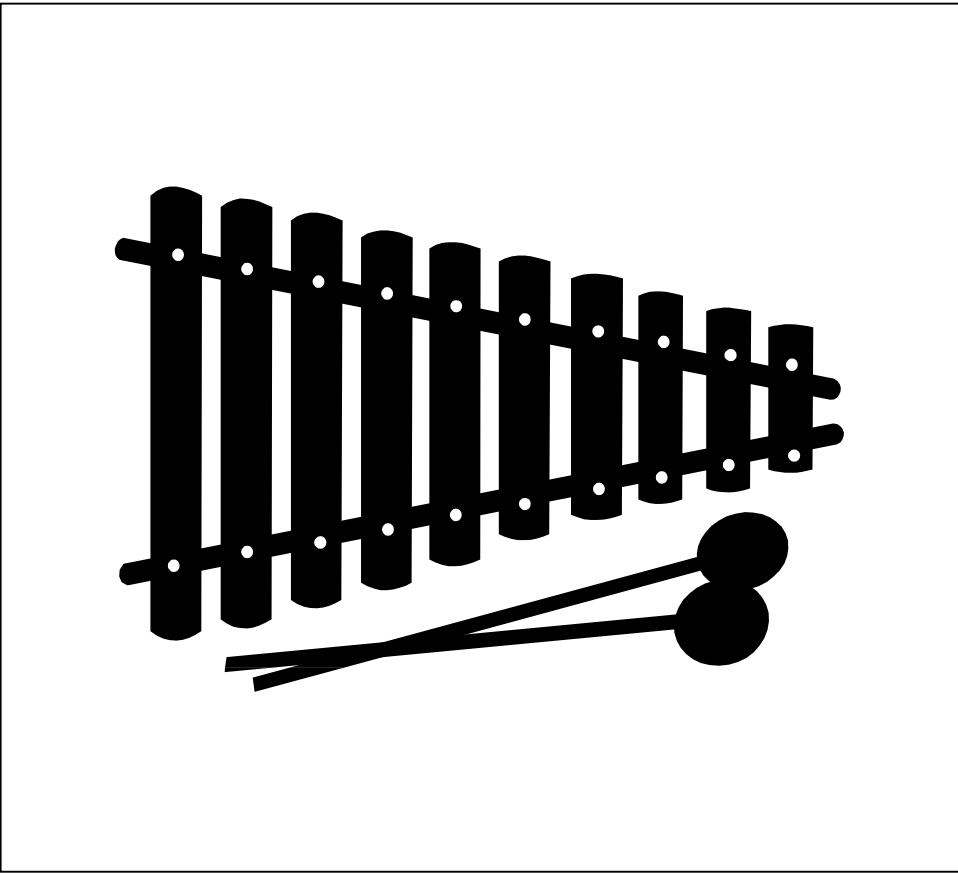
Tambourine -
Percussion





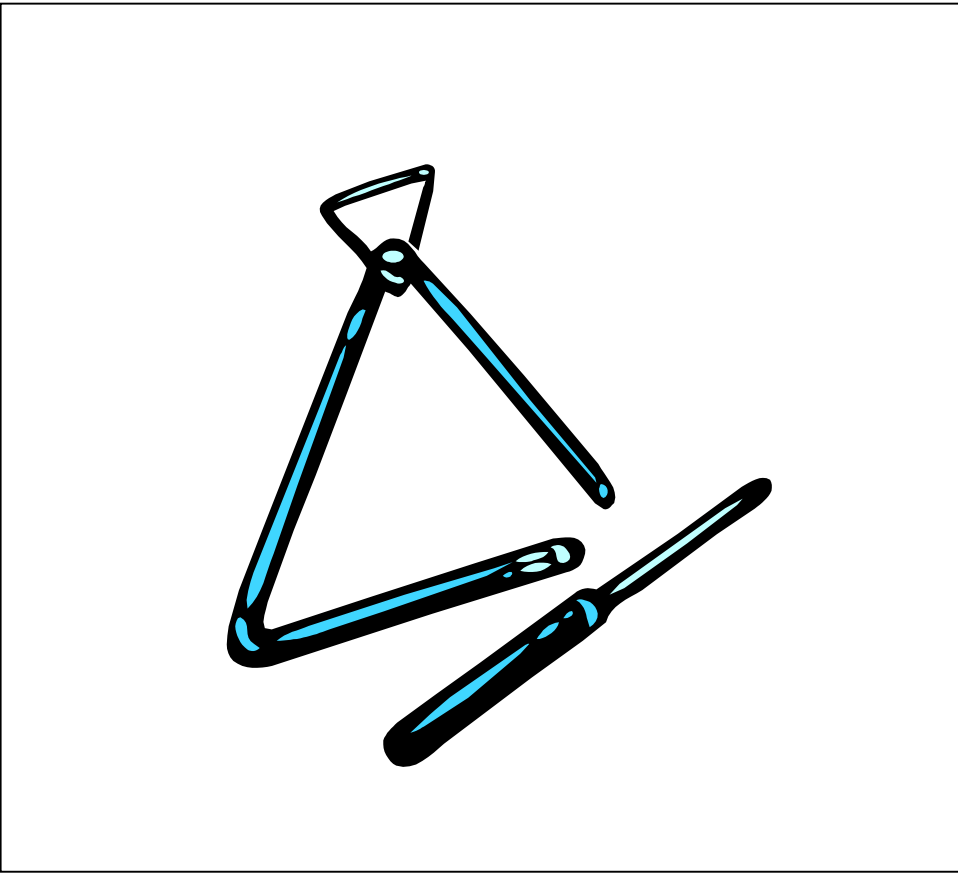
Maracas -
Percussion



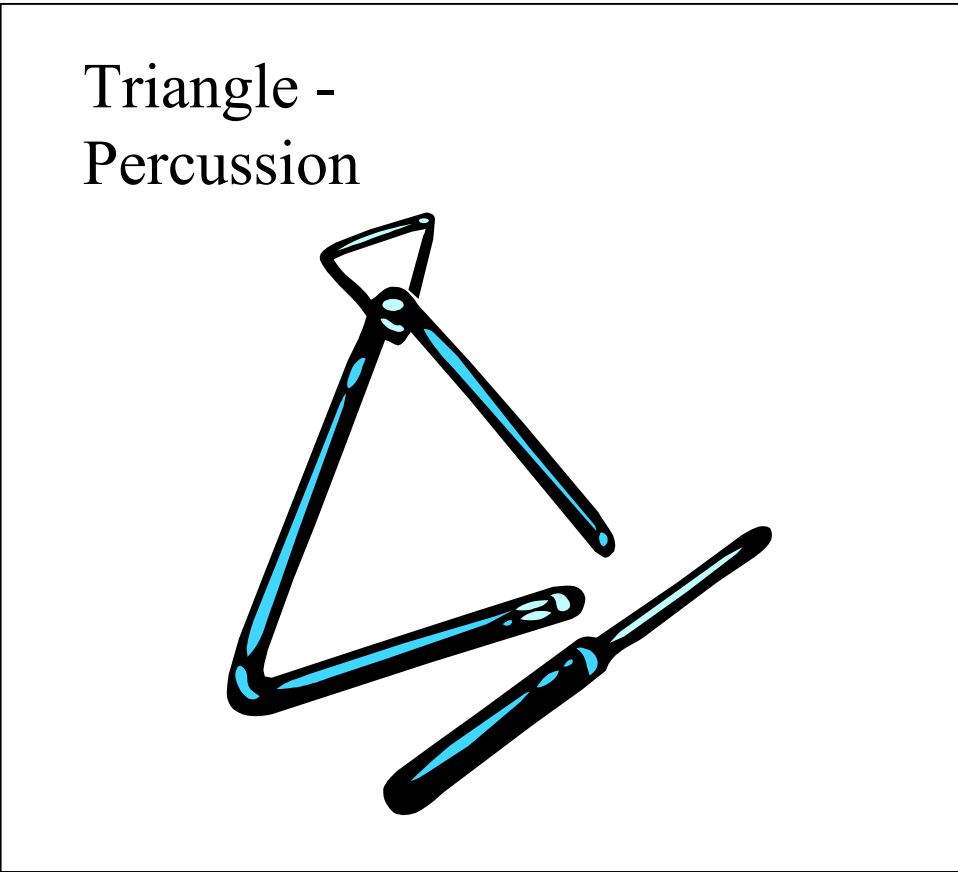


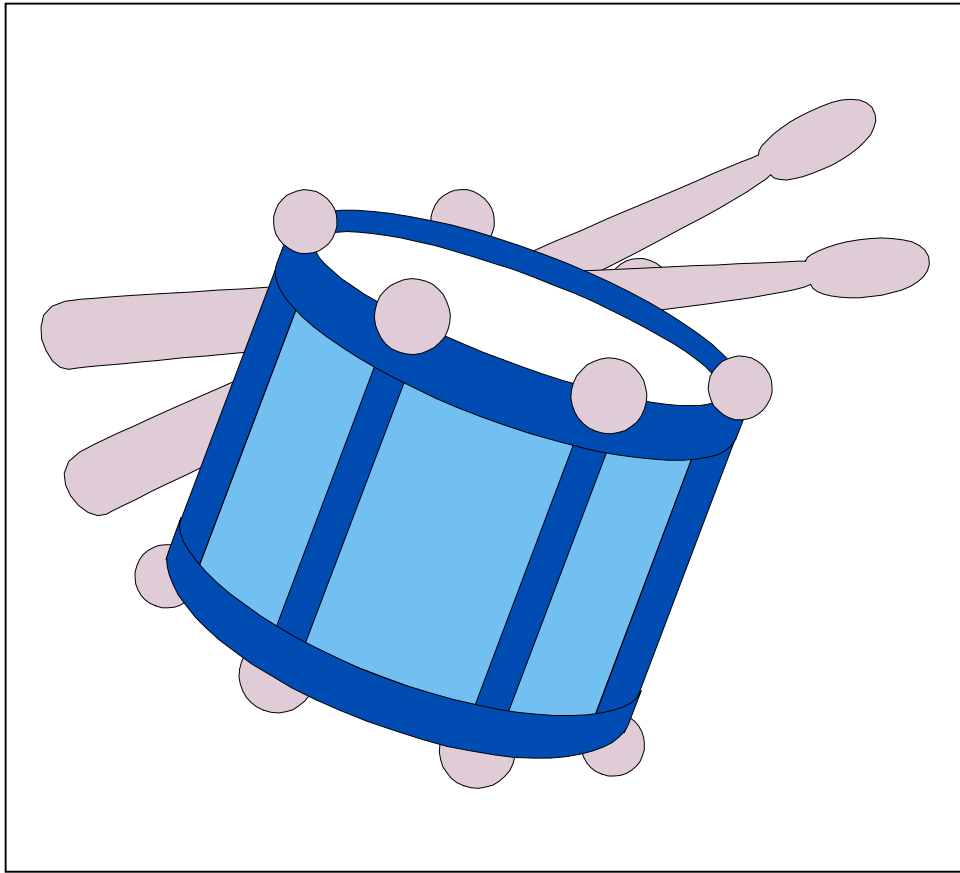
Xylophone -
Percussion



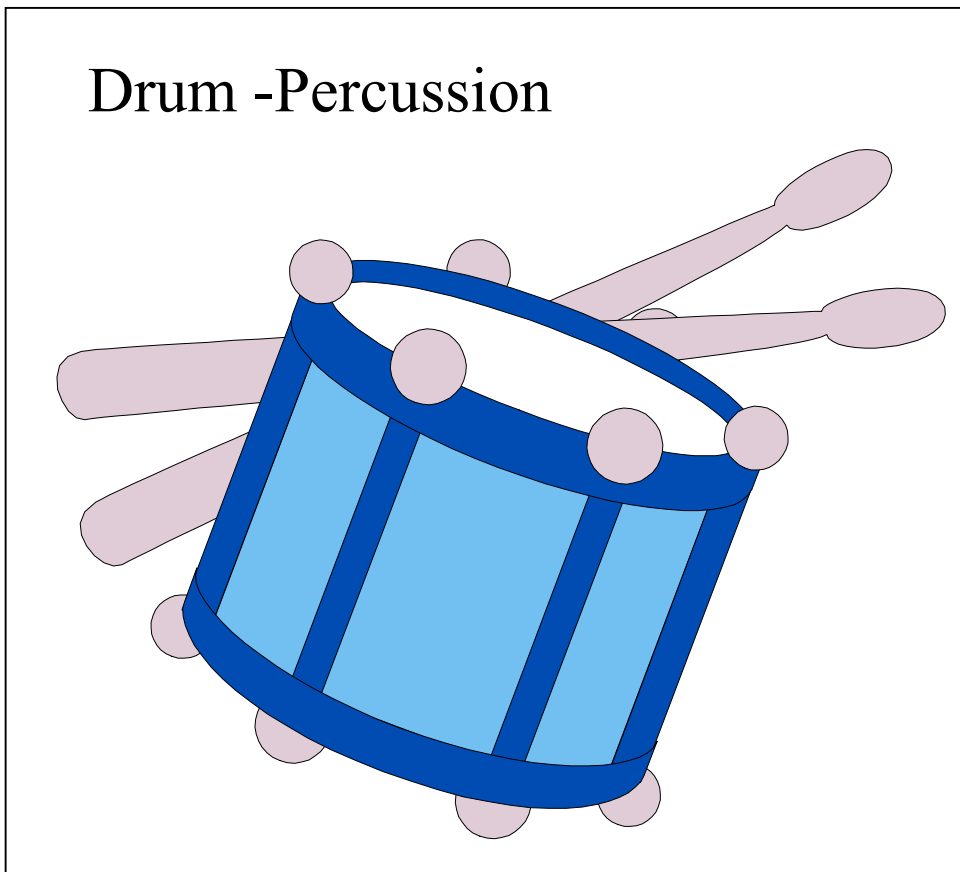


Triangle -
Percussion



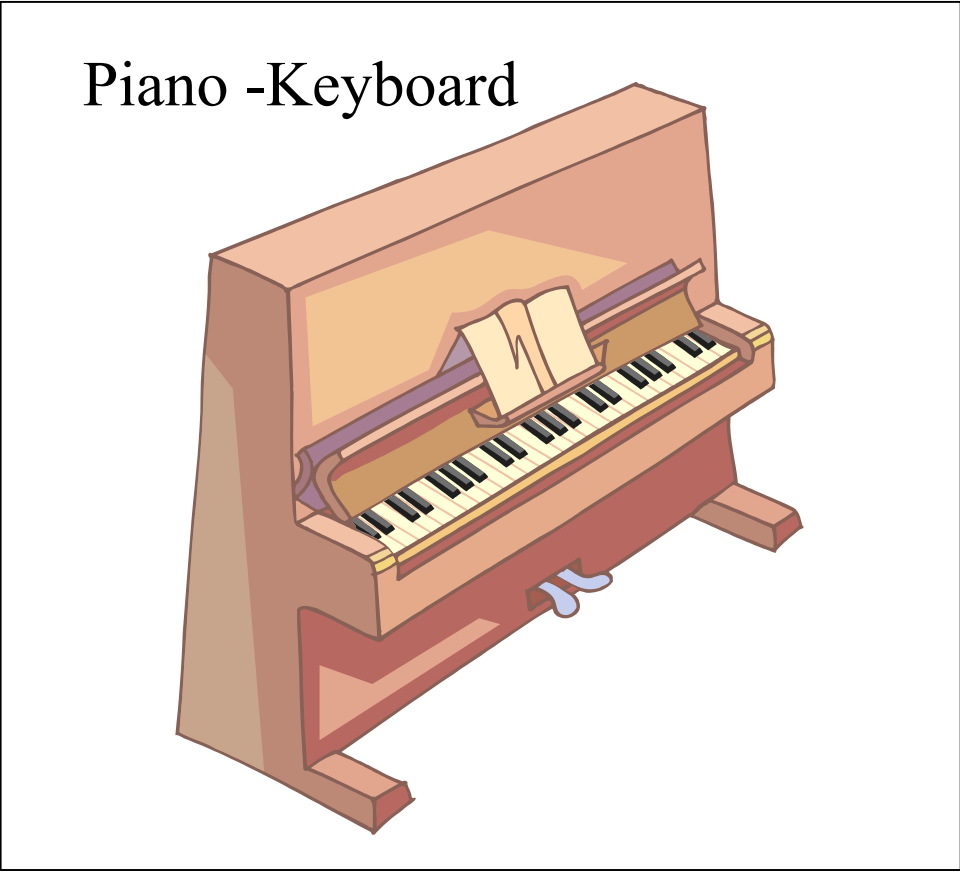


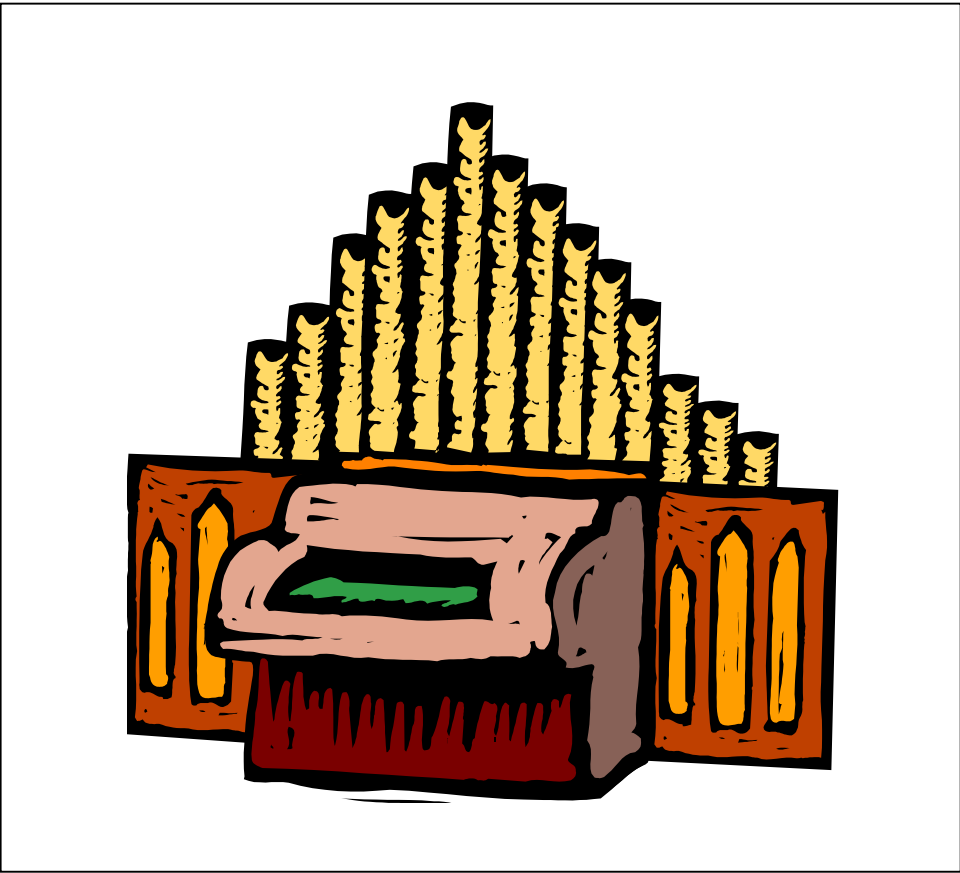
Drum -Percussion



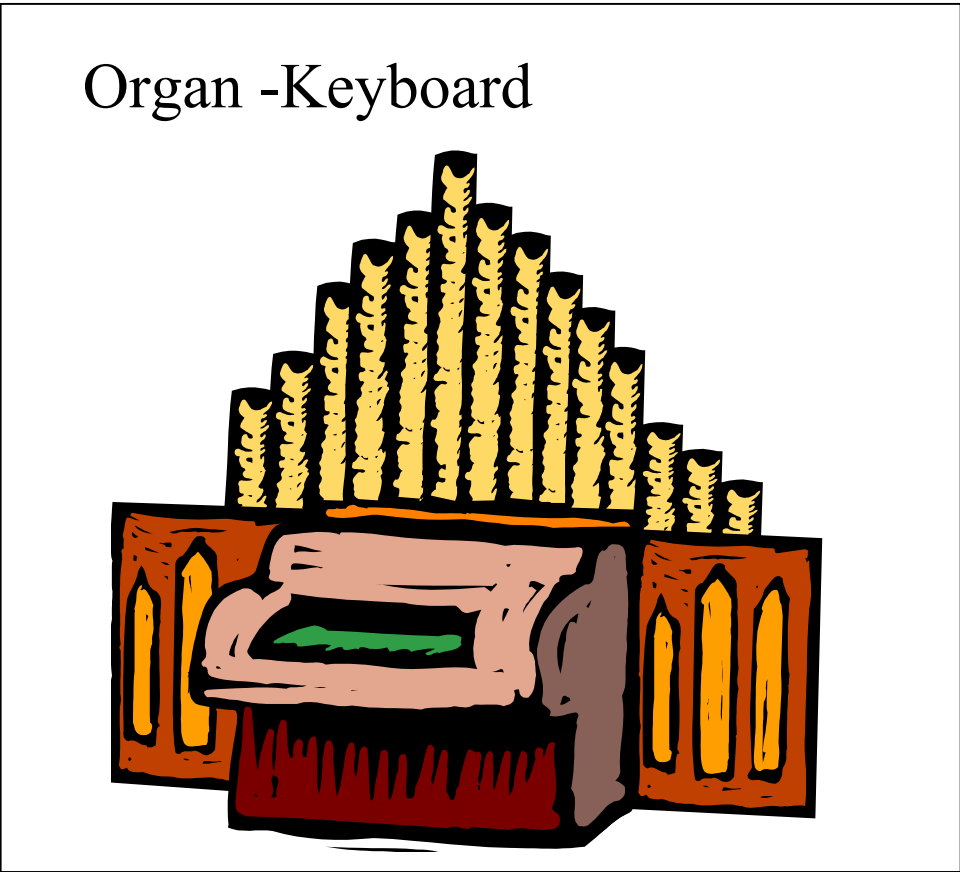


Piano -Keyboard



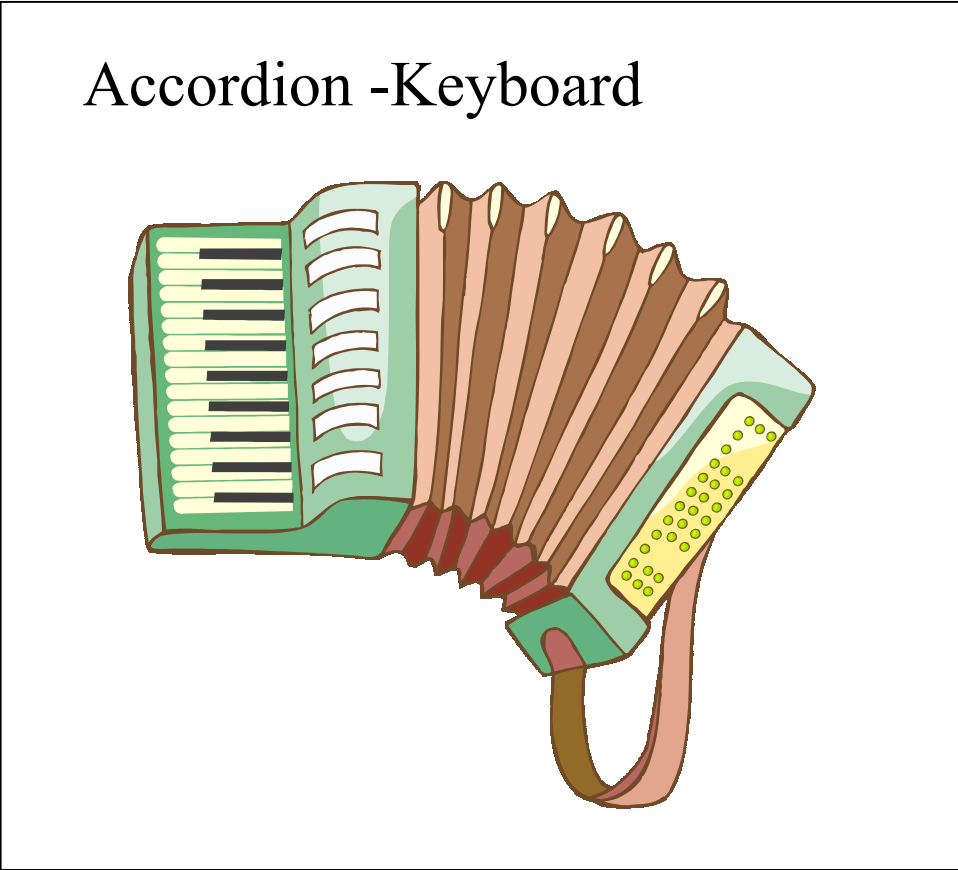


Organ -Keyboard





Accordion -Keyboard



Music

Activity TWO



Today, we are going to make drums while listening to African music.

Materials	Method
1) a cylinder shaped container with a lid (hot chocolate, coffee or ice cream containers with plastic lids work best) 2) a moist cloth 3) a dry cloth 4) gesso or an acrylic polymer 5) acrylic paint kit	1) Wipe out your container with a moist cloth and then a dry cloth. 2) Cover your container with gesso or an acrylic polymer. 3) Decorate your drum using acrylic paint. You can use the music as inspiration. Be sure to put your name in big letters on the drum.

When would you use a drum?

What musical effect does the drum give?

How do you make a loud noise with a drum?

How do you make a soft noise with a drum?

<p>How did the African music make you feel?</p> <hr/> <hr/> <hr/>	<p>Did you like it? _____ Why or why not?</p> <hr/> <hr/>
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Grade 2 MUactivity002 covers:

MU6: identify examples of dynamics in pieces of music and describe how the loudness and softness are achieved (eg. loudness results when a drum is struck with more force)

MU8: identify the four families of orchestral instruments (strings, woodwinds, brass, percussion)

MU18: express their response to music from a variety of cultures and historical periods (eg. "Largo al factotum della città" from The Barber of Seville by Rossini, "Lunatic Menu" by Ippu Do)

MU19: communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (eg. create a dance, dramatize a song)

MU20: recognize that mood can be created through music (eg. in a work such as Carnival of the Animals by Saint-Saëns)

MU21: explain, using basic musical terminology, their preference for specific songs or pieces of music





Music

Activity THREE

Today, we are going to make shakers while listening to Latin American music.

Materials	Method
1) plastic camera film container (with lid) 2) rice 3) 1 tablespoon 4) gesso or acrylic polymer 5) acrylic paint kit	1) Measure 1 tablespoon of rice and place the rice inside the plastic camera film container and close the lid. This is your shaker! 2) Paint the container with gesso or acrylic polymer. 3) Once the polymer is dry, decorate your shaker with colourful paint. 4) You can store your shaker inside your drum!

When would you use the shaker?

What musical effect does the shaker give?

How did the Latin American music make you feel? <hr/> <hr/> <hr/> <hr/>	Did you like it? _____ Why or why not? <hr/> <hr/> <hr/>
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Grade 2 MUactivity003 covers:

MU6:identify examples of dynamics in pieces of music and describe how the loudness and softness are achieved (eg. loudness results when a drum is struck with more force)

MU8:identify the four families of orchestral instruments (strings, woodwinds, brass, percussion)

MU18:express their response to music from a variety of cultures and historical periods (eg. "Largo al factotum della città" from The Barber of Seville by Rossini, "Lunatic Menu" by Ippu Do)

MU19:communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (eg. create a dance, dramatize a song)

MU20:recognize that mood can be created through music (eg. in a work such as Carnival of the Animals by Saint-Saëns)

MU21:explain, using basic musical terminology, their preference for specific songs or pieces of music

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Music Activity FOUR



Today, we are going to make sticks while listening to Celtic music.

Materials	Method
1) 2 pieces of ½ inch dowelling, 11cm long 2) acrylic paint kit	1) Decorate your sticks with acrylic paint. 2) You can store your sticks inside your drum!

When would you use sticks?

What musical effect do sticks give?

How did the Celtic music make you feel? <hr/> <hr/> <hr/> <hr/>	Did you like it? _____ Why or why not? <hr/> <hr/> <hr/> <hr/>
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Grade 2 MUactivity004 covers:

MU6: identify examples of dynamics in pieces of music and describe how the loudness and softness are achieved (eg. loudness results when a drum is struck with more force)

MU8: identify the four families of orchestral instruments (strings, woodwinds, brass, percussion)

MU18: express their response to music from a variety of cultures and historical periods (eg. “Largo al factotum della città” from The Barber of Seville by Rossini, “Lunatic Menu” by Ippu Do)

MU19: communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (eg. create a dance, dramatize a song)

MU20: recognize that mood can be created through music (eg. in a work such as Carnival of the Animals by Saint-Saëns)

MU21: explain, using basic musical terminology, their preference for specific songs or pieces of music

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Music

Activity FIVE

Today, we are going to make bells while listening to Classical music.

Materials	Method
1) tongue depressors 2) craft bells 3) wood glue	1) Starting at one end, glue the bells in a line. 2) You can store your bells inside your drum!

When would you use bells?

What musical effect do bells give?

How did the Classical music make you feel?	Did you like it? _____ Why or why not?
_____	_____
_____	_____
_____	_____
_____	_____

Grade 2 MUactivity005 covers:

MU6: identify examples of dynamics in pieces of music and describe how the loudness and softness are achieved (eg. loudness results when a drum is struck with more force)

MU8: identify the four families of orchestral instruments (strings, woodwinds, brass, percussion)

MU18: express their response to music from a variety of cultures and historical periods (eg. "Largo al factotum della città" from The Barber of Seville by Rossini, "Lunatic Menu" by Ippu Do)

MU19: communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (eg. create a dance, dramatize a song)

MU20: recognize that mood can be created through music (eg. in a work such as Carnival of the Animals by Saint-Saëns)

MU21: explain, using basic musical terminology, their preference for specific songs or pieces of music

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Music Activity SIX

Today, we are going to make sand blocks while listening to Jazz music.

Materials	Method
1) two 3.5 x 6.5 cm (thickness of 2 cm) blocks cut from 1x3x4 wood 2) acrylic paint kit 3) two pieces of fine sand paper(5 cm x 5 cm) 4) wood glue 5) stapler	1) Decorate both blocks of wood using acrylic paint. Remember one flat side will be covered by sand paper and will not need decorating. 2) Glue the piece of sand paper onto one face of the wood block using wood glue. Fold the ends down over the side. 3) Using the stapler, staple the side flaps to the wood block. 4) You can store your sand blocks inside your drum!

When would you use sand blocks?

What musical effect do sand blocks give?

How did the Jazz music make you feel? <hr/> <hr/> <hr/> <hr/>	Did you like it? _____ Why or why not? <hr/> <hr/> <hr/>
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Grade 2 MUactivity006 covers:

MU6:identify examples of dynamics in pieces of music and describe how the loudness and softness are achieved (eg. loudness results when a drum is struck with more force)

MU8:identify the four families of orchestral instruments (strings, woodwinds, brass, percussion)

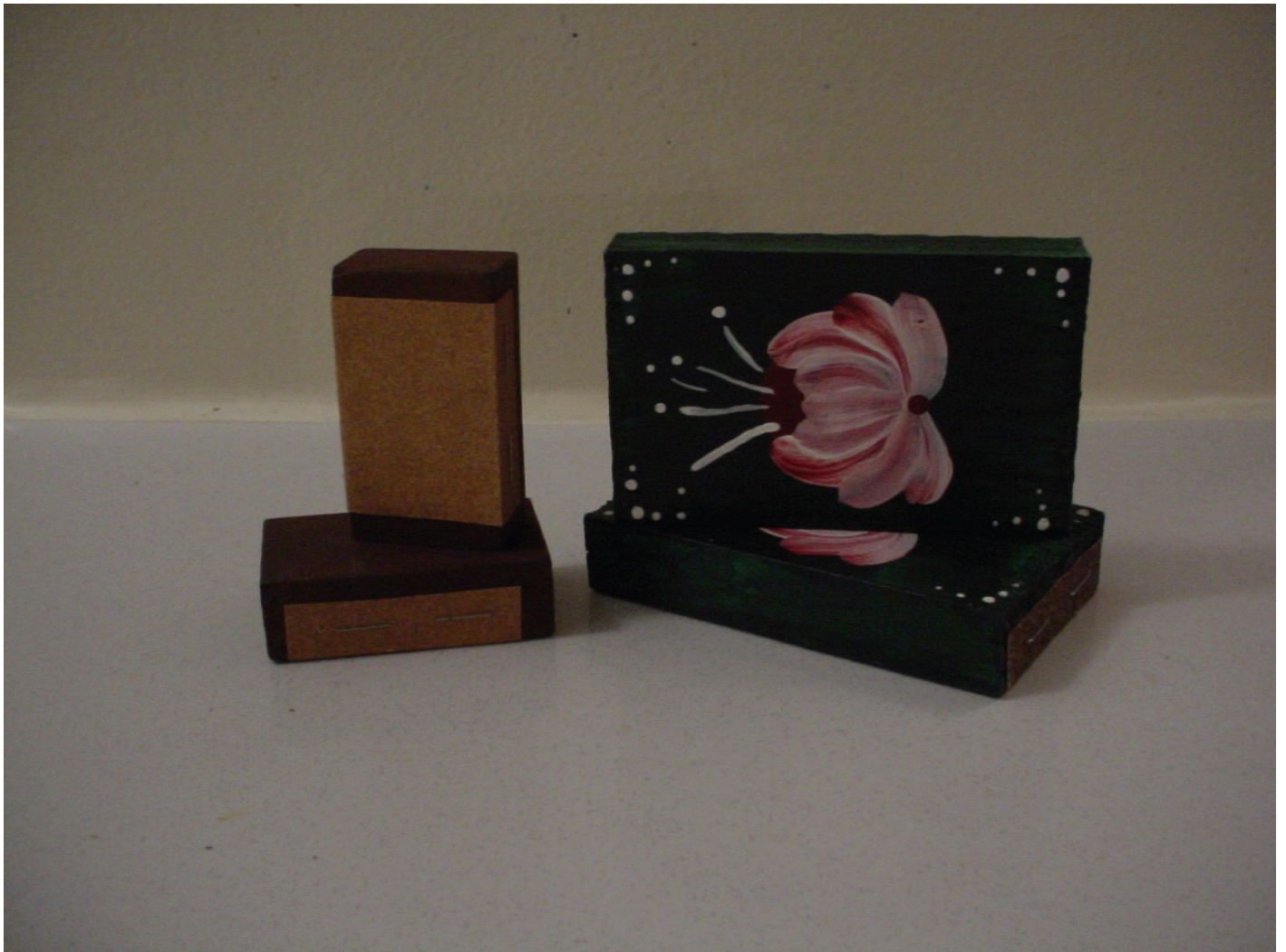
MU18:express their response to music from a variety of cultures and historical periods (eg. "Largo al factotum della città" from The Barber of Seville by Rossini, "Lunatic Menu" by Ippu Do)

MU19:communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (eg. create a dance, dramatize a song)

MU20:recognize that mood can be created through music (eg. in a work such as Carnival of the Animals by Saint-Saëns)

MU21:explain, using basic musical terminology, their preference fo specific songs or pieces of music

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Music

Activity SEVEN



As a class, let's listen very quietly to this clock. What do we hear?

What are some examples of other things we hear in our everyday lives that have a regular beat? Write your answers in your special notepad below:



As a class, we are going to review the familiar song of:

* Row, Row Row Your Boat

****Sing the song a couple of times to make sure all the students know the song.****

Let's clap our hands along with the words, while singing the song. Is our clapping regular, like the ticking of a clock? _____

**** Explain to the class that this is called rhythm.****

Let's clap our hands at a regular beat. How was this different from above?

While singing the song, where are our voices the highest?

While singing the song, where are our voices the lowest?

Grade 2 MUactivity007 covers:

MU1: identify examples of beat in their environment and in music (eg. ticking of clocks, steady pulse in rhymes or songs)

MU2: identify rhythmic patterns (eg. clap the pattern of syllables in nursery rhymes)

MU3: distinguish between beat and rhythm in a variety of pieces of music

MU4: identify higher- and lower-pitched sounds in a familiar melody

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Music

Activity EIGHT



As a class, we are going to review the familiar song of:

* Mary Had a Little Lamb

****Sing the song a couple of times to make sure all the students know the song.****

Let's clap our hands along with the words, while singing the song. Is our clapping regular, like the ticking of a clock? _____

**** Explain to the class that this is called rhythm.****

Let's clap our hands at a regular beat. How was this different from above?

While singing the song, where are our voices the highest?

While singing the song, where are our voices the lowest?

Grade 2 MUactivity008 covers:

MU2: identify rhythmic patterns (eg. clap the pattern of syllables in nursery rhymes)

MU3: distinguish between beat and rhythm in a variety of pieces of music

MU4: identify higher- and lower-pitched sounds in a familiar melody

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Music Activity NINE



As a class, we are going to review the familiar song of:

* Three Blind Mice

****Sing the song a couple of times to make sure all the students know the song.****

Let's clap our hands along with the words, while singing the song. Is our clapping regular, like the ticking of a clock? _____

**** Explain to the class that this is called rhythm.****

Let's clap our hands at a regular beat. How was this different from above?

While singing the song, where are our voices the highest?

While singing the song, where are our voices the lowest?

Grade 2 MUactivity009 covers:

MU2: identify rhythmic patterns (eg. clap the pattern of syllables in nursery rhymes)

MU3: distinguish between beat and rhythm in a variety of pieces of music

MU4: identify higher- and lower-pitched sounds in a familiar melody

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Music Activity TEN



In small groups, create movements that represent beat or rhythm to one of the following songs:

- * Row, Row, Row, Your Boat
- * Mary Had a Little Lamb
- * Three Blind Mice

Your movements will be presented to the class and assessed using the following rubric:

	Level 1	Level 2	Level 3	Level 4
Understanding of concepts	The movements did not clearly represent beat or rhythm.	Simple movements represented beat or rhythm.	An understanding of beat or rhythm was represented in their creative movements.	The group represented both beat and rhythm within their movements in a creative fashion.

Grade 2 MUactivity010 covers:

MU2: identify rhythmic patterns (eg. clap the pattern of syllables in nursery rhymes)

MU3: distinguish between beat and rhythm in a variety of pieces of music

MU4: identify higher- and lower-pitched sounds in a familiar melody

MU11: create simple patterned movement to familiar music, using their knowledge of beat and rhythm

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Music Activity ELEVEN



****This activity will take 10 periods, two periods for each of the five songs. The first period is to introduce the song and the second period is for practice. You may also want to introduce an instrumental accompaniment, using the homemade instruments.****

As a class, we are going to learn a series of songs that takes us from an American Thanksgiving to the delights of spring flowers in May.

* Over the River and Through the Wood, American	
My thoughts on this song . . . _____ _____ _____	The instrument to accompany this song would be: _____ Because: _____ _____
The tempo of this song is: _____	

* My Dreydel, Israeli During Chanukah, children play with a small top called a dreydel.	
My thoughts on this song . . . _____ _____ _____	The instrument to accompany this song would be: _____ Because: _____ _____
The tempo of this song is: _____	

* Kolyada, Russian

It is a tradition in Russia that Kolyada will leave Christmas cakes on the window sill, just as the North American Santa Claus fills our stockings.

My thoughts on this song . . .

The tempo of this song is: _____

The instrument to accompany this song would be: _____

Because:

* Here We Come A-Wassailing, English

A common song to sing, wandering and wassailing from door to door, conveying good will to all mankind around the turning of a new year.

My thoughts on this song . . .

The tempo of this song is: _____

The instrument to accompany this song would be: _____

Because:

* The May Day Carol

This carol was originally sung as part of a spring custom, where on the first day of May early spring flowers would be gathered and left on doorsteps in the village.

My thoughts on this song . . .

The tempo of this song is: _____

The instrument to accompany this song would be: _____

Because:

Grade 2 MUactivity011 covers:

MU5:reproduce specific pitches in call-and-response activities (eg. singing games)

MU7:identify the tempo of various pieces of music

MU9:sing music from a variety of cultures and historical periods (eg. folk songs)

MU12:sing simple, familiar songs in tune in unison

MU13:sing expressively, showing an understanding of the text

MU14:accompanay songs in an expressive way, using appropriate rhythm instruments, body percussion, or “found” instruments

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Music

Activity TWELVE



****This activity will take 5 periods, two periods for each of the two songs, and one period to enjoy world lullabies. The first period is to introduce the song and the second period is for practice. You may also want to introduce an instrumental accompaniment, using the homemade instruments.****

As a class, we are going to learn a series of lullabies. Lullabies are a tradition to help children around the world fall asleep.

* Iroquois Lullaby, Canadian

This lullaby was first written down by Allan Mills. It was sung to him by the Iroquois of Caughnawaga, who are located on the south side of the St. Lawrence, about 15 km west of Montreal.

My thoughts on this song . . .

The tempo of this song is: _____

The instrument to accompany this song would be: _____

Because:

* Icelandic Lullaby, Iceland

There are many Icelandic Canadians living throughout Canada. However, larger communities exist in Manitoba and Saskatchewan. This lullaby urges the baby to stay awake instead of fall asleep! If the baby stays awake they might see the swans fly and sing with a sound of silver bells. But, the effort to stay awake is too great and the baby falls asleep before the swans come.

My thoughts on this song . . .

The tempo of this song is: _____

The instrument to accompany this song would be: _____

Because:

As a class, we are going to listen to lullabies from around the world. As we listen to the music, draw a picture of a perfect sleep, a wonderful dream or something else you like about bedtime.

1) How did the music make you feel?

2) Describe some common themes among the lullabies . . .

Grade 2 MUactivity012 covers:

MU5:reproduce specific pitches in call-and-response activities (eg. singing games)

MU7:identify the tempo of various pieces of music

MU9:sing music from a variety of cultures and historical periods (eg. folk songs)

MU12:sing simple, familiar songs in tune in unison

MU13:sing expressively, showing an understanding of the text

MU14:accompany songs in an expressive way, using appropriate rhythm instruments, body percussion, or “found” instruments

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Music

Activity THIRTEEN



As a class, let's read the poem Alligator Pie by Dennis Lee, a Canadian poet.

In small groups, create a musical accompaniment to this poem with your musical instruments. You will perform your short accompaniment at the end of class.

After you have performed, answer the following questions:

What musical instruments did you use?

What effect did this create?

Why did your group make these choices?

Grade 2 MUactivity014 covers:

MU10:create rhythmic and melodic patterns (eg. ostinati), using a variety of sounds (eg. vocal and instrumental sounds)

MU15:create and perform musical compositions, applying their knowledge of elements of music and patterns of sound

MU16:create short songs and instrumental pieces, using a variety of sound sources

MU17:produce a specific effect (eg. create a sound scape as background for a story of poem), using various sound sources (eg. the voice, the body, instruments)

MU22:recognize and explain the effects of different musical choices (eg. slow music that is loud can be dramatic or ceremonial whereas slow music that is soft can suggest thoughtfulness)

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Part 3	<p>Create the instrumental accompaniment to the song.</p> <p>What musical instruments will be used?</p> <hr/> <hr/> <p>What effect will this create?</p> <hr/> <hr/> <p>Why has your group made these choices?</p> <hr/> <hr/>
Part 4	Practice your poem and accompaniment.
Part 5	Perform your poem and accompaniment to the class. Your work will be marked using the following rubric.

	Level 1	Level 2	Level 3	Level 4
Understanding of concepts	<ul style="list-style-type: none"> - the inclusion of the elements of music was not apparent - a limited number of sounds were used in a repetitive manner 	<ul style="list-style-type: none"> - the elements of music were applied in a limited fashion - a limited number of sounds were used or a variety of sounds in a repetitive manner 	<ul style="list-style-type: none"> - elements of music were demonstrated in the composition - a variety of sounds were used 	<ul style="list-style-type: none"> - elements of music were applied in a creative manner in the composition - a variety of sounds were used that created a unique effect
Communication of Creative Work	<ul style="list-style-type: none"> - the choice is explained in a limited way 	<ul style="list-style-type: none"> - the choice is described, however no explanation to the reasons is given 	<ul style="list-style-type: none"> - explains choices in detail 	<ul style="list-style-type: none"> - explains choices in detail with reference to elements of music

Grade 2 MUactivity014 covers:

MU10:create rhythmic and melodic patterns (eg. ostinati), using a variety of sounds (eg. vocal and instrumental sounds)

MU15:create and perform musical compositions, applying their knowledge of elements of music and patterns of sound

MU16:create short songs and instrumental pieces, using a variety of sound sources

MU17:produce a specific effect (eg. create a sound scape as background for a story of poem), using various sound sources (eg. the voice, the body, instruments)

MU22:recognize and explain the effects of different musical choices (eg. slow music that is loud can be dramatic or ceremonial whereas slow music that is soft can suggest thoughtfulness)

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Music

Activity FIFTEEN



****This activity will take 10 periods, two periods for each of the five songs. The first period is to introduce the song and the second period is for practice. You may also want to introduce an instrumental accompaniment, using the homemade instruments.****

As a class, we are going to learn a series of songs that takes us across the Atlantic Ocean from Europe to North America.

* My Bonnie, Traditional Folk Song from Scotland.	
My thoughts on this song . . . _____ _____ _____	The instrument to accompany this song would be: _____ Because: _____ _____
The tempo of this song is: _____	

* Three Crows, Irish Nonsense Song	
My thoughts on this song . . . _____ _____ _____	The instrument to accompany this song would be: _____ Because: _____ _____
The tempo of this song is: _____	

* Sur Le Pont d'Avignon, France	
My thoughts on this song . . . _____ _____ _____	The instrument to accompany this song would be: _____ Because: _____ _____
The tempo of this song is: _____	

* Bonhomme! Bonhomme!, Folk song from Quebec	
My thoughts on this song . . . _____ _____ _____ The tempo of this song is: _____	The instrument to accompany this song would be: _____ Because: _____ _____

* The Cat Came Back, American	
My thoughts on this song . . . _____ _____ _____ The tempo of this song is: _____	My thoughts on the animated film . . . _____ _____ _____ _____

Grade 2 MUactivity015 covers:
 MU5:reproduce specific pitches in call-and-response activities (eg. singing games)
 MU7:identify the tempo of various pieces of music
 MU9:sing music from a variety of cultures and historical periods (eg. folk songs)
 MU12:sing simple, familiar songs in tune in unison
 MU13:sing expressively, showing an understanding of the text
 MU14:accompanay songs in an expressive way, using appropriate rhythm instruments, body percussion, or “found” instruments
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