Grade 2 Music

Teachers’ Notes
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:

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<th>Activity THREE</th>
<th>Activity FOUR</th>
<th>Activity FIVE</th>
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<tbody>
<tr>
<td>The Instrument Families with Peter and the Wolf</td>
<td>Make drums and listen to African music</td>
<td>Make shakers and listen to Latin American music</td>
<td>Make sticks and listen to Celtic music</td>
<td>Make bells and listen to classical music (Carnival of the Animals by Saint-Saëns)</td>
</tr>
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<table>
<thead>
<tr>
<th>Activity SIX</th>
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<th>Activity EIGHT</th>
<th>Activity NINE</th>
<th>Activity TEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sand blocks and listen to jazz</td>
<td>Exploring Beat and Rhythm</td>
<td>Exploring Beat and Rhythm</td>
<td>Exploring Beat and Rhythm</td>
<td>Moving to beat and rhythm</td>
</tr>
<tr>
<td>*Row, Row, Row Your Boat</td>
<td>*Mary Had a Little Lamb</td>
<td>*Three Blind Mice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity ELEVEN</th>
<th>Activity ELEVEN</th>
<th>Activity ELEVEN</th>
<th>Activity ELEVEN</th>
<th>Activity ELEVEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Over the River and Through the Wood</td>
<td>*Over the River and Through the Wood</td>
<td>*My Dreydel</td>
<td>*My Dreydel</td>
<td>Kolyada</td>
</tr>
<tr>
<td>*Row, Row, Row Your Boat</td>
<td>*Here We Come A-Wassailing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity ELEVEN</th>
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<th>Activity ELEVEN</th>
<th>Activity ELEVEN</th>
<th>Activity ELEVEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Over the River and Through the Wood</td>
<td>*Over the River and Through the Wood</td>
<td>*My Dreydel</td>
<td>*My Dreydel</td>
<td>*The May Day Carol</td>
</tr>
<tr>
<td>*Here We Come A-Wassailing</td>
<td>*Here We Come A-Wassailing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity TWELVE</th>
<th>Activity TWELVE</th>
<th>Activity TWELVE</th>
<th>Activity TWELVE</th>
<th>Activity TWELVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Iroquois Lullaby</td>
<td>*Iroquois Lullaby</td>
<td>*Icelandic Lullaby</td>
<td>*Icelandic Lullaby</td>
<td>Lullabies from around the world</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity THIRTEEN</th>
<th>Activity THIRTEEN</th>
<th>Activity FOURTEEN</th>
<th>Activity FOURTEEN</th>
<th>Activity FOURTEEN</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Activity FIFTEEN</th>
<th>Activity FIFTEEN</th>
<th>Activity FIFTEEN</th>
<th>Activity FIFTEEN</th>
<th>Activity FIFTEEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>*My Bonnie</td>
<td>*My Bonnie</td>
<td>*Three Craws</td>
<td>*Three Craws</td>
<td>*Sur Le Pont D’Avignon</td>
</tr>
<tr>
<td>Activity FIFTEEN</td>
<td>Activity FIFTEEN</td>
<td>Activity FIFTEEN</td>
<td>Activity FIFTEEN</td>
<td>Activity FIFTEEN</td>
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<td>-----------------</td>
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<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>* Sur Le Pont D’Avignon</td>
<td>* Bonhomme! Bonhomme!</td>
<td>* Bonhomme!</td>
<td>* The Cat Came Back</td>
<td>* The Cat Came Back</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Movie</td>
</tr>
</tbody>
</table>
Ontario Curriculum Expectations:

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

<table>
<thead>
<tr>
<th>Term ONE</th>
<th>Term TWO</th>
<th>Term THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU1: identify examples of beat in their environment and in music (eg. ticking of clocks, steady pulse in rhymes or songs)</td>
<td>MU5: reproduce specific pitches in call-and-response activities (eg. singing games)</td>
<td>MU5: reproduce specific pitches in call-and-response activities (eg. singing games)</td>
</tr>
<tr>
<td>MU2: identify rhythmic patterns (eg. clap the pattern of syllables in nursery rhymes)</td>
<td>MU7: identify the tempo of various pieces of music</td>
<td>MU7: identify the tempo of various pieces of music</td>
</tr>
<tr>
<td>MU3: distinguish between beat and rhythm in a variety of pieces of music</td>
<td>MU9: sing music from a variety of cultures and historical periods (eg. folk songs)</td>
<td>MU9: sing music from a variety of cultures and historical periods (eg. folk songs)</td>
</tr>
<tr>
<td>MU4: identify higher- and lower-pitched sounds in a familiar melody</td>
<td>MU12: sing simple, familiar songs in tune in unison</td>
<td>MU10: create rhythmic and melodic patterns (eg. ostinati), using a variety of sounds (eg. vocal and instrumental sounds)</td>
</tr>
<tr>
<td>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)</td>
<td>MU13: sing expressively, showing an understanding of the text</td>
<td>MU12: sing simple, familiar songs in tune in unison</td>
</tr>
<tr>
<td>MU8: identify the four families of orchestral instruments (strings, woodwinds, brass, percussion)</td>
<td>MU14: accompany songs in an expressive way, using appropriate rhythm instruments, body percussion, or “found” instruments</td>
<td>MU13: sing expressively, showing an understanding of the text</td>
</tr>
<tr>
<td>MU11: create simple patterned movement to familiar music, using their knowledge of beat and rhythm</td>
<td>MU15: create and perform musical compositions, applying their knowledge of elements of music and patterns of sound</td>
<td>MU14: accompany songs in an expressive way, using appropriate rhythm instruments, body percussion, or “found” instruments</td>
</tr>
<tr>
<td>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)</td>
<td>MU16: create short songs and instrumental pieces, using a variety of sound sources</td>
<td>MU15: create and perform musical compositions, applying their knowledge of elements of music and patterns of sound</td>
</tr>
<tr>
<td>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)</td>
<td>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)</td>
<td>MU16: create short songs and instrumental pieces, using a variety of sound sources</td>
</tr>
<tr>
<td>MU20: recognize that mood can be created through music (eg. in a work such as Carnival of the Animals by Saint-Saëns)</td>
<td>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)</td>
<td>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)</td>
</tr>
<tr>
<td>MU21: explain, using basic musical terminology, their preference for specific songs or pieces of music</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Materials Box

<table>
<thead>
<tr>
<th>General Materials</th>
<th>Chart paper and markers for song lyrics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials for Instruments</strong></td>
<td></td>
</tr>
<tr>
<td>* DRUMS</td>
<td>large cylinder containers with plastic lids</td>
</tr>
<tr>
<td></td>
<td>cloths</td>
</tr>
<tr>
<td></td>
<td>gesso or acrylic polymer</td>
</tr>
<tr>
<td></td>
<td>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).</td>
</tr>
<tr>
<td>* SHAKERS</td>
<td>plastic film containers with lids</td>
</tr>
<tr>
<td></td>
<td>rice</td>
</tr>
<tr>
<td></td>
<td>1 tablespoon</td>
</tr>
<tr>
<td>* STICKS</td>
<td>½ inch dowelling</td>
</tr>
<tr>
<td>* BELLS</td>
<td>tongue depressors</td>
</tr>
<tr>
<td></td>
<td>craft bells</td>
</tr>
<tr>
<td></td>
<td>wood glue</td>
</tr>
<tr>
<td>* SAND BLOCKS</td>
<td>1x3x4 wood</td>
</tr>
<tr>
<td></td>
<td>fine sand paper</td>
</tr>
<tr>
<td></td>
<td>stapler</td>
</tr>
<tr>
<td>CD’s</td>
<td>African Playground, Putamayo Kids: <a href="http://www.putamayokids.com">www.putamayokids.com</a></td>
</tr>
<tr>
<td></td>
<td>Latin Playground, Putamayo: <a href="http://www.putamayo.com">www.putamayo.com</a></td>
</tr>
<tr>
<td></td>
<td>Celtic Tides, Putamayo: <a href="http://www.putamayo.com">www.putamayo.com</a></td>
</tr>
<tr>
<td></td>
<td>Peter and the Wolf and Carnival of the Animals, produced by Virgin classics</td>
</tr>
<tr>
<td></td>
<td>Kind of Blue, Miles Davis</td>
</tr>
<tr>
<td></td>
<td>Time Out, The Dave Brubeck Quartet</td>
</tr>
<tr>
<td></td>
<td>Dreamland, Putamayo: <a href="http://www.putamayo.com">www.putamayo.com</a></td>
</tr>
<tr>
<td>Movies</td>
<td>The Cat Came Back on Leonard Maltin’s Animation Favorites from the National Film Board of Canada</td>
</tr>
<tr>
<td></td>
<td>Peter and the Wolf on Make Mine Music by Disney</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Peter</th>
<th>Sasha the bird</th>
<th>Sonia the duck</th>
<th>Ivan the cat</th>
<th>Grandpa Hunts’ Guns</th>
<th>Wolf</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>String Quartet</strong></td>
<td><strong>Flute</strong></td>
<td><strong>Oboe</strong></td>
<td><strong>Clarinet</strong></td>
<td><strong>Bassoon</strong></td>
<td><strong>Kettle Drums</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Horns</strong></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Instruments</th>
<th>Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Strings Image]</td>
<td>[String Instruments]</td>
</tr>
<tr>
<td>[Woodwind Image]</td>
<td>[Woodwind Instruments]</td>
</tr>
</tbody>
</table>
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)
© I Can Sing®, 2004
Woodwind
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
Organ - Keyboard
Accordion - Keyboard
Music
Activity TWO

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

<table>
<thead>
<tr>
<th>Materials</th>
<th>Method</th>
</tr>
</thead>
</table>
| 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?
___________________________________________________________________________

How did the African music make you feel?
___________________________________  
___________________________________  
___________________________________

Did you like it? ______________________
Why or why not?
___________________________________  
___________________________________

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 fo specific songs or pieces of music

© I Can Sing®, 2004
Today, we are going to make shakers while listening to Latin American music.

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

When would you use the shaker?

_______________________________________________________________________
_______________________________________________________________________

What musical effect does the shaker give?

_______________________________________________________________________
_______________________________________________________________________

How did the Latin American music make you feel?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Did you like it? ____________________

Why or why not?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

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 fo 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.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) 2 pieces of ½ inch dowelling, 11cm long</td>
<td>1) Decorate your sticks with acrylic paint.</td>
</tr>
<tr>
<td>2) acrylic paint kit</td>
<td>2) You can store your sticks inside your drum!</td>
</tr>
</tbody>
</table>

When would you use sticks?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

What musical effect do sticks give?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

How did the Celtic music make you feel?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Did you like it? __________________
Why or why not?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

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

© I Can Sing*, 2004
Today, we are going to make bells while listening to Classical music.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) tongue depressors</td>
<td>1) Starting at one end, glue the bells in a line.</td>
</tr>
<tr>
<td>2) craft bells</td>
<td>2) You can store your bells inside your drum!</td>
</tr>
<tr>
<td>3) wood glue</td>
<td></td>
</tr>
</tbody>
</table>

When would you use bells?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

What musical effect do bells give?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

<table>
<thead>
<tr>
<th>How did the Classical music make you feel?</th>
<th>Did you like it?</th>
<th>Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

When would you use sand blocks?
__________________________________________________________________
__________________________________________________________________

What musical effect do sand blocks give?
__________________________________________________________________
__________________________________________________________________

How did the Jazz music make you feel?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Did you like it? __________________________________________________________________________
Why or why not?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

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 for 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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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
© I Can Sing*, 2004
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 (e.g., 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:

<table>
<thead>
<tr>
<th>Understanding of concepts</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The movements did not clearly represent beat or rhythm.</td>
<td>Simple movements represented beat or rhythm.</td>
<td>An understanding of beat or rhythm was represented in their creative movements.</td>
<td>The group represented both beat and rhythm within their movements in a creative fashion.</td>
</tr>
</tbody>
</table>

Grade 2 MUactivity010 covers:
MU2: identify rhythmic patterns (e.g. 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.

<table>
<thead>
<tr>
<th>* Over the River and Through the Wood, American</th>
</tr>
</thead>
<tbody>
<tr>
<td>My thoughts on this song . . .</td>
</tr>
<tr>
<td>_____________________________</td>
</tr>
<tr>
<td>_____________________________</td>
</tr>
<tr>
<td>The tempo of this song is:______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>* My Dreydel, Israeli</th>
</tr>
</thead>
<tbody>
<tr>
<td>During Chanukah, children play with a small top called a dreydel.</td>
</tr>
<tr>
<td>My thoughts on this song . . .</td>
</tr>
<tr>
<td>_____________________________</td>
</tr>
<tr>
<td>_____________________________</td>
</tr>
<tr>
<td>The tempo of this song is:______</td>
</tr>
</tbody>
</table>
* 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: accompany 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.

<table>
<thead>
<tr>
<th>My thoughts on this song . . .</th>
<th>The instrument to accompany this song would be: _______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Because:</td>
</tr>
<tr>
<td>The tempo of this song is:________</td>
<td></td>
</tr>
</tbody>
</table>

_______________________________
_______________________________
_______________________________
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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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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Music
Activity FOURTEEN

This activity has five parts.

| Part 1 | As a class, we are going to read some poems by a Canadian poet named Dennis Lee.  
**Select poems that you think your class will like.** |
|---------|---------------------------------------------------------------------------------------------------------------------------------|
| Part 2 | **Create small groups of students.**  
In your small group, you are going to create an instrumental accompaniment to your choice of a Dennis Lee poem.  

The Poem you chose is __________________________________________  

The words in the poem are:  

_________________________________________________________________  
_________________________________________________________________  
_________________________________________________________________  
_________________________________________________________________  
_________________________________________________________________  
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_________________________________________________________________  
_________________________________________________________________  
_________________________________________________________________
Part 3  Create the instrumental accompaniment to the song.

What musical instruments will be used?

______________________________________________________

______________________________________________________

What effect will this create?

______________________________________________________

______________________________________________________

Why has your group made these choices?

______________________________________________________

______________________________________________________

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.

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of concepts</td>
<td>- the inclusion of the elements of music was not apparent</td>
<td>- the elements of music were applied in a limited fashion</td>
<td>- elements of music were demonstrated in the composition</td>
<td>- elements of music were applied in a creative manner in the composition</td>
</tr>
<tr>
<td></td>
<td>- a limited number of sounds were used in a repetitive manner</td>
<td>- a limited number of sounds were used or a variety of sounds in a repetitive manner</td>
<td>- a variety of sounds were used</td>
<td>- a variety of sounds were used that created a unique effect</td>
</tr>
<tr>
<td>Communication of Creative Work</td>
<td>- the choice is explained in a limited way</td>
<td>- the choice is described, however no explanation to the reasons is given</td>
<td>- explains choices in detail</td>
<td>- explains choices in detail with reference to elements of music</td>
</tr>
</tbody>
</table>

Grade 2 MUactivity014 covers:
MU10: create rhythmic and melodic patterns (e.g. ostinati), using a variety of sounds (e.g. 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 (e.g. create a sound scape as background for a story of poem), using various sound sources (e.g. the voice, the body, instruments)
MU22: recognize and explain the effects of different musical choices (e.g. slow music that is loud can be dramatic or ceremonial whereas slow music that is soft can suggest thoughtfulness)
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**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.

<table>
<thead>
<tr>
<th>Song / Culture</th>
<th>My thoughts on this song . . .</th>
<th>The instrument to accompany this song would be:</th>
<th>Because:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* My Bonnie, Traditional Folk Song from Scotland.</td>
<td>_____________________________</td>
<td>_____________________________</td>
<td>_____________________________</td>
</tr>
<tr>
<td></td>
<td>_____________________________</td>
<td>_____________________________</td>
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</tr>
<tr>
<td></td>
<td>_____________________________</td>
<td>_____________________________</td>
<td>_____________________________</td>
</tr>
<tr>
<td>The tempo of this song is:</td>
<td>___________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Song / Culture</th>
<th>My thoughts on this song . . .</th>
<th>The instrument to accompany this song would be:</th>
<th>Because:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Three Craws, Irish Nonsense Song</td>
<td>_____________________________</td>
<td>_____________________________</td>
<td>_____________________________</td>
</tr>
<tr>
<td></td>
<td>_____________________________</td>
<td>_____________________________</td>
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<tr>
<td></td>
<td>_____________________________</td>
<td>_____________________________</td>
<td>_____________________________</td>
</tr>
<tr>
<td>The tempo of this song is:</td>
<td>___________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Song / Culture</th>
<th>My thoughts on this song . . .</th>
<th>The instrument to accompany this song would be:</th>
<th>Because:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Sur Le Pont d’Avignon, France</td>
<td>_____________________________</td>
<td>_____________________________</td>
<td>_____________________________</td>
</tr>
<tr>
<td></td>
<td>_____________________________</td>
<td>_____________________________</td>
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<tr>
<td></td>
<td>_____________________________</td>
<td>_____________________________</td>
<td>_____________________________</td>
</tr>
<tr>
<td>The tempo of this song is:</td>
<td>___________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Bonhomme! Bonhomme!, Folk song from Quebec

<table>
<thead>
<tr>
<th>My thoughts on this song . . .</th>
<th>The instrument to accompany this song would be: ___________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Because:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>The tempo of this song is:____</td>
<td></td>
</tr>
</tbody>
</table>

### The Cat Came Back, American

<table>
<thead>
<tr>
<th>My thoughts on this song . . .</th>
<th>My thoughts on the animated film . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>The tempo of this song is:____</td>
<td></td>
</tr>
</tbody>
</table>

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

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