

Los Angeles Unified School District – Arts Education Branch Elementary Music Instruction Guide

Module 1: Making Music with Singing and Playing

Module 2: Learning the Written Language of Music

Module 3: Learning About Music in Our Community and the World

Module 4: Expressing Ideas and Feelings Through Music

Grade 2 Theme	Music tells us about the world.	
Enduring Understanding	<p>Adding different textures to singing and playing makes music more interesting.</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How can we use our voices in different ways to make music? • What can we add to music to make it sound different? • How do the different sounds of instruments change the music? 	
California Standards Addressed	2.1	Sing with accuracy in a developmentally appropriate range.
	2.3	Play rhythmic ostinatos on classroom instruments.
	2.4	Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.
Sample Performance Task	<p>With a small group, use rhythm instruments or body percussion to play a rhythmic ostinato of four to eight beats for a song you know, while the rest of the class sings the song.</p> <p><u>Suggested Rubric</u></p> <ul style="list-style-type: none"> • Students are able to independently and accurately perform the ostinato throughout the song. • Students sing with good intonation, using their head voice. • Students play in time with the music. 	

Developing Concepts

1. SINGING: <i>Singing and talking use different parts of our voice and require us to use our body in different ways.</i>		
Knowledge	Skills	
<u>Vocabulary</u> <ul style="list-style-type: none"> • Singing voice • Speaking voice • Shouting (Calling) voice • Echo/Imitation • Call/Response • High/Low • Melody 	<ul style="list-style-type: none"> • Differentiate between speaking, singing, and shouting • Chant a rhyme with the speaking voice • Sing in head voice • Match pitch • Copy what is heard (echo-sing) • Use belly breathing • Keep a steady beat while singing a song or speaking a rhyme 	
SUGGESTED STEPS		
Sources: (2nd Grade Books, unless otherwise stated) MM= <u>Making Music</u> ; 2008 California Edition, STM=Share the Music, MC=Music Connection		
FOCUS	SOURCE	SONGS/ACTIVITIES
Differentiate between spoken chants and songs <ul style="list-style-type: none"> • Echo speak rhyme while patting steady beat. • Ask students whether they are singing or speaking. • Discuss how singing & speaking are the same and different (no melody when we speak). • Make up a simple <i>So-Mi-La</i> melody for the rhyme to contrast speaking/singing. • Discuss where people use spoken chants (jump rope, sports events/cheerleaders, rap/hip hop). 	MM	<i>Riddle Ree</i> <i>Mississippi River Chant</i> <i>Worms Marching</i> <i>Hello</i> <ul style="list-style-type: none"> • Different languages • Solo opportunities
	STM	<i>Bate, Bate</i> <i>Say (Play) Your Name</i> <i>Toaster Time</i> <i>Two Little Sausages</i>
	Other	Jump Rope Rhymes Cheerleader chants Hip-hop/Rap (listening)
Differentiate between singing voice (head voice) and talking voice. Experience different parts of the voice. <ul style="list-style-type: none"> • Prepare for singing: <ul style="list-style-type: none"> ○ Prepare the body (stretching). ○ Prepare breath (hiss rhythmic patterns). ○ Prepare voice (sirens, echos). • Speak the words to a song, then echoing the melody. Discuss the differences between singing and 	MM	<i>Go Around the Corn, Sally</i> (Call/Response) <i>Che Che Koolay</i> (Echo) <i>Michael Row the Boat Ashore</i> (Call/Response) <i>Lots of Worms</i> <i>Miss Mary Mack</i> <i>Heigh-Ho</i> <i>Every Morning When I Wake Up</i> <i>Hello</i> <ul style="list-style-type: none"> • Different languages • Solo opportunities

speaking: <ul style="list-style-type: none"> ○ Singing voice is higher. ○ Singing sounds are more sustained and require more breath. ○ Singing in head voice requires more energy and breath. ○ Have students put a hand on their chest to feel the vibrations when they talk or use a low voice. Explore how they cannot feel vibrations in their chest when they use their head voice for singing. 	STM	<i>Chicken Soup with Rice</i> <i>Bill Grogan’s Goat</i> (Echo) <i>Down By the Bay</i> (Echo) <i>Mi Cuerpo (My Body)</i> <i>John Jacob Jingleheimer Schmidt</i>
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2. TEXTURE: <i>We can use rhythm patterns to add layers to poems or songs for added interest.</i>		
Knowledge	Skills	
Vocabulary <ul style="list-style-type: none"> • Rhythm pattern • Ostinato (“stubborn” repeated pattern) • Body percussion Names of various classroom instruments <ul style="list-style-type: none"> • Rhythm sticks • Wood block • Maracas • Shakers • Tambourine • Triangle 	<ul style="list-style-type: none"> • Clap the rhythm of words. • Copy rhythms, using body percussion. • Use rhythm instruments with proper technique. • Stay in tempo, accurately maintain a rhythmic ostinato while listening to music. 	
SUGGESTED STEPS		
Sources: (2nd Grade Books, unless otherwise stated)		
MM= <u>Making Music</u> ; 2008 California Edition, STM=Share the Music, MC=Music Connection		
FOCUS	SOURCE	SONGS/ACTIVITIES
Make rhythmic ostinatos for a rhyme or song <ul style="list-style-type: none"> • Use selected words and rhythms from text or have class make up their own words. Then speak the words as an ostinato while they sing or listen to the song. • Use body percussion in the same rhythm as the words. • Divide into groups, with one singing 	MM	<i>Riddle Ree</i> <i>Mississippi River Chant</i> <i>Go Around the Corn, Sally</i> <i>Che Che Koolay</i> <i>Lots of Worms</i> <i>Worms Marching</i> <i>Heigh-Ho</i> <i>Falling Rain</i> <i>I Got Shoes</i> <i>Puff, the Magic Dragon</i>

<p>and one playing/saying the ostinato. Layer more than one ostinato at a time while listening to the music, or while one group is singing.</p>	MM	<i>Same Train</i> <i>Shoo, Fly</i> <i>Yankee Doodle</i> <i>Zip-a-Dee-Doo-Dah</i>
	STM	<i>Bate, Bate</i> <i>Chicken Soup with Rice</i> <i>Goin' to the Zoo</i> <i>John Jacob Jingleheimer Schmidt</i> <i>Shoo, Fly</i> <i>Yankee Doodle</i>
<p>Use classroom instruments to play the ostinato</p> <ul style="list-style-type: none"> • Play the instrument and speak the words of the ostinato. • Play the ostinato without saying the words. • Divide into groups, as above. • Layer ostinatos, using body percussion for one and instruments for the other. 	Same	Same as above