

Musical Olympics

Grade Level or Special Area: Music – Grade 2

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Length of Unit: Five to eleven 45 minute lessons

I. ABSTRACT

This unit concentrates on the basic musical elements important to the early development of musical literacy and musical enjoyment. It will focus on the differentiation of loud/soft, high/low, fast/slow, short/long, and beat/rhythm.

II. OVERVIEW

A. Concept Objectives

1. Students, alone or with others, sing and/or play instruments. (CO MUS Standard 1)
2. Students read and notate music. (CO MUS Standard 2)
3. Students create music. (CO MUS Standard 3)
4. Students listen to, respond to, analyze, evaluate, and describe music. (CO MUS Standard 4)

B. Content from the *Core Knowledge Sequence*

1. 2nd Grade Music: Elements of Music
 - a. Through participation, become familiar with basic elements of music
 - i. Recognize a steady beat, accents, and the downbeat; play a steady beat
 - ii. Move responsively to music
 - iii. Recognize short and long sounds
 - iv. Discriminate between fast and slow
 - v. Discriminate between differences in pitch: high and low
 - vi. Discriminate between loud and quiet
2. 2nd Grade Music: Songs
 - a. The Star-Spangled Banner
 - b. This Land Is Your Land

C. Skill Objectives

1. Students will demonstrate a steady beat by moving, singing, and playing instruments.
2. Students will demonstrate beginning pitch recognition through moving and singing.
3. Students will show expressive elements of dynamics and tempo.
4. Students will read and notate simple melodic and rhythmic patterns using traditional and nontraditional music notation.
5. Students will identify symbols and traditional terms that refer to dynamics, tempo, form, and meter.
6. Students will explore and express musical ideas through movement, singing, and playing musical games.
7. Students will create short compositions within a given framework.
8. Students will identify musical elements and expressive qualities using appropriate musical vocabulary.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Abramson, Robert M. *Feel It! Rhythm Games for All*

2. Nelson, Joy. *The Music Effect*
 3. Steen, Arvida. *Exploring Orff*
 4. Yurko, Michiko. *Music Mind Games*
- B. For Students
1. Music: Recognize a steady beat, moving to a beat; play a steady beat; recognize accents, p. 33, 1st grade
 2. Music: Move responsively to music, p. 33, 1st grade
 3. Music: Recognize short and long sounds, p. 33, 1st grade
 4. Music: Discriminate between fast and slow, p. 33, 1st grade
 5. Music: Discriminate between obvious differences in pitch, p. 33, 1st grade
 6. Music: Discriminate between loud and quiet, p. 33, 1st grade
 7. Music: Sing unaccompanied, accompanied, and in unison, p. 33, 1st grade

IV. RESOURCES

- A. CD Player (Lessons One, Two, Three, Five)
- B. CD of National Anthem (Lesson One, Five)
- C. American Flags (optional) (Lesson One, Five)
- D. Bronze, Silver, and gold medals (Lesson One)
- E. Monkey Puppet (Lesson One, Two, Three, Four)
- F. CD of Sounds (Lesson One)
- G. Dynamic Signs (Lesson One)
- H. Weather Cards (Lesson One)
- I. Book: The Very Quiet Cricket (Lesson One)
- J. Paper and Pencils (Lesson One, Three, Four)
- K. Tempo Cards (Lesson Two)
- L. Metronome (Lesson Two)
- M. Picture Book on Trains (Lesson Two)
- N. CD of Edvard Griegs, In The Hall of the Mountain King (Lesson Two)
- O. Percussion Instruments (Lesson Two, Three)
- P. Map of the US (Lesson Three)
- Q. Piano (Lesson Three)
- R. Step Xylophone (Lesson Three)
- S. Picture of Sports Car and Bus (Lesson Three)
- T. Scarves (Lesson Three)
- U. CD of Carnival of the Animals (Lesson Three)
- V. Quarter (Lesson Three)
- W. Picture of Chopin (Lesson Three)
- X. Die Cut of Raindrops (Lesson Three)
- Y. Glue (Lesson Three)
- Z. 3X5 Cards (Lesson Four)
- AA. Drum (Lesson Four)
- BB. CD of Yankee Doodle (Lesson Five)
- CC. Book Hand, Hand Finger Thumb (Lesson Five)
- DD. Rhythm Sticks (Lesson Five)

V. LESSONS

Lesson One: Loud and Soft (90 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)

- a. Students sing or play instruments alone or with others. (CO MUS Standard 1)
 - b. Students will create music. (CO MUS Standard 3)
 - c. Students will listen to, analyze, evaluate, and describe music. (CO MUS Standard 4)
2. Lesson Content
- a. 2nd Grade Music: Listening and Understanding
 - i. Composers and their Music
 - a) Antonio Vivaldi, *The Four Seasons*
 - b. 2nd Grade Music: Elements of Music
 - b) Discriminate between loud and quiet
 - c) Recognize like and unlike phrases
3. Skill Objective(s)
- a. Students will identify dynamic symbols.
 - b. Students will create short compositions within a given framework.
 - c. Students will show expressive elements of dynamics and tempo.
- B. Materials
- 1. CD Player
 - 2. CD of the National Anthem
 - 3. American Flags
 - 4. Bronze, silver, and gold medal
 - 5. Monkey Puppet
 - 6. CD of Sounds
 - 7. Dynamic Signs
 - 8. Weather Cards
 - 9. Book *The Very Quiet Cricket*
 - 10. Paper and Pencils
 - 11. CD of Vivaldi's "Spring" Allegro from *The Four Seasons*
 - 12. Percussion Instruments
- C. Key Vocabulary
- 1. *Dynamics* is the symbol to show the degree of loudness or softness.
 - 2. *Piano* means to sing or play softly.
 - 3. *Forte* means to sing or play loudly.
 - 4. *A trill* is an ornament consisting of the rapid alternation of two adjacent notes.
 - 5. *Rondo* is a musical form characterized by a recurring theme. (ABACADA)
- D. Procedures/Activities
- 1. Start the lesson by welcoming the students to the opening ceremonies of Musical Olympics. Have the students march around the room to the National anthem and have them wave small flags. Tell them how you love watching the Olympics because they are filled with excitement. I wonder who will get the gold, silver, and bronze medals. Show the students your lovely bronze, silver and gold medals. Introduce them to Melody Monkey. Melody Monkey is special puppet that visits now and then during the year. The students know that Melody only reacts to music. So if the students want her to do something, they must ask her by singing. Melody Monkey has come to introduce us to the first major event of our Music Olympics.
 - 2. Put up the first Olympic ring on the board and label it loud/soft. There are sounds all around us. Listen to the following sounds and raise your hand if you know what it is. (Discovery Toys has a CD of sounds, Musicplay LCD grade 2

track one has sounds or you can make up your own tape of sounds.) Play the CD a second time and have the children close their eyes. Ask them to put their hand in the air if they think it is a loud sound and put their hand in their lap if they think that it is a soft sound. Evaluate visually what students think is loud and soft. Some students have very sensitive ears and may answer different than you think they should.

3. There are words that mean soft and loud in music. We call them piano and forte. Piano means to be quiet and forte means to be loud. There are other dynamic words also. Watch me and copy my actions and the words. Say pianissimo (pp) with a quiet voice and curl up bent over on the floor. Next say piano (p) a little louder and sit on the back of your legs with your back straight. Then say mezzo piano (mp) a little louder and sit up on your knees. Note that each of the (p) dynamics is with your legs on the floor. Next say mezzo forte (mf) a little louder and stand up with hands to your side. Next say forte (f) in a loud voice while holding your arms high in the air. Lastly, say fortissimo (ff) with a very loud voice without screaming and jump up and down with your arms in the air. Note that each of the (f) dynamics is done standing up. Repeat this exercise until they feel comfortable with it.
4. For advanced students: Show them the signs for pp – ff and put them in order on the board. Have them close their eyes and mix the dynamic signs around. Call on a student to return them back to their original order. I always have the students mimic the order of the cards by doing the actions so that they can tell visually and audibly if the signs are in the correct order.
5. Choose a song with soft and loud in it. I use “Spring”, Allegro from the *Four Seasons* by Antonio Vivaldi. You could also play one of the Core Knowledge songs on the piano and change the dynamics from soft to loud. Instruct the students to curl up like a ball on the ground when it is soft and jump up and down with their arms in the air when it is loud.
6. Sing the National Anthem and play the hot/ cold game with them. Have an item that the students are going to hide and find. Choose one student to be the finder and one to be the hider. Have the student who is going to find leave the room. Have the hider hide the item in the room. My rule is that it cannot be completely covered. A part of it must be showing at all times. Have the finder return to the room and everyone starts singing very quietly. As the finder gets closer to the object the singers sing louder and louder. If the finder walks away from the item then they sing quietly again. When the item is found choose new students to be the finder and the hider.
7. Sing John Jacob Jingleheimer Schmidt and have a student point to the dynamic signs as you sing. Make sure that students do not yell. This can hurt their voices. If they are shouting then change the la, la’s to claps.
8. Read the book: *The Very Quiet Cricket*. Have a discussion on what makes loud and soft sounds. What animals make loud and soft sounds? As the children choose an animal then sing Old MacDonald Had a Farm with that animal. Make a list of loud and soft animals on the board. “Spring”, from *The Four Seasons* by Antonio Vivaldi. Have them choose one loud animal and one soft animal from the board. Tell them to draw the loud animal when the music is loud and the soft animal when the music is soft. You will need to tell them that part of the song has trills in it. Give them a definition of a trill and play a trill for them on the piano or another instrument. Have them draw a picture of Old MacDonald when they hear the trills.

9. “While you were making your maps, Melody Monkey fell asleep. Can you believe it? Did you know that in music if a composer wants you to be quiet they put in rests? Here is what a quarter rest looks like. There are some silent parts or rests in the song Bingo.” Sing the song Bingo and hold up or point to a rest sign each time there is a rest.
 10. Wake up Melody by singing, “Wake up, Melody.” On sol, mi, sol, sol, mi. Sing by yourself the first time and then have more and more students join you until it is loud enough to wake up Melody Monkey. Melody wakes up and asks them what the weather is like outside. She has been sleeping for so long that she is worried about the weather. When the children answer ask them if the weather is loud or soft today. You want to lead them in a discussion where they mention sunny, snowy, rainy, and thunder. Tell them that you would like them to help you make a thunderstorm. Tell the students that it needs to be absolutely quiet and that they must follow you. Start by rubbing hands together, then snaps, then clap, then pat legs and then stomp. It should start out soft and get louder and louder. You may want to practice this a few times. “Melody Monkey got really scared during that thunder storm so could you help me make up a song to help her feel better?”
 11. Break them up into four groups and assign each of them a weather card: sunny, snowy, rainy, and thunder. Have them choose rhythm instruments that will go with their weather card. Give them time to come up with a 30 second composition that expresses their weather card. Have the students perform a rondo with their compositions. Rondo form is ABACAD etc. A is always in between each musical idea. The A part could be you playing a song on the piano like Rain, Rain, Go Away or it could be the class singing together. Tell the students after they are done that they have just performed a Rondo. Define Rondo for them.
- E. *Assessment/Evaluation*
1. Have the students hand in their Listening Map for Antonio Vivaldi’s, “Spring” and make sure that they have mapped out the loud and the soft correctly.
 2. Evaluate the Rondo composition. Did everyone participate and did they add the musical element of loud and soft.

Lesson Two: Fast and Slow (90 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students create music. (CO MUS Standard 3)
 - b. Students listen to, respond to, analyze, evaluate, and describe music. (CO MUS Standard 4)
2. Lesson Content
 - a. 2nd Grade Music: Elements of Music
 - i. Through participation, become familiar with basic elements of music
 - a) Discriminate between fast and slow
3. Skill Objective(s)
 - a. Students will show expressive elements of dynamics and tempo.
 - b. Students will identify symbols and traditional terms that refer to dynamics, tempo, form, and meter.
 - c. Students will create short compositions within a given framework.

- d. Students will identify musical elements and expressive qualities using appropriate musical vocabulary.

B. *Materials*

1. Tempo Cards
2. Metronome
3. Melody Monkey
4. Picture Book on Trains
5. Song: Engine, Engine Number Nine
6. Percussion Instruments
7. CD Player
8. CD In the Hall of the Mountain King

C. *Key Vocabulary*

1. *Speed Skating* racing on skates.
2. *Curling* is a sport of sliding stones on ice.
3. *Metronome* is a device to mark time.

D. *Procedures/Activities*

1. I start the class by telling the story of Dan Jansen the great American Speed Skater. He was a member of four Olympic teams in 1984, 1988, 1992, and 1994. He was also an eight-time world record holder for the 500m and 1000m races. He was the winner of twenty world champion medals. He was favored to bring home gold medals for the United States. Dan skated well in the 1984 Olympics and placed but did not win any medals. In the 1988 Olympics he was favored to come home with two gold medals. A few hours before his race, his family called and told him that his sister had died. He was devastated but still competed in the races. He fell in both of the races and went home disappointed. In the 1992 Olympics it was hoped that he could bring home the gold but a minor slip and he came in fourth in the 500m. Four years later he came back one last time to try and get the gold. Three hundred meters into the 500 m race he again slipped and put his hand down on the ice which caused him precious time and he ended up coming in eighth. His last race was the 1000m, which was not usually his best race. His coach had him go home and write 1000 times that he loved the 1000m. He came the next day ready to skate. By 800 meters into the race he was going at world record speed. It was soon after this that he started to slip. The entire world held their breath as he righted himself and kept on skating. Dan Jansen ended up getting the gold and setting a new world record. He skated a victory lap with his daughter on his shoulders. His daughter was named after his sister Jane who died during the 1988 Olympics. I then contrast this with curling which is also done on the ice. The player carefully and slowly throws the polished granite stones down the isle towards the target. Another team member brushes the area in front of the stone to get it to go further. I then ask the students what is the difference between these two events? One is fast and one is slow.
2. I have three tempo cards in my hands. Which one do you think means to play or sing at a medium speed? (Moderato) Place the sign in the middle of the board. What is the very slowest tempo? (Largo) What is the fastest? (Presto) I have a musical tool, which helps performers keep a steady beat. A beat can change tempo just like our heartbeat can change tempo. When we are sleeping it beats slower and when we are exercising it beats faster. This is the slowest that my metronome plays. Have the students listen to the beat and copy it by patting their legs. This is the medium speed of my metronome. Have the students pat their

- thighs to the beat. This is the fastest setting on my metronome. Have them pat their legs to the fast beat.
3. Have the students sing a song that they know. I use Head, Shoulders, Knees and Toes. Start out slow and get faster and faster and faster.
 4. Melody Monkey needs to get to her speed skating event. She will have to take the train to get there. Show the students different pictures of trains. Which train do you think that she will take? Why would she take this train? (Because it is a passenger train and it will get her there fast.) Sing the song Engine, Engine Number Nine with them. Let's take a ride on a train. The train is leaving the train station. How fast do you think it is going? (Largo, moderato, or presto) Sing the song again and this time with slow actions. The train finally reached the top of the hill and is speeding down to the next train station. How fast do you think it is going now? (Largo, moderato, or presto) Sing the song with very fast actions. I had a student bring in a train whistle. I blew it when I wanted them to freeze. They really enjoyed it.
 5. I have a story about a train. Read the story, The Train that Thought He Could. Stop when appropriate and have the students choose which tempo marking would best fit the story. (Largo, moderato, or presto)
 6. Advanced Students: Have the students come up with instrument sounds that could exemplify moderato, presto, and lento. Divide the class into three groups with instruments and have them accompany the story when it is appropriate for their tempo marking.
 7. Well we are very lucky because Melody Monkey made it just in time for her warm up on the ice. Melody likes to go slow and fast on the ice for her warm up. Play chords on the piano and have the students move around to the beat of the chords. Change the tempo. I have a large rug in my room and so I have the students get into a line around the perimeter of the rug. I then play chord progressions on the piano. A basic I, IV, V, I works just fine. Tell them that they are skating on the ice. When the music is slow they slowly skate around the rug. When the music stops so do they. I increase the speed until they are speed skating around the rug. Use the freezing time to keep things under control.
 8. Tell the students the following story: Where the Olympics are being held, is a large mountain. It is said that a mean and vicious king lives there in his castle. I have also been told that there are trolls that live in the valley. The king has been stealing their precious things. One of the trolls invented a magic dust that when sprinkled on them can make them disappear. This is just the thing that they needed to give them the courage to travel up the mountain to get their things back from the king. You must be very careful because if the guards of the king hear you then they will capture you and deliver you to the king. Remember there is absolutely no talking or screaming or the guards will capture you and take you to the king. I play Edvard Grieg's, In the Hall of the Mountain King. It repeats the theme twelve times before the signers enter. During the first two theme statements, the students follow me in a line as we tip toe around the room. For the third and fourth statements of the theme, I grab the magic dust out of my pretend hip pocket and warm it up in my hands. For the fifth and sixth statements, I sprinkle the magic dust over my body. The seventh through twelfth themes, I move progressively faster and faster to the beat until we are running around the room. I tell them that they are being too loud and that the guards will hear them. When the choir enters in the song, we are running quietly around tell we fall exhausted to the ground at the end of the song.

- E. *Assessment/Evaluation*
1. Hang the three tempo cards in different areas of the room. Play a beat that is presto, moderato, or largo on the drums and have the students move to the area of the corresponding card. Play this game for a while. Then have the students who are correct sit down so that just the students who got it wrong continue to play. Play a few rounds until there are just a few people standing.

Lesson Three: Diving High to Low (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students, alone or with others, sing and or play instruments. (CO MUS Standard 1)
 - b. Students create music. (CO MUS Standard 3)
 - c. Students listen to, respond to, analyze, evaluate, and describe music. (CO MUS Standard 4)
 2. Lesson Content
 - a. 2nd Grade Music: Elements of Music
 - i. Through participation, become familiar with basic elements of music
 - a) Discriminate between differences in pitch: high and low
 - b. 2nd Grade Music: Songs
 - a) This Land is Your Land
 3. Skill Objective(s)
 - a. Students will demonstrate beginning pitch recognition through moving and singing.
 - b. Students will read and notate simple melodic patterns using nontraditional music notation.
 - c. Students will explore and express musical ideas through movement, singing, and playing musical games.
 - d. Students will create short compositions within a given framework.
- B. *Materials*
1. Map of the united States
 2. Piano
 3. Melody Monkey
 4. Step xylophone
 5. Barred instruments
 6. Picture of Sports car and bus
 7. Scarves
 8. CD player
 9. CD of Carnival of the Animals
 10. Quarter
 11. Picture of Chopin
 12. Cut out raindrops
 13. Paper and glue
- C. *Key Vocabulary*
1. A *Descending Scales* is the change of place from higher to lower pitches.
 2. An *Ascending Scale* is the change of place from lower to higher pitches.
 3. An *Ostinato* is a short repeated pattern, which is intended to be performed along with a melody as an accompaniment.
- D. *Procedures/Activities*

1. Teach Core Knowledge song, This Land is Your Land. I do this by using my wall map of the United States and I point at the different part of the map that corresponds with the words of the song. This song will be used in a few of the lessons.
2. At the Olympics is an exciting event called the High Dive? Divers climb up a long high latter and then dive down deep into the water. Music has high and low sounds.
3. Open the piano up and have the students look inside as you play high and low sounds. Did you see when I played the high notes how the short strings moved. Did you see that when I played the low notes the thick long strings moved? (If you have access to other instruments play then so that they can see if they make high or low sounds. You might have them predict what sound they are going to make.) Explain that the larger, taller, thicker, bigger instruments make lower sounds and the smaller, shorter, thinner make higher sounds.
4. Our voices can make high and low sounds. Let's help Melody monkey make her first dive. (Have your puppet climb up an imaginary stair with your voice getting higher and higher. Than have her walk to the edge of the diving board this should be the same high note. Do your dive off of the board into the water and have the children follow your puppet in a descending scale. You could have a flip, or a fast dive, or a slow controlled dive. Make a sound that shows you have reached the water and dive down into the depths of your lower voice. Then you come to the surface of the water ready to start it all over again. The students love this and will do it over and over again.
5. Show the students a step xylophone. See how the bars on the xylophone step up, the pitch gets higher and higher as the steps go up. I have the students then make their bodies low to the ground and as the pitch gets higher, they get taller and taller with their body. I have them do this a couple of times and then without explanation I alternate between the high and low sounds so that their bodies are going up and down. They love this. Recite the poem; Jack and Jill went up the hill to fetch a pail of water, Jack fell down and broke his crown and Jill came tumbling after. Have the students Play an eight count ascending scale during the first half of the poem and an eight count descending scale during the last half of the poem. Have the entire class perform together or small ensembles based on your instrument availability. I use soprano glockenspiels.
6. Pitches can go up, down, or stay the same. Map out This Land Is Your Land with a bingo blotter on butcher paper. Show how the melody can go up down or stay on the same note. (Appendix G) Ask questions like what word is on the highest note and where the lowest note is and how many times does the note repeat.
7. Advanced: Use a simple song and add low and high barred instruments. The example contained in this unit is See Saw. (Appendix H) Teach the song Sea Saw and have the students perform ostinati on barred instruments. Have students that are not playing see saw up and down with their body. On higher notes there body should be up on lower notes their body should be down.
8. Act out the story of the Three Bears. Have the students use a low voice for the papa bear, a medium voice for the mama bear and a high voice for the wee little bear. Tell the story a second time and have student choose instruments that are low, medium and high to be the different characters. When the character is mentioned the corresponding instrument should play.

9. Melody Monkey loves riding in different kinds of vehicles. She has chosen this neat sports car to ride around town in. Show a picture of a sports car. How do you sit in a sports car high up off the ground or low to the ground? (Low) Show a picture of a sports car. Improvise low notes on the piano to characterize the sports car and have the children drive around the room low to the ground. Melody is now on a school bus. How do you sit in a bus, high off the ground or low to the ground? (High) Play high sounds on the piano and have the students pretend to be a bus driver by walking tall on their toes. Listen again and dance what you hear. Play low high high in a $\frac{3}{4}$ meter. Have the students react to the low high, high pattern with their bodies.
10. I have a game that my students love to play. I call it my magic quarter game. I get a quarter and hide it behind my back. I repeat a poem as I pass the quarter back and forth between my two palms. At the end of the poem I bring both of my fists out and sing high or low with one fist high and one low. I then call on a student to guess which hand the quarter is in. I give each student an opportunity to guess. Sometimes it is fun to let the student who gets it right come up and do the quarter. They proceed to do it until the next student gets it right.

Hickety tickety rickety row
Which hand will have it, high or low?
11. The Olympians are going to the local zoo for some rest and relaxation. Play Aviary from Carnival of the Animals and have the students guess what part of the zoo they are in. Have the students move around the room with scarves high in the air.
12. Play Elephant from Carnival of the Animals and have the students guess what animal they are looking at. Have the students move around the room with scarves hanging from their nose very low to the ground.
13. Tell the students about the composer Chopin. He was a wonderful pianist and composer. One winter when Chopin was very ill, his friend took him to the island of Majorca in the A Mediterranean Sea off the coast of Spain. They thought that the vacation would help Chopin to recover. Chopin stayed in an abandoned monastery. The monastery was cold and damp because of the heavy rainfall during the rainy season. Chopin wrote Prelude in Db Major, No. 15 which sounds like a rainstorm. In the song you can hear the raindrops beating rhythmically on the roof. At first they are gentle and then the storm becomes more severe only to return to its gentle state at the end. Have the students listen to Chopin's song that is also known as, The Raindrop Prelude. Have them listen for the high and low sounds.
14. One last idea for experiencing high/low. Have the students write a high/low composition by gluing paper raindrops to a paper in high low patterns. Tell the students that their piece of paper represents on measure of music. All these measures have four beats in them. Most students will just do quarter notes but those who have the skills could add eighth notes and rests. After the compositions have dried have the students perform them for each other on barred instruments.

E. *Assessment/Evaluation*

1. High/low is a more challenging concept for students to grasp. Visually take note of children and their ability to do activities and react correctly too high and low. Give each child a piece of paper and play prerecorded examples of high and low examples. Have them write down if the sounds

were high or low. (Musicplay LCD Grade 2 has a track of high low examples.)

Lesson Four: The Long and Short of It (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students, alone or with others, sing and play instruments. (CO MUS Standard 1)
 - b. Students read and notate music. (CO MUS Standard 2)
 - c. Students create music. (CO MUS Standard 3)
 - d. Students listen to, respond to, analyze, evaluate, and describe music. (CO MUS Standard 4)
2. Lesson Content
 - a. 2nd Grade Music: Elements of Music
 - i. Through participation, become familiar with basic elements of music
 - a) Move responsively to music
 - b) Recognize short and long sounds
 - c. 2nd Grade Music: Songs
 - i. The Star-Spangled Banner
 - ii. This Land Is Your Land
3. Skill Objective(s)
 - a. Students will demonstrate beginning pitch recognition through moving and singing.
 - b. Students will read and notate simple rhythmic patterns using traditional and nontraditional music notation.
 - c. Students will create short compositions within a given framework.
 - d. Students will identify musical elements and expressive qualities using appropriate musical vocabulary.

B. *Materials*

1. 3 x 5 cards
2. Pencils
3. Drum
4. Melody Monkey
5. Rhythm Cards

C. *Key Vocabulary*

1. A *Long Jump* is a track and field event where the athlete sees how far they can jump.
2. Long *Note* duration has an extended sound.
3. A *Short Note* is not long in duration.

D. *Procedures/Activities*

1. Ask the students if they can tell you about an animal that can jump a long way? Also ask them about animals that can jump a short distance. The Olympics has an event called the long jump. It is when a contestant runs and then jumps as far as they can into a sand pit. Melody Monkey is working on her jumps right now. Her coach told her to practice her jump by doing the following pattern; short, short, short, short, long. Listen to how that sounds on the drum. Now everyone line up on that side of the room and we will help Melody Monkey practice her

- long jumps. Have the student take four small running steps and then one long leap across the room. You may have to break them up into smaller groups.
2. In music we have long and short notes. Sing *This Land Is Your Land* and map out the short and long notes on the board. Appendix I) which words do the long notes fall on? What is the word of the longest note? Have a student come up and direct the song by pointing to the short and long symbols on the board. Repeat this with a few students.
 3. Now sing the song together and as you sing put the short notes in your feet by stepping and the long notes in your hand by clapping.
 4. Our names have short and longs in them. I then say my name and write it in short long fashion on the board. I gave an example of each of my children's names. Instruct the students to sit in a circle and have each student clap their name out on their lap. Then repeat their name by saying short and longs. Example: Arianna Hall. I would say, short, short, short, short, long. As each name is said the students may recognize that some of them have the same rhythm combination. Encourage them to hear similarities and differences. Repeat the activity one more time by having the student quickly say and clap their name and then have the other students clap the rhythm on their laps. Have the students combine in pairs and choose one of their name patterns and make a body rhythm out of it. An example would be for Arianna Hall to pat Arianna on your legs and then clap the hands in front of you for Hall. I slowly move my hands apart on the word Hall to show that there is still sound there showing a long note.
 5. Create a Rondo out of the body rhythms. I have my name be the A section and all of us do that together in between each pair showing their rhythm.
 6. Give children a 3X5 card and have them write down their name in short long format. For advanced students you could have them change the short long notation into a rhythmic notation with quarter, eighth, half notes, and rests. Then have the students get into groups of four and lay their cards out in a row. Have them read the rhythm from one card to the next. Always have one student keeping a steady beat while the other one speaks the rhythm. You can also take it one step further by having the students play their line of cards on rhythm instruments.
 7. Write four different patterns on the board. Refer to appendix for example of rhythms. Have the students repeat the rhythms by clapping. Take a drum and play the rhythms. Have the students guess which rhythm that you are playing on the drum. Have the students come up with different ways that you can move to each rhythm. Pick one of those ways for each rhythm. Then play the rhythms and have the students move in a circle accordingly based on which rhythm you are playing. (Mississippi, Ice cream cone, Run Donkey, Ta - Da) (Appendix J)
 8. Everyone sit down because I have some exciting news for you, Melody Monkey has won the gold in the long jump. Your help today made a big difference. We will now sing the Star Spangled Banner. Would you please raise your arms (or flags) on the long notes of the song?

E. *Assessment/Evaluation*

1. Collect name 3X5 cards and see if students used the correct long short symbols.
2. Observe to see if students are moving to the short long sounds
3. Have each student perform one of the four rhythms on the board as they leave the class.

Lesson Five: Beat vs. Rhythm (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students listen to, respond to, analyze, evaluate, and describe music. (CO MUS Standard 4)
 2. Lesson Content
 - a. 2nd Grade Music: Elements of Music
 - i. Through participation, become familiar with basic elements of music
 - a) Recognize a steady beat, accents, and the downbeat; play a steady beat
 - b) Move responsively to music
 3. Skill Objective(s)
 - a. Students will demonstrate a steady beat by moving, singing, and playing instruments.
 - b. Students will explore and express musical ideas through movement, singing, and playing musical games.
 - c. Students will identify musical elements and expressive qualities using appropriate musical vocabulary.
- B. *Materials*
1. CD player
 2. CD of Yankee Doodle
 3. Book: Hand, Hand Finger Thumb
 4. Rhythm Sticks
 5. List of Song (Appendix M)
- C. *Key Vocabulary*
1. A *beat* is a steady pulsating unit of time.
 2. A *rhythm* is the pattern of long and short note values in music. It is the way the words go.
- D. *Procedures/Activities*
1. Melody Monkey is busy judging the last two events of the Musical Olympics. She is watching the championship ice hockey match and the last round of gymnastics. She was watching these two events when she had the most wonderful idea come to her. Most songs can fit into a gymnastic or hockey pattern. Show the students how a hockey song goes by patting your thighs and then clapping to the right, pat your thighs again and then clap hands to the left. Say the word hockey as you pat and clap. This makes a two beat and a four beat pattern. I then write a 2/4 time signature on the board and tell them that that is what they are doing. Next I have them pat and clap the gymnastics pattern. This pattern is done by patting the thighs and then clapping twice to the right side. The pattern is then repeated on the left side by patting thighs and then clapping to the left two times. Say gymnastics as you pat and clap. Write a 3/4 time signature on the board and tell the students that this is what a gymnastics time signature looks like. Sing a song that fits into each pattern. Have the students pat and clap the patterns as you sing. Then sing a song and have the students figure out which pattern it fits into, gymnastics or hockey. Do this a few times for each pattern. (Appendix K)
 2. Read: Hand, Hand Fingers Thumb book and have the students keep a steady beat with rhythm sticks as you read the book.
 3. Ask the students what has a steady beat? (Clock, heart beat, dripping water, wind shield wiper, turning signal etc.)

4. After a student has mentioned clock, I tell them a story about a very special clock in our house. A year and a half ago I went to Germany and Scotland. Germany is known for the beautiful cuckoo clocks that they make. I bought a small sized cuckoo clock and brought it home and hung it on the wall. I did not know that it was a magical clock. During the day it keeps the time and every hour it comes out to announce the time. But at night when everyone is asleep, that cuckoo bird comes out of the clock and flies around the house. It flies oh so quietly so that now one hears it. When morning comes, the bird returns to its house to keep time.
5. Have the students swing their arms back and forth like a pendulum of a grandfather clock. Turn on the metronome to a slow beat and have them swing their arms to the beat. Continue to get faster. You might have to put the swing in your hand or fingers if it gets too fast. When the teacher stops and holds the arms in place, then the class follows by stopping.
6. Play the Syncopated Clock by Leroy Anderson. During the first section have the students line up against the wall. Have them keep a steady beat by swinging their arms or some other movement. I let the children choose what kind of movement they will make to keep the beat of the clock. In the middle section, the birds come out and quietly fly around the room. The last section it returns to the first theme and the students go back to the wall and keep time like a clock. The students love this game and ask to do it over and over again. I have changed it up a few ways to make it new and exciting. One of the ways I play it is, I turn off the lights during the bird flying around part and when it returns to the main theme, I turn on the light and all those that I see running around to get back to the wall are out. My room has a little light from the hall so this works out well. Another way that we play is I choose a family of four to be in the middle of the room. While the clock is keeping time, they go about their daily duties. The family falls asleep during the middle section. In the last section they open their eyes and catch the students who have not returned to the wall quickly enough.
7. Tell the students that when you hold up your shoe, they are to march to the beat of the song. The rhythm of a song is the way that the words go so when you hold up your hand the students will clap the rhythm of the songs or in other words, clap the words of the song. I then turn on a recording of Yankee Doodle and on the verses I have the students march. On the chorus I hold up my hand and have them clap the rhythm of the song.
8. Rhythm Tag is a game that my students really like. I have everyone get into bubble space in the room. I have all of the students close their eyes. I go around and touch two children on the shoulder. The two children that I have touched are it. I then have all the students open their eyes. I start playing a beat on the drum. ALL the students must move to the beat of the drum even the people who are it. The people who are it touch the arms of the people around them and when a person is touched then they are out and sit down where they are. What makes this fun is when the students who are it are very subtle about getting the other students out. I change the beat of the drum now and then so that the players can go a little faster or slower.
9. The last game is called Beat and Rhythm. It is also a very popular game with the students. It really assesses who understands the difference between beat and rhythm. Have all the students get into one long line in the middle of the classroom. Designate one side of the room beat and the other rhythm. Play a beat or a rhythm on your drum and the students must quickly decide if it is a beat

or a rhythm and run to that side of the room. Who ever are wrong must sit out and then I continue to play until I have a winner.

E. *Assessment/Evaluation*

1. During the story Hand, Hand Finger Thumb, have small groups keep the beat with the rhythm sticks. Write down which students can and cannot keep a steady beat.
2. Play the game Beat and Rhythm and write down who understands the difference between beat and rhythm.

VI. CULMINATING ACTIVITY

- A. As I taught these lessons I realized that there was just way too much material for one 45-minute lesson. These lessons are organized in such a way that it gives many different suggestions to teach the same concept. These lessons could be completed in one class session by picking your favorite activities or elongated over several lessons by delving deeper into each musical element. I found that there were some concepts that my classes grasped very quickly and others that we needed to experience more. The last lesson is a day of review where all of the musical elements come together. I choose their favorite activities from each lesson and then asked them to tell me which element we were experiencing. I have a bulletin board in my room which has the five Olympic rings on it and on each ring I have written the five musical element combinations: Loud and Soft, Fast and Slow, High and Low, Long and Short, Beat and Rhythm.
- B. The last culminating activity that I did was stick each of the musical element words in a hat. I chose a student to pick two cards out of the hat and we then sang Core songs with the combination of cards that they had chosen. If they chose the rhythm card then we would clap the words in our hands. If they chose the beat card then we would march to the beat. A student might choose high and slow so then we would sing a song high and slowly. At the end of the class have the students rate their top three musical Olympic events. Assign the gold, silver, and bronze medals according to their voting. End the class by standing and singing the Star Spangled Banner.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Dynamic Symbols (Lesson One)
- B. Appendix B: Listening Map Example for Vivaldi (Lesson One)
- C. Appendix C: Weather Cards (Lesson One)
- D. Appendix D: Tempo Cards (Lesson Two)
- E. Appendix E: Engine, Engine Number Nine (Lesson Two)
- F. Appendix F: Jack and Jill Song (Lesson Three)
- G. Appendix G: This Land Is Your Land Melody Contour (Lesson Three)
- H. Appendix H: Sea Saw Song and Ostinati (Lesson Three)
- I. Appendix I: Long and Short for This Land Is Your Land (Lesson Four)
- J. Appendix J: Short Long Name and Rhythm Examples (Lesson Four)
- K. Appendix K: List of 2/4 and 3/4 Songs (Lesson Five)

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Appendix A

Dynamic Symbols

pp

p

mp

mf

f

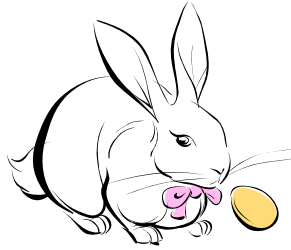
ff

Appendix B

Listening Map Example for Vivaldi



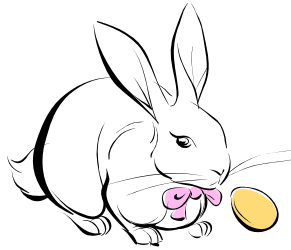
= Forte



= Piano



= Forte



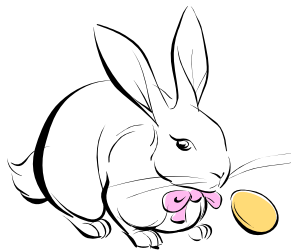
= Piano



= Trills



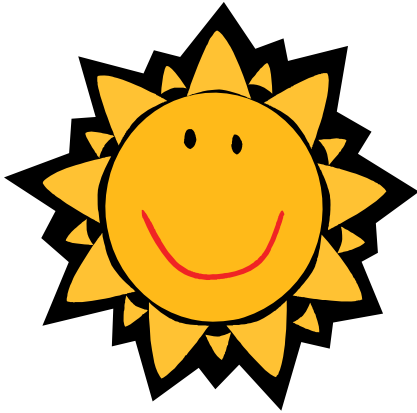
= Forte



= Piano

Appendix C

Weather Cards



Appendix D

Tempo Cards

Largo

Moderato

Presto

Appendix E
Engine, Engine Number Nine

**Engine, engine Number Nine,
Going down Chicago line.
If the train should jump the track,
Do you want your money back?**

I just sing this song with a S M S M S L S pattern four times.

Appendix F

Jack and Jill Song

C C D D E E F F G G A A B C
Jack and Jill went up the hill to fetch a pail of wa-ter.

C C B B A A G G F F E E D C
Jack fell down and broke his crown and Jill came tumbling after

I play every note is a quarter note except for the last two notes of each line and they are half notes.

Appendix H

See Saw

Ta ta ti ti ta
See saw, up and down,
Sol mi sol sol me

Ti ti ti ti ti ti ta
In the sky and on the ground.
Sol sol me la sol sol
me

Ostinato

1. Octave C's played together on the beat.
2. Alternating C and C on the beat.
3. Alternating octave C's on the beat.
4. C and G played together on the beat.

Appendix I

Long and Short For This Land Is Your Land

This land is your land. This land is my land.

From Ca- li- forn- ia, to the New York Is-

land. From the Red – wood For- est to the Gulf stream

wa- ters. This land was made for you and

me.

Appendix J

Short Long Name and Rhythm Examples

Lori Boyd ----- ----- -----
(Lo- ri Boyd)
Short Short Long

Zachariah Smith ----- ----- ----- -----
(Zach- a- ri- ah Smith)
Short Short Short Short Long)

Johnathan Jones ----- ----- ----- -----
(John- a- than Jones)
Short Short Short Long

Note: Make sure that the students are saying their name how it is said if someone is speaking to them. I could make Lori Boyd Long, Long, Long with all the same duration but that is not how I naturally speak my name.

1. Mississippi Hot Dog

----- ----- ----- ----- -----
(Miss- is- sip- pi Hot Dog)
Short Short Short Short Long Long

2. Ice Cream Cone

----- ----- -----
(Ice Cream Cone)
Short Long Short

3. Run Donkey

----- ----- -----
(Run Don- key)
Long Short Short

4. Ta- Da

----- -----
(Ta- Da)
Short Long

Appendix K

List of 2/4 and 3/4 Songs

2/4 or 4/4 Songs

Yankee Doodle
Bingo
John Jacob Jingleheimer Schmidt
Jingle Bells
London Bridges
Row, Row, Row Your Boat
Twinkle, Twinkle Little Star
Frere Jacques
Skip To My Lou
Do-Re- Mi
This Land Is Your Land

3/4 Songs

La Cucaracha
Oh Dear, What Can the Matter Be?
On Top of Old Smoky
Take Me Out To the Ball Game
Good Bye, Old Paint
The Star Spangled Banner
Home On The Range
Clementine