

**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 World

Module 4: Expressing Ideas and Feelings Through Music”

<b>Grade 2 Theme</b>	<b>Music tells us about the world.</b>	
<b>Enduring Understanding</b>	<p><b>Music has a written language for rhythm and melody.</b></p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> <li>• How do we write music down on paper?</li> <li>• How do musical symbols help me sing and play music?</li> <li>• How can musical symbols help me share music I create with my friends?</li> </ul>	
<b>California Standards Addressed</b>	<b>1.1</b>	Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests.
	<b>1.2</b>	Read, write and perform simple patterns of pitch, using solfege.
	<b>1.4</b>	Identify simple musical forms, emphasizing verse/refrain, AB, ABA.
	<b>4.2</b>	Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.
<b>Sample Performance Task</b>	<p>With a partner, compose and notate a melodic ostinato of four to eight beats for a song you know using la, so, mi, (do). Perform it for your classmates while they sing the song.</p> <p><u>Suggested Rubric</u></p> <ul style="list-style-type: none"> <li>• Ostinato includes four to eight beats and is notated correctly for rhythm and pitch.</li> <li>• Students perform the ostinato correctly, using solfege, words, or play it on classroom instruments.</li> <li>• Students maintain the ostinato throughout the song in tempo</li> </ul>	

## DEVELOPING CONCEPTS

<b>1. RHYTHM: <i>We use notes and rests to read and write rhythms that we hear, sing, or play.</i></b>		
<i>Knowledge</i>	<i>Skills</i>	
<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Beat/Divided Beat</li> <li>• Notes (symbols of sound)               <ul style="list-style-type: none"> <li>○ Rhythm syllables</li> <li>○ Half Notes</li> <li>○ Quarter Notes (<i>ta</i>)</li> <li>○ Eighth Notes (<i>ti-ti</i>)</li> <li>○ Parts of Notes                   <ol style="list-style-type: none"> <li>i. Stem</li> <li>ii. Note Head</li> <li>iii. Beam</li> </ol> </li> </ul> </li> <li>• Rests (symbols of silence)               <ul style="list-style-type: none"> <li>○ Quarter Rests</li> </ul> </li> <li>• Meter (2/4 and 3/4)               <ul style="list-style-type: none"> <li>○ Strong and weak beats</li> <li>○ Accent</li> <li>○ Time Signature</li> <li>○ Measures</li> <li>○ Barlines</li> <li>○ Conducting Pattern</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between rhythm and steady beat</li> <li>• Hear and copy four-beat rhythm patterns</li> <li>• Differentiate between same and different rhythm patterns</li> <li>• Read and decode rhythmic notation and speak it or perform it on classroom instruments.</li> <li>• Write rhythmic notation from dictation.</li> <li>• Write rhythmic notation in a template of beats</li> <li>• Conduct with a two-meter pattern</li> <li>• Conduct with a three-meter pattern</li> </ul>	
<b>SUGGESTED STEPS</b>		
Sources: (2 <sup>nd</sup> Grade Books, unless otherwise stated)		
MM=Making Music: 2008 California Edition, STM=Share the Music		
<b>FOCUS</b>	<b>SOURCE</b>	<b>SONGS/ACTIVITIES</b>
<p><b>Students learn about rhythm and differentiate between beat and rhythm.</b></p> <ul style="list-style-type: none"> <li>• Sing songs and pat the beat, then sing again and clap the words (syllables).</li> <li>• Use classroom instruments to play the rhythm of the words while singing.</li> <li>• Divide the class with one group patting the steady beat and the other clapping the rhythm of the words. Determine if they are the same or different.</li> <li>• Define rhythm: the long and short sounds of the words or melody.</li> <li>• Teacher claps one four-beat rhythm and then another. Students determine if they are the same or different.</li> <li>• Teacher claps a four-beat rhythm and students echo.</li> </ul>	<p>MM</p>	<p><i>Heigh-Ho</i>  <i>Falling Rain</i>  <i>I Got Shoes</i>  <i>Shoo, Fly</i>  <i>Zip-a-Dee-Doo-Dah</i></p>
	<p>STM</p>	<p><i>Goin' to the Zoo</i>  <i>John Jacob Jingleheimer Schmidt</i>  <i>Shoo, Fly</i></p>

<p><b>Review or teach quarter notes (<i>ta</i>) and two eighth notes (<i>ti-ti</i>) (beat/divided beat)</b></p> <p>1. Recognize where there is one sound to a beat and where there are two sounds to a beat.</p> <ul style="list-style-type: none"> <li>• Make up rhythms using one and two syllable words in categories. (fruit, fish, etc.) Say the rhythm and keep the beat while teacher marks beat under the words. Discover how there can be one or two sounds/beat.</li> <li>• Teacher writes words on the board for a phrase of a familiar song that includes quarter and eighth notes. Students sing and keep the beat while teacher marks the beat under the words. Students sing and clap the rhythm and determine which beats have one sound and which have two.</li> <li>• Sing a song, clap the rhythm. Ask if all the sounds are the same as the beat, or are some longer and some shorter? Students determine where the sounds are shorter and longer.</li> </ul> <p>2. Introduce stick and standard notation and rhythm syllables.</p> <ul style="list-style-type: none"> <li>• Show stick notation for quarter and eighth notes, marking it above the words of a song or one and two syllable word rhythms the class has created, as above. Compare with standard notation.</li> <li>• Introduce <i>ta</i> and <i>ti-ti</i> and lead students to discover how the rhythm syllables help us read rhythms.</li> <li>• Sing a known song with rhythm syllables, instead of words.</li> <li>• Give students the proper names of the notes (quarter and eighth notes), if you wish.</li> </ul> <p>3. Practice reading rhythms notated with stick and/or standard notation using rhythm syllables.</p> <ul style="list-style-type: none"> <li>• Clap and speak the rhythm with rhythm syllables while teacher points to the beat.</li> <li>• Step the beat, clap or play the rhythm on rhythm sticks. Read from the board.</li> <li>• Make up rhythms on board and play or</li> </ul>	MM	<p><i>Go Around the Corn Sally</i></p> <ul style="list-style-type: none"> <li>• Resource Book p. D-2, E-2, F-2</li> <li>• Reading Sequence 1</li> </ul> <p><i>(Lucy Locket)</i> <i>El Tambor (Little Drum)</i></p>
	STM	<p><i>Bate, Bate</i> <i>A Sailor Went to Sea, Sea, Sea</i> <i>Here We Sit</i></p>

<p>say them using rhythm syllables, rhythm instruments, etc.</p> <ul style="list-style-type: none"> <li>○ Use one- and two-syllable words in categories</li> <li>○ Use a beat template</li> </ul> <ul style="list-style-type: none"> <li>• Use reading/writing materials in resource book.</li> <li>• Use rhythm flashcards.</li> <li>• Students make up rhythms in their own beat template.</li> <li>• Students write rhythmic dictation in a beat template.</li> <li>• Learn the rhythm for a new song by clapping and saying the rhythm syllables.</li> </ul>		
<p><b>Review or teach quarter rest (one beat of silence)</b></p> <p>1. Identify silent beats through listening and moving.</p> <ul style="list-style-type: none"> <li>• Students listen for silent beats (where the beat continues, but the sound stops), in the music and show the silent beat with hand or body movement.</li> <li>• Sing a song and pat the beat while teacher marks the beats in phrases on the board using parallel or perpendicular lines. Sing the song again while teacher follows beat and crosses out the silent beats.</li> <li>• Ask the students how many times they had to rest their voices.</li> </ul> <p>2. Define REST and show its symbol.</p> <ul style="list-style-type: none"> <li>• Use simplified rest (backward Z)</li> <li>• Clap rhythm and direct students to be silent for the rest.</li> </ul> <p>3. Practice reading rhythms using rhythm syllables that incorporate rests, using strategies suggested for quarter and eighth notes above.</p>	MM	<p><i>Silver Moon Boat</i></p> <ul style="list-style-type: none"> <li>• Resource Book pp. D-3, E-3</li> <li>• Reading Sequence 2</li> </ul> <p><i>Un Pajarito (A Little Bird)</i></p> <p><i>Four in a Boat</i></p> <ul style="list-style-type: none"> <li>• Resource Book p. E-7</li> <li>• Reading Sequence 6</li> </ul> <p><i>Frog in the Mill Pond</i></p> <ul style="list-style-type: none"> <li>• Resource Book pp. D-6, E-6</li> <li>• Reading Sequence 5</li> </ul>
<p><b>Teach half notes (two-beat notes)</b></p> <p>1. Identify two-beat notes through listening, using strategies from quarter and eighth notes above.</p> <ul style="list-style-type: none"> <li>• Discover sounds that are longer than the beat.</li> </ul>	MM	<p><i>Frere Jacque (tied quarters)</i></p> <ul style="list-style-type: none"> <li>• Resource Book pp. D-14, D-15, E-15</li> <li>• Reading Sequence 14</li> </ul> <p><i>Mariposita (Little Butterfly)(tied)</i></p>
STM	<p><i>Bow, Wow, Wow</i></p> <p><i>Toaster Time (Rap)</i></p> <p><i>Hop Old Squirrel</i></p>	

<ul style="list-style-type: none"> <li>Discover that the sound lasts for two beats.</li> </ul> <p>2. Introduce notation and rhythm syllables.</p> <ul style="list-style-type: none"> <li>Show symbol for half note—two-beat note.</li> <li>Introduce rhythm syllable (<i>ta-a</i>, or <i>two_</i>) and how to clap it (clap &amp; hold it making a forward circle).</li> <li>Use rhythm syllables to sing or say the rhythm of a familiar song that incorporates half notes.</li> </ul> <p>3. Practice reading rhythms using rhythm syllables that incorporate half notes, using strategies suggested for quarter and eighth notes above.</p>		<p><i>Hui jia qii (Home from School)</i></p> <ul style="list-style-type: none"> <li>Resource Book pp. D-17, E-18</li> <li>Reading Sequence 17</li> </ul> <p><i>Un Elefante (An Elephant)</i></p> <ul style="list-style-type: none"> <li>Resource Book pp. D-18, E-19</li> <li>Reading Sequence 18</li> </ul> <p><i>Rocky Mountain</i></p>
<p><b>Teach or review the concept of meter, time signatures, bar lines and measures</b></p> <p>1. Discover that beats are organized/measured in groups, according to a pattern of strong and weak beats.</p> <ul style="list-style-type: none"> <li>Perform dances or use clapping patterns that demonstrate the meter of the music.</li> <li>Identify strong/weak beats.</li> <li>Use a song without pick-up notes.</li> <li>Write rhythm on board, mark beat under rhythm, show accent marks under strong beats.</li> <li>Guide students to hear/see the pattern of strong and weak beats and determine how many beats are in each group.</li> <li>Define meter: the organization of beats into groups.</li> </ul> <p>2. Learn how meter is indicated in the printed music.</p> <p>Bar lines and measures:</p> <ul style="list-style-type: none"> <li>Discuss how strong beats organize the beats into groups.</li> <li>Demonstrate how bar lines make it easy to see the groups.</li> <li>Compare measures (measuring time) with inches on a ruler (measuring distance).</li> <li>Count measures in a song.</li> </ul> <p>Time Signature</p>	STM	<p><i>Great Big House</i>  <i>Frere Jacques (half note)</i>  <i>Button You Must Wander</i>  <i>Who's That Tapping at the Window</i>  <i>Here Comes a Bluebird</i></p>
	MM	<p><b>Meter in 2</b>  <i>Crawfish!</i>  <i>Un Elefante (An Elephant)</i></p> <ul style="list-style-type: none"> <li>Resource Book pp. D-19</li> </ul> <p><i>Mon papa (My Papa)</i>  <i>Polka Dot Polka (Dance)</i></p> <p><b>Meter in 3</b>  <i>Caballito blanco (Little White Pony)</i></p> <ul style="list-style-type: none"> <li>Resource Book pp. D-22, E-22</li> <li>Reading Sequence 21</li> </ul> <p><i>Boysie</i>  <i>El Coqui (The Little Frog)</i></p>
	STM	<p><i>Take Me Out to the Ballgame (3)</i>  <i>Great Big House</i>  <i>Button, You Must Wander</i>  <i>Who's That Tapping at the Window</i>  <i>Hop Old Squirrel</i>  <i>Here Comes a Bluebird</i>  <i>Who Has the Penny?</i>  <i>Bate, Bate</i></p>
	Other	<p>Game: Concentration (Appendix)</p>

<ul style="list-style-type: none"> <li>Use a modified time signature showing the top number with a quarter note underneath.</li> <li>Students locate the time signature and determine the meter for songs they learn.</li> </ul> <p>3. Practice conducting songs in 2 meter and 3 meter while singing.</p>		
<p><b>Optional Extension: Introduce sixteenth notes (four sounds to a beat)</b></p> <ul style="list-style-type: none"> <li>Follow steps under quarters and eighths.</li> </ul>	MM	<i>Tideo</i> <ul style="list-style-type: none"> <li>Resource Book pp. D-9, E-10</li> <li>Reading Sequence 9</li> </ul> <i>Armadillo, Armadillo</i> <i>Jelly in a Dish</i> Listening: <ul style="list-style-type: none"> <li>Haydn, Symphony in G, #88, Movement 4</li> </ul> <i>Dinah</i> <i>Old Brass Wagon</i>
	STM	<i>Pick a Pumpkin</i> <i>Love Somebody</i>
<p><b>Suggested Preparation for Assessment:</b></p> <ul style="list-style-type: none"> <li>Students make up four-beat rhythms using a beat template that includes eight to sixteen beats with four beats on each line.</li> <li>Teacher indicates which note-values are to be used from those that have been covered in class.</li> <li>Rhythms should not end with eighth notes.</li> <li>Teacher picks a few rhythms for the class to play as ostinatos for songs they know.</li> <li>Teacher saves their work for the final assessment project.</li> </ul>		

2. Melody: <i>We use notes placed on the staff to write melodies that we can read, sing, or play.</i>	
<i>Knowledge</i>	<i>Skills</i>
<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>High/Low</li> <li>Pitch/Tone</li> <li>Melody</li> <li>Melodic Direction</li> <li>Same/Different</li> <li>Step/Skip</li> <li>Pitch Syllables/Solfege for <i>La, So, Mi, (Do)</i></li> <li>Staff <ul style="list-style-type: none"> <li>Line notes</li> <li>Ledger Line</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognize melodic direction visually and aurally</li> <li>Recognize steps, skips, and repeated tones visually and aurally</li> <li>Create simple melodies using <i>La, So, Mi, (Do)</i></li> <li>Notate <i>La-So-Mi</i> melodies on the staff</li> <li>Read and decode melodic notation and sing or perform it on classroom instruments.</li> <li>Use hand-signs and pitch syllables <i>with La, So, Mi, (Do)</i></li> </ul>

- Space notes
- Treble Clef
- Hand Staff
- Solfege ladder
- Curwen Hand Signs

**SUGGESTED STEPS**

Sources: (2<sup>nd</sup> Grade Books, unless otherwise stated)

MM=Making Music: 2008 California Edition, STM=Share the Music, MC=Music Connection

FOCUS	SOURCE	SONGS/ACTIVITIES
<p><b>Follow the melodic direction of a song with icons, notes on the staff, and body movements</b></p> <p>1. Students discover melodic contour.</p> <ul style="list-style-type: none"> <li>• Teacher models melodic direction with hand movements while students listen to a song.</li> <li>• Students discover that melodies can move up or down.</li> <li>• Students sing a song and use hand movements to show the melodic contour, following the teacher’s model.</li> </ul> <p>2. Sing or listen to a melody and follow melodic icons.</p> <ul style="list-style-type: none"> <li>• Listen to or sing a song and follow melodic icons as teacher points.</li> <li>• Listen to or sing the song and point to melodic icons on a personal chart.</li> <li>• Discover how the icons show the same shape as the hand movements.</li> <li>• Students point to places where the icons show the melody going up; then where it is going down; where it stays the same.</li> <li>• Compare the iconic notation with staff notation. Follow the melody by pointing to the notes on the staff.</li> </ul>	MM	<p><i>In My Father’s House</i> (Iconic and staff notation) <i>Four in a Boat</i> <i>Rocky Mountain</i></p>
	STM	<p><i>Here We Sit</i></p> <ul style="list-style-type: none"> <li>• (Iconic and staff notation)</li> </ul> <p><i>Button, You Must Wander</i></p>
<p><b>Teach students to hear, sing, read and write the pitches <i>La, So, Mi</i></b></p> <p>1. Recognize aurally and sing the pitches <i>La, So, Mi</i>.</p> <ul style="list-style-type: none"> <li>• Make up greetings and questions using the pitches <i>La, So, Mi</i>. Students answer with their singing voice, using the same melody.</li> </ul>	MM	<p><i>Lucy Locket</i></p> <ul style="list-style-type: none"> <li>• Resource Book pp. D-4, D-25, E-4</li> <li>• Reading Sequence 3</li> </ul> <p><i>Pizza, Pizza, Daddy-o</i></p> <ul style="list-style-type: none"> <li>• Resource Book pp. D-5, E-5</li> <li>• Reading Sequence 4</li> </ul> <p><i>El Juego Chirimbolo</i></p>

<ul style="list-style-type: none"> <li>• Show melodic contour with body movement.</li> <li>• Teach a song using body/hand movements to show the three pitches (<i>So</i> with hands on shoulders, <i>Mi</i> with hands on hips, <i>La</i> with hands on head) and ask students how many different tones are in the song.</li> <li>• Name the high sound <i>La</i>, the medium sound <i>So</i> and the low sound <i>Mi</i>.</li> </ul>	MM	<i>A-Tisket, A-Tasket</i>
<ul style="list-style-type: none"> <li>• Teach Curwen hand signs for <i>La</i>, <i>So</i>, <i>Mi</i>.</li> <li>• Improvise a <i>La-So-Mi</i> melody for a jump-rope rhyme.</li> <li>• Sing a song from rhythm notation with L-S-M under the rhythm.</li> <li>• Sing from stick notation written with high, medium, and low positions for <i>La</i>, <i>So</i>, <i>Mi</i></li> </ul>	STM	<i>Bounce High, Bounce Low</i> <i>Pizza, Pizza, Daddy-o</i> <i>Snail, Snail</i> <i>Lemonade</i> <i>We Are Playing in the Forest</i> <i>Bluebells</i>
<ul style="list-style-type: none"> <li>• Use ladder for resonator bells and play the melody.</li> <li>• Sing melodies from hand signs</li> </ul> <p>2. Learn to sing/play by reading from staff notation.</p> <ul style="list-style-type: none"> <li>• Introduce the staff. <ul style="list-style-type: none"> <li>○ Teach the “Hand Staff,” numbering lines and spaces.</li> <li>○ Show note heads on staff (no stems) and describe line notes and space notes.</li> <li>○ Show <i>La</i>, <i>So</i>, <i>Mi</i> with <i>So</i> on a line, and then with <i>So</i> on a space.</li> </ul> </li> <li>• Sing a known <i>La</i>, <i>So</i>, <i>Mi</i> melody from standard notation on the treble staff, pointing to the notes. Repeat, singing the solfege syllables.</li> <li>• Sing the song with <i>So</i> on various lines and spaces and have students ‘write’ it on their hand staff as they sing.</li> <li>• Discover that if <i>So</i> is on a line, <i>La</i> is ‘next door’ on the space above and <i>Mi</i> is on the line below <i>So</i>. Then let them discover what happens when <i>So</i> is on a space.</li> <li>• Discuss steps and skips and show them on hand staff.</li> <li>• Introduce Treble Clef (G Clef): indicates that all pitches on the staff are</li> </ul>	Other	<ul style="list-style-type: none"> <li>• Staff Mats with circle markers for notes (pennies, buttons, etc.)—Use to write melodic dictation</li> <li>• Melody flash cards</li> <li>• Teasing Tune: (<i>So-So-Mi-La-So-Mi</i>)</li> </ul>

<p>treble (high) sounds.</p> <p>3. Practice reading/writing <i>La-So-Mi</i> melodies in staff notation and sing or play them.</p> <ul style="list-style-type: none"> <li>• Write pitches with note markers on staff mats: <ul style="list-style-type: none"> <li>○ Identify lines with markers, then spaces.</li> <li>○ Begin with <i>So-Mi</i>, then add <i>La</i>.</li> <li>○ Use markers to take melodic dictation..</li> </ul> </li> <li>• Sing from a solfege ladder.</li> <li>• Sing with hand staff.</li> <li>• Play on instruments (xylophone, boomwhackers, tone bells, piano).</li> <li>• Sight-sing melodies from Flash Cards (rhythm + letters or staff notation).</li> <li>• Sight-sing a new <i>La-So-Mi</i> song from staff notation.</li> <li>• Point out the same pitch patterns in other songs.</li> <li>• Use reading/writing materials in resource book.</li> </ul>		
<p><b>Teach students to hear, sing, read and write the pitch <i>do</i></b></p> <p>1. Recognize the new pitch aurally.</p> <ul style="list-style-type: none"> <li>• Select a <i>La-So-Mi-Do</i> song that includes minimal instances of <i>Do</i> and ask students to indicate by raising a hand when they hear the new pitch.</li> <li>• Discover whether the new pitch is lower or higher than the other pitches they know.</li> <li>• Show the pitches with body movement (Put <i>Do</i> on the knees.)</li> </ul> <p>2. Read the new pitch in staff notation.</p> <ul style="list-style-type: none"> <li>• Listen again or sight-sing the song from the staff notation and locate the new pitch in the printed music.</li> <li>• Read/write <i>La-So-Mi-Do</i> in various places on the staff (See Resource Book) <ul style="list-style-type: none"> <li>○ Discover that <i>So-Mi-Do</i> is written either on 3 descending lines or 3 descending spaces. (If <i>So</i> is on a line, then <i>Mi</i> is on the</li> </ul> </li> </ul>	<p>MM</p>	<p><i>Clouds of Gray</i></p> <ul style="list-style-type: none"> <li>• Resource Book pp. D-7</li> <li>• Reading Sequence 7</li> </ul> <p><i>I See the Moon</i></p> <ul style="list-style-type: none"> <li>• Resource Book pp. D-8, E-9</li> <li>• Reading Sequence 8</li> </ul>
	<p>STM</p>	<p><i>Mr. Frog on a Log</i>  <i>Ten in a Bed</i>  <i>Mos', Mos'! (Cat, Cat!)</i>  <i>Who Has the Penny</i></p>

<p>line below, and <i>Do</i> is on the line below that.)</p> <ul style="list-style-type: none"> <li>○ Show on hand staff</li> </ul> <p>3. Practice reading/writing <i>La-So-Mi-Do</i> melodies in staff notation and sing or play them. Use strategies from the <i>La-So-Mi</i> section above.</p>		
<p><b>Optional Extension: Teach students to hear, sing, read and write the pitch <i>re</i>.</b></p> <ul style="list-style-type: none"> <li>• Follow strategies for <i>Do</i> above.</li> <li>• Introduce or reinforce concepts of step vs. skip and melodic direction.</li> </ul>	<p>MM</p>	<p><i>Rocky Mountain</i></p> <ul style="list-style-type: none"> <li>• Resource Book pp. D-11, E-12</li> <li>• Reading Sequence 11</li> </ul> <p><i>I Fed My Horse</i></p> <p><i>Sea Shell</i></p> <ul style="list-style-type: none"> <li>• Resource Book pp. D-12, E-13</li> <li>• Reading Sequence 12</li> </ul> <p><i>Dinah</i></p> <p><i>Great Big House</i></p> <p><i>Frog in the Millpond</i></p>
	<p>STM</p>	<p><i>Bow, Wow, Wow</i></p> <p><i>Sally Go Round the Sun</i></p> <p><i>I Have a Car</i></p> <p><i>Shosheen Sho</i></p> <p><i>Hot Cross Buns</i></p> <p><i>Tue, Tue</i></p> <p><i>Hey, Mr. Monday</i></p> <p><i>Old Blue</i></p>
<p><b>Suggested Preparation for Final Assessment</b></p> <ul style="list-style-type: none"> <li>• Use a rhythm example created by a student earlier in the year and have the class use it to compose a melody using the pitches they have learned.</li> <li>• Pass back the rhythms that were created earlier to all the students.</li> <li>• Tell students they are going to use their rhythms to create a melodic ostinato for a song, and give them a few choices of songs they know. (Choose pentatonic songs or songs with <i>So, Mi, La, Do</i>).</li> <li>• Review the concept of ostinato.</li> <li>• Students work with a partner to pick which rhythms they will use and which song. Then they create a melody for the rhythm. <ul style="list-style-type: none"> <li>○ Notate the melody using solfege letters under the rhythm.</li> <li>○ Transfer the melody to the staff.</li> </ul> </li> <li>• Partners practice their ostinato by singing it on solfege syllables or playing it on a melodic classroom instrument.</li> <li>• Partners perform the ostinato while the class sings the song.</li> </ul>		