

**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”

Grade 2 Theme	Music tells us about the world.	
Enduring Understanding	<p>People within a culture use music for various purposes.</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How are ideas and beliefs passed down through the generations? • What is unique about my culture? • What does music tell me about my past? • What does music tell me about other people? • In what ways might music be the same around the world? In what ways might music be different? 	
California Standards Addressed	2.2	Sing age-appropriate songs from memory.
	3.1	Identify the uses of specific music in daily or special events.
	3.2	Sing simple songs and play singing games from various cultures.
	3.3	Describe music from various cultures.
	5.1	Identify similar themes in stories, songs, and art forms (e.g., patterns, texture).
Sample Performance Task	With your class, perform two songs or singing games from different cultures that are used similarly within their cultures. Discuss their commonalities and differences and report out to the class.	

DEVELOPING CONCEPTS

1. CULTURE: <i>Music plays a vital role in the identity of a culture.</i>	
<i>Knowledge</i>	<i>Skills</i>
<u>Vocabulary</u> <ul style="list-style-type: none"> • culture • self-identity • heritage 	<ul style="list-style-type: none"> • Sings songs from various cultures and discuss the role that song plays within a particular culture. • Investigate how things are passed down within a family.
SUGGESTED STEPS	
Source: MM= <u>Making Music: Second Grade</u> 2008 California Edition	
FOCUS	SONGS/ACTIVITIES
What is culture? (shared beliefs and practices)	<ul style="list-style-type: none"> • Investigate the various cultures represented within the classroom. • Explore commonalities within the cultures represented (birthdays, spiritual beliefs, common foods such as rice, etc.)
How is one's identity defined by its culture?	<ul style="list-style-type: none"> • Record a family member singing a song from their childhood. • Interview older family members: ask about songs and games they played as a child.

2. COMMUNITY: <i>Community is created when one shares with another.</i>	
<i>Knowledge</i>	<i>Skills</i>
<u>Vocabulary</u> <ul style="list-style-type: none"> • community • work songs • call and response <p>The role of the following in building community:</p> <ul style="list-style-type: none"> • work songs • games • play parties • dances • songs 	<ul style="list-style-type: none"> • Learn songs and dances from various cultures and be able to talk about the role that song/dance plays within a culture. • Discuss how song and dance build community.

SUGGESTED STEPS

Source: MM=Making Music: Second Grade 2008 California Edition

FOCUS	SONGS/ACTIVITIES
Use some or all of the following categories to explore our commonalities and differences:	
<p>Work Songs</p> <p>Why were work songs important to those who sang them?</p>	<p><i>Go Around the Corn, Sally</i> – African American</p> <p><i>Lone Star Trail</i> – Cowboy Song</p> <p><i>Down the Ohio</i> – River Shanty</p> <p><i>Same Train</i> – African American</p> <p><i>Chicka Hanka</i> – African American</p> <p><i>Zum Gali Gali</i> – Israel</p> <p><i>My Foot's in My Stirrup</i> – Cowboy Song</p>
<p>Celebrations</p> <p>How are songs and dances used within a celebration or festival?</p>	<p><i>Xiao yin chuan</i> – Chinese Moon Festival</p> <p><i>Tanabata-sama</i> – Japanese Star Festival</p> <p><i>Perot</i> – Jewish Harvest Festival “Sukkot”</p> <p><i>Ner li</i> – Jewish Festival of Lights “Chanukah”</p> <p><i>Jingle Bells</i> – Traditional Christmas song</p> <p><i>A Kwanzaa Carol</i> – African American celebration</p> <p><i>L'inverno è passato</i> – Swiss song for spring</p> <p><i>Haru ga kita</i> – Japanese song for spring</p> <p><i>America</i> – United States patriotic song</p>
<p>Games</p> <p>Where do you play games?</p> <p>Do games have to be competitive?</p> <p>How are games passed down through families and friends?</p> <p>What songs or games have you learned from a friend?</p> <p>What songs and games have you learned on the school playground?</p>	<p><i>Lucy Locket</i> – American</p> <p><i>Pizza, Pizza, Daddy-o</i> – American</p> <p><i>Down, Down, Baby</i> - African American</p> <p><i>Hambone</i></p> <p><i>Miss Mary Mack</i> – African American</p> <p><i>Four in a Boat</i> – Appalachia</p> <p><i>El juego chirimbolo</i> - Ecuador</p> <p><i>Tideo</i> – Texas</p> <p><i>Old Brass Wagon</i> – United States</p> <p><i>How Many Miles to Babylon?</i> – England</p> <p><i>Un elefante</i> – Chile</p> <p><i>Piñon, pirulín</i> – Central America</p> <p><i>The Farmer's Dairy Key</i> – United States</p> <p><i>Un, deux, trois</i> – France</p> <p><i>Great Big House</i> – Louisiana</p> <p><i>Bob-a-Needle</i> – African American</p> <p><i>A-Tisket, A-Tasket</i> – United States</p> <p><i>Shake Them 'Simmons Down</i> – Texas</p> <p><i>El florón</i> – Puerto Rico</p> <p><i>Che che koolay</i> – Ghana</p> <p><i>Zudio</i> – United States</p> <p><i>Kapulu kane</i> – Hawaii</p> <p><i>Ciranda</i> – Brazil</p> <p><i>Diou shou juan'er</i> – China</p> <p><i>Mon papa</i> – French dance</p> <p><i>Patty Cake Polka</i> – United States dance</p> <p><i>Somebody Waiting</i> – United States play party</p> <p><i>Duex cocodries</i> – Cajun</p>

<p>Drums</p> <p>Where in the world do we have drums?</p> <p>What are some of the different purposes for drums?</p>	<p><i>Achshav</i> – Israel World of Drums Montage <i>Oya</i> – Nigeria <i>Ise oluwa</i> – Yoruba Gamelan Montage <i>Ujan mas</i> - Bali</p>
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<p>3. EXPANDING OUR WORLD: <i>Music from around the world unites us as a people.</i></p>	
<p><i>Knowledge</i></p>	<p><i>Skills</i></p>
<ul style="list-style-type: none"> • Venn diagrams and other thinking maps 	<ul style="list-style-type: none"> • Explore how music varies around the world. • Explore the commonalities of music.
<p style="text-align: center;">SUGGESTED STEPS Source: MM=<u>Making Music: Second Grade</u> 2008 California Edition</p>	
<p>FOCUS</p>	<p>SONGS/ACTIVITIES</p>
<ul style="list-style-type: none"> • Compare and contrast songs and games from various categories in previous section. • Create a presentation of songs and games (for the principal, another class, the parents, etc.) where the students share a narrative of how songs and games from around the world build community. 	