

**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>Musicians and composers can express themselves in a variety of ways by manipulating the musical elements.</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do composers tell a story? • How can I tell a story using music? • How can the expressive elements of music change to make a song sound different? 	
California Standards Addressed	1.3	Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.
	1.4	Identify simple musical forms, emphasizing verse/refrain, AB, ABA.
	1.5	Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.
	4.1	Use the terminology of music in discussing individual preferences for specific music.
	4.2	Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.
	4.3	Identify how musical elements communicate ideas or moods.
	5.1	Identify similar themes in stories, songs, and art forms (e.g., patterns, texture).
Sample Performance Task	Listen to music that you know (Handel: “Arrival of the Queen of Sheba”). In a small group, show through movement how the composer made choices to make the music interesting. Talk about your choices in movement.	

DEVELOPING CONCEPTS

1. COMPOSITION: <i>Using dynamics can make music more interesting.</i>	
<i>Knowledge</i>	<i>Skills</i>
Dynamics: <i>p, f, crescendo/decrescendo</i> Sections	Listening and responding to dynamic changes through movement.
SUGGESTED STEPS	
Source: MM= <u>Making Music: Second Grade</u> 2008 California Edition	
FOCUS	SONGS/ACTIVITIES
Create movements that can be used to show soft and loud sections.	<i>Heigh-Ho</i> <i>Greeting Prelude</i>
Follow listening maps: How does the listening map show changes in the dynamics? Can you show the changes with your body as you listen? How does the dynamic change affect the mood?	<i>Saudação</i>
Follow listening maps: Compare the dynamics of the guitars with the other instruments? How are they different? Why did the composer make this choice? How does the dynamic change affect the mood?	<i>Fanfarre (Allego Marziale)</i>

2. COMPOSITION: <i>Choices in tempo make music more interesting.</i>	
<i>Knowledge</i>	<i>Skills</i>
Tempo: getting faster, getting slower	Listening and responding to tempo changes through movement.
SUGGESTED STEPS	
Source: MM= <u>Making Music: Second Grade</u> 2008 California Edition	
FOCUS	SONGS/ACTIVITIES
Move according to the tempo of the music.	<i>Miss Mary Mack</i> <i>Bob-a-Needle</i> <i>El tren</i> <i>Pacific 231</i>
Listening map: Create two dances to go with the pieces. Show how the tempo changes. How does the tempo change affect the mood of the piece?	<i>Pavane et Gaillarde</i>
Listening map: How does the tempo paint of picture of the movement of the cattle?	<i>The Big Country</i>

3. COMPOSITION: <i>Adding texture can make music more interesting.</i>	
<i>Knowledge</i>	<i>Skills</i>
Texture: thick, thin Layers	<ul style="list-style-type: none"> • Maintain an ostinato while singing. • Listen for and describe the texture of a song/piece. • Create a dance showing texture.
SUGGESTED STEPS	
Source: MM= <u>Making Music: Second Grade</u> 2008 California Edition	
FOCUS	SONGS/ACTIVITIES
Add an ostinato to a poem or song. Describe how adding layers changes the texture of the music. Does the texture become thinner or thicker?	<i>Riddle Ree</i> <i>Adana ya gidelim</i> <i>Rosie, Darling Rosie</i> <i>Kou ri lengay</i> <i>My Foot's in My Stirrup</i> <i>Abiyoyo</i>
Listen and describe the layers of sound.	<i>Oya</i>
Play layers of rhythm to create a thicker texture.	<i>Ayelivi</i>
Listening Map: Show how the texture changes through movement.	" <i>Gavotte</i> " from <i>Symphony No. 1 in D Major</i>

4. COMPOSITION: <i>Form in music attracts attention and creates awareness of patterns.</i>	
<i>Knowledge</i>	<i>Skills</i>
Form: AB, ABA, AABA, rondo Phrases Sections	Create movements to show understanding of the form of a piece.
SUGGESTED STEPS	
Source: MM= <u>Making Music: Second Grade</u> 2008 California Edition	
FOCUS	SONGS/ACTIVITIES
Create movement for the A section; use a different movement for the B section.	<i>Good Mornin', Blues</i> - aab form <i>When a Man's a Long Way from Home</i> -aab form <i>Sing a Rainbow</i> <i>"Ein Männlein steht im Walde"</i> from <i>Hänsel und Gretel</i>
What instruments are playing? Can you hear when the melody changes?	<i>Cold and Frosty Morning</i> - AABBAABB form

5. COMPOSITION: Composers specifically choose certain instruments to make their music interesting.

<i>Knowledge</i>	<i>Skills</i>
Timbre Acoustic instruments Electronic instruments	<ul style="list-style-type: none"> • Identify instruments by their timbre. • Identify the role of the instrument within a piece. • Identify the characteristics of a piece that create images. • Analyze the creative choices of the composer.

SUGGESTED STEPS

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

FOCUS	SONGS/ACTIVITIES
World of Drums Montage <ul style="list-style-type: none"> • Do drummers have the same role in every culture? • Are drums always played the same? • Read books and poems that are about drums or are highly rhythmic. 	<i>World of Drums Montage</i>
What are the similarities between the electric violin and the electric guitar? What are the differences? What is their relationship in this piece? What is the purpose of electricity for these instruments?	<i>Riverdance Suite</i>
Listening Map: How is electricity used to create an instrument? Is this really an instruments? Why or why not?	<i>Free Music #1</i>
Listening Map: How did the timbres change and repeat? What about the music made it feel queen-like?	<i>“The Arrival of the Queen of Sheba” from Solomon</i>
What instruments do you hear? What are some of the differences in sound between the trumpet and the clarinet? Why do different instruments play the melody and now just keep it the same instrument for the whole song?	<i>When the Saints Go Marching In</i>

6. COMPOSITION: Composers add articulations to make their music more interesting..	
<i>Knowledge</i>	<i>Skills</i>
Articulation Accent Legato/staccato	Identify how the piece is articulated and move in response to the music.
SUGGESTED STEPS	
Source: MM= <u>Making Music: Second Grade</u> 2008 California Edition	
FOCUS	SONGS/ACTIVITIES
Use movement to show attention to articulation.	<i>Two Little Sausages</i> – accent <i>But the Cat Came Back</i> – fermata <i>Party Tonight!</i> – legato and staccato <i>Falling Rain</i> – legato and staccato
Which family of instruments was legato? Which was staccato? Is it possible for strings to play staccato? Is it possible for percussion to play legato? Create a dance to show legato and staccato.	<i>Toccata and Tango</i> – legato and staccato using strings and percussion

7. COMPOSITION: Style is an important factor in how composers write music and how musicians perform it.	
<i>Knowledge</i>	<i>Skills</i>
Styles (Motown, swing, salsa, etc.) Venn diagram Elements of music	<ul style="list-style-type: none"> Identify styles and the features that create a particular style. Compare and contrast two different styles.
SUGGESTED STEPS	
Source: MM= <u>Making Music: Second Grade</u> 2008 California Edition	
FOCUS	SONGS/ACTIVITIES
Listen and match songs with styles. What elements contribute to a song’s style? Move to reflect the style. Compare one style to another style and show information in a Venn diagram.	<i>American Music Styles</i> Sound Montage <i>My Foot’s in My Stirrup</i> – cowboy <i>Ragtime Cowboy Joe</i> and <i>Kansas City Stomp</i> – ragtime; swing style <i>Dancing in the Street</i> – Motown <i>Oye Como va</i> – mixing styles: rock and salsa <i>Michael, Row the Boat Ashore</i> – spiritual
Compare two different styles on the same song; What elements contributed to each performance’s style?	<i>A-Tisket, A-Tasket</i>
Listen and identify the various styles represented.	<i>All the Way Around the World</i>