

Boise Elementary Music Teachers - 2nd grade Resources

Unit #1 Singing

#	Performance Objectives-Singing	Resources
01	Demonstrate difference between singing, speaking and whispering voice	<ol style="list-style-type: none"> 1. Use nursery rhymes and stories to activate the various voices. 2. "Let's Go on a Safari" – T-232 3. "Skyscraper" – T-128 4. "Different Voices" – T-6
02	Demonstrate the ability to sing in head tone	<ol style="list-style-type: none"> 1. "Eh Soom Boo Kawaya" – T-106 2. "Simi Yadech" – T-155 3. "Vocal Development" – T-22
03	Identify and perform songs with stepwise movement	<p>**See "Pitch" index – T-395; "Pitch" – T-399</p> <ol style="list-style-type: none"> 1. "Do-Re-Mi" – Listening Selection <u>1st grade</u> 2. "Intrade" – T-132 3. "Yankee Doodle" – T-256 4. "This Land is Your Land" – T-255
04	Perform simple rounds and ostinati	<p>**See "Limited Tone Songs" index T-392; "Ostinatos" index – T-395; "Rounds" index – T-397</p> <ol style="list-style-type: none"> 1. "Frere Jacques" – T-197 2. Other simple rounds, i.e. "Row, Row, Row Your Boat" 3. Create ostinati to any pentatonic song (See Limited Tone Songs)
05	Sing tunefully within a range of C ¹ to C ²	<p>**See "Pitch & Rhythm" index – T-399</p> <ol style="list-style-type: none"> 1. "Take Me Out to the BallGame" – T-130 2. "Martin Luther King" – T-282 3. "Go Tell It on the Mountain" – T-274 4. "Daddy's Takin' Us to the Zoo" – T-216 5. "The more we get together" – T-310
06	Read and sing So, Mi, La, Do and Re with hand signs, alone and with others	<p>**"Pitch" – T-399; "Limited Tone Songs" index T-392</p> <ol style="list-style-type: none"> 1. "Git on Board" – T-157 2. "Jingle Bells" – T-267 3. "Song Time" – T-3 4. "Pizza Pizza Daddy-O" – T-303 5. "Bow Wow Wow" – T-302 6. "I Have a Car" – T-20 7. "Sally Go Round the Sun" – T-134, 142

07	Sing expressively using loud/soft and fast/slow	**See “Dynamics” index – T-388; “Tempo” index – T-397 1. “Eh Soom Boo Kawayaya” – T-106 (<i>fast/slow</i>) 2. “John Jacob Jingleheimer” – T-69 (<i>loud/soft</i>) 3. “Mumble, Grumble” – T-59 (<i>loud/soft</i>) 4. “Head & Shoulders Baby” – T-12 (<i>fast/slow</i>)
08	Awareness of introductions (“the getting ready music)	Make students aware as you use various pieces from the curriculum.

Unit #2 – Rhythm/Theory

#	Performance Objectives- Rhythm/Theory	Resources
01	Demonstrate the ability to match the steady beat of a piece of music	**See “Duration/Rhythm” index T-388 1. Students move to instructor’s beat on drum, with varying tempos 2. Students pat to piece of music on various parts of the body 3. Students match steady beat of piece of music with unpitched instruments 4. “Kye Kye Kule” – T-9 5. “Bate, Bate” – T-28 6. Who stole the Cookie? Popular game
02	Demonstrate the ability to pat simple rhythmic word patterns	1. “Bate, Bate” – T-28 2. “Play Your Name” – T-18-19 3. Create simple rhythmic ostinati to familiar curricular poems or songs, i.e. “Yankee Doodle”, “Trot Old Joe” 4. “Here Comes A Bluebird” – T-103 (<i>put on body</i>)
03	Demonstrate difference between steady beat and rhythm.	**See “Duration/Rhythm” index 1. “Pat the Beat, Clap the Rhythm” – T-26-27 2. “Bate, Bate” – T-28 3. “Play Your Name” – T-18 4. “Down by the Bay” – T-326 5. “Let’s Fly to Puerto Rico” – T-112
04	Read, notate and perform 2/4 and 4/4 meters, emphasizing patterns of strong/weak.	**See “Duration/Rhythm/Meter – 4/4” – T-388 1. “This Land is Your Land” – T-255 2. “Amasee” – T-221 3. “Goin’ to the Zoo” – T-216 4. “Kye Kye Kule” – T-8-9

		<p>5. “Head & Shoulders Baby” – T-12</p> <p>6. “If You Need A Buddy” – T-16</p> <p>7. “Pizza Pizza Daddy-O” – T-303</p> <p>8. “Two Little Sausages” – T-185</p> <p>9. “Resource Master” – pg. 33, 59, 61</p>
05	Read, notate and perform quarter note, half note , two eighth notes, whole note and corresponding rests , using a syllabic system (i.e. ta, ti-ti).	<p>**See “Rhythm” index – T-400;</p> <p>“Duration/Rhythm/Note Values” index – T-388</p> <p>1. Consult “Resource Masters” pgs. 32, 33, 59, 61, 62,</p> <p>2. “A Note to Notice” – T-100</p> <p>3. “Who Has the Penny?” – T-63</p> <p>4. “Time for a Rest” – T-60</p> <p>5. “Donkey, Donkey” – T-113</p> <p>6. “A Turkey Named Bert” – T-263</p> <p>7. “Trot Old Joe” – T-55</p> <p>8. “I Have a Car” – T-20</p> <p>9. “Here comes a Bluebird” – T-103</p> <p>10. “2-4-6-8” – T-299</p>
06	Name and notate: staff, lines, spaces, note heads, note stems, treble clef, bar lines, and measure	<p>**See Reading Notation” index – T- 396</p> <p>1. “Staff Notation” – T-22</p> <p>2. “Think it Through” – T-67</p> <p>2. Use manipulatives – felt staves, white boards, pencil and paper activities</p> <p>3. Consult “Resource Masters” pgs. 32, 33, 59, 61, 62</p>
07	Read So, Mi, La, Do , and Re on the staff in the key of C, F, and G	<p>***“Pitch” – T-399; “Limited Tone Songs” index T-392</p> <p>1. “Git on Board” – T-157</p> <p>2. “Jingle Bells” – T-267</p> <p>3. “Song Time” – T-3</p> <p>4. “I Have a Car” – T-20</p> <p>5. “Sally Go Round the Sun” – T-134, 142</p> <p>6. Use “Resource Master” – pgs. 5, 6, 7, 13, 36, 42, 45, 46</p>
08	Read and notate melodies that move in steps, introducing the musical alphabet.	<p>1. “Hot Cross Buns” – T-300</p> <p>2. “I Have a Car” – T-28</p> <p>3. “Skinnamarink” – T-286</p> <p>4. “Here We Sit” – T-10-11</p> <p>4. Use manipulatives, white boards, pencil and paper activities to teach musical alphabet</p> <p>5. Use “Resource Master” – pgs. 7, 48, 66</p>
09	Describe and respond to music in terms of louder/softer and	<p>**See “Dynamics” index – T-388; “Tempo” index – T-397</p> <p>1. “Eh Soom Boo Kawaya” – T-106 (tempo)</p>

faster/slower	<p>2. “John Jacob Jingleheimer” – T-69 (<i>dynamics</i>)</p> <p>3. “Mumble, Grumble” – T-59 (<i>dynamics</i>)</p> <p>4. “Head & Shoulders Baby” – T-12 (<i>tempo</i>)</p>
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Unit #3 - Movement

#	Performance Objectives- Movement	Resources
01	Move to a steady beat, with locomotor and non-locomotor movement	<ol style="list-style-type: none"> 1. Students move to instructor’s beat on drum, with varying tempos 2. Students patsch to piece of music on various parts of the body 3. Students match steady beat of piece of music with pitched and unpitched instruments 4. “Kye Kye Kule” – T-9 5. “Bate, Bate” – T-28 6. “Hop Old Squirrel” – 136 7. “Goin’ Over the Sea” – T-315 8. “Trot, Old Joe” – T-55 9. “Head and Shoulders” – T-12 10. “Pizza, Pizza Daddy-O” – T-303
02	Perform movement to a song. Add manipulatives and props as appropriate.	<p>**See “Movement” index – T-393; “Action Songs” – T-386; “Dramatizations/Pantomimes” – T-388</p> <ol style="list-style-type: none"> 1. See Phyllis Weikart materials in the library. 2. “In the Hall of the Mountain King” – T-261 3. “Minuet” from <u>Royal Fireworks</u> – T-132 4. Use <u>Nutcracker</u> pieces in the “Listening Selections” index – T-408 5. “Breezes” – T-32 6. “Turkey Named Bert” – T-263 7. “Goin Over the Sea” – T-315 8. “Halloween” – T-261
03	Respond physically to changes in tempo, dynamics, high and low, and half note/rest pulse	<p>**See “Tempo” index – T-397; see also “Duration” index – T-388; “Rhythm” index – T-400</p> <ol style="list-style-type: none"> 1. “Breezes” – T-32 – Listening (<i>tempo</i>) 2. “Mumble Grumble” – T-58 (<i>dynamics</i>) 3. “In the Hall of the Mountain King” – T-260 (<i>dynamics & tempo</i>) 4. “John Jacob Jingleheimer” – T-69 (<i>dynamics</i>) 6. “Eh Soom Boo Kawaya” – T-107 (<i>tempo</i>) 7. “Here We Sit” – T-10-11 (<i>high/low</i>) 8. “A Turkey Named Bert” – T-263 (<i>pulse</i>)

		<p>9. “Button You Must Wander” – T-144 (<i>pulse</i>)</p> <p>10. “Here Comes a Bluebird” – T-103 (<i>pulse</i>)</p>
04	Improvise movement to various styles of music	<p>**See “Listening Selections” index – T-408</p> <ol style="list-style-type: none"> 1. “Breezes” – T-32 2. “The Aquarium” – T-343 3. “Dance of the Sugar Plum Fairy” – T-85 4. “Entry of the Gladiators” – T-341 5. “Russian Dance” – T-172 6. “Chinese Dance” – T-85 (Chinese walk & bow) 7. “Waltz of the Flowers” – T-85 8. Use music of your choice
05	Move and play in circle games and dances, and double line dances, i.e. alley games, etc.	<p>*See “Movement/Patterned” – T-393</p> <ol style="list-style-type: none"> 1. Phyllis Weikart Early Childhood materials (library) 2. “La Raspa” – T-192 – (<i>partner dance</i>) 3. “Little Bird Dance” – T-96 (<i>partner dance</i>) 4. “All Around the Kitchen” – T-4 (<i>circle game</i>) 5. “Bow Wow Wow” – T-303 (<i>double circle</i>) 6. Consult Sharon, Lois and Bram materials in the music library. 7. “Chiapenecas” – T-384 (<i>partner double circle</i>) 8. “Turkey in the Straw” – T-265 (<i>reel</i>)
06	Respond physically to specific changes in sections, i.e. to phrasing or to AB, ABA, and A section of Rondo form	<p>**See “Form” Index – T-390</p> <ol style="list-style-type: none"> 1. “Minuet II” – T-132 (<i>AB</i>) 2. “Simi Yadech” – T-155 (<i>AB</i>) 3. “A Turkey Named Bert” – T-263 (<i>AB</i>) 4. “Goin’ to the Zoo” – T-216, 247 (<i>rondo</i>) 5. “March” from <u>Nutcracker</u> – T-85 (<i>AB</i>) 6. “Russian Dance” from <u>Nutcracker</u> – T-173 (<i>ABA</i>) 7. “Children’s Symphony” – T-343 (<i>ABA</i>) 8. “Goin over the Sea” – T-315 (<i>rondo</i>)

Unit #4 - Instruments

#	Performance Objectives- Instruments	Resources
01	Identify and describe tone color of unpitched and pitched instrument groups: skins, shakers, metals, woods and Orff instruments	<p>**See “Instruments, Playing” index T- 391; and “Instruments, Identifying” index T-391</p> <ol style="list-style-type: none"> 1. Hide and Guess Game: Hide instruments behind piano, have a student play an instrument, have other students guess instrument. 2. Create sound carpets for stories, identifying and describing instrument choices.

		<p>3. “Spooky Night” – T-258-259</p> <p>4. “Way to Play” – T-34-37+</p> <p>5. Use “Resource Masters” pgs. 34-35</p>
02	Explore high and low sounds (“up and down”) and imitate short melodic patterns, moving in steps.	<p>**See “Pitch & Rhythm Index” – 399</p> <ol style="list-style-type: none"> 1. “Hot Cross Buns” – T-300 2. “Make a Melody” – T-114 3. “Hop Old Squirrel” – T-143 4. “Sally Go Round the Sun” – T-134 & 142 5. “Sasara Ang Bulaklak” – T-151 6. “Here We Site” – T-10
03	Explore rhythmic patterns on unpitched and pitched instruments, employing quarter note, quarter rest, two eighths, half note/rest, and whole note/rest. Relate timbre to rhythmic duration (what instrument can ring for 2 beats?)	<p>**See “Rhythm Index” – T-400;</p> <p>“Instruments/Playing” index – T-391</p> <ol style="list-style-type: none"> 1. “Eh Soom Boo Kawaya” – T-106 2. “Trot Old Joe” – T-55 3. “Hop Old Squirrel” – T-136, 143 4. “Here Comes a Bluebird” – T-103 5. “Toast Time” (<i>speech piece</i>) – T-45 6. “Down by the Bay” – T-326
04	Play unpitched and pitched instruments to steady beat, alone and with others, using correct posture and mallet technique, including bordun (hands together) and broken bordun (hands take turns)	<p>**See “Creative Activities/Improvisation” index – T-387</p> <p><i>Songs below have good steady beat and can be used to create pitched and unpitched steady beat activities</i></p> <ol style="list-style-type: none"> 1. “Kye Kye Kule” – T-9 2. “Bate, Bate” – T-28 3. “Hop Old Squirrel” – T – 136 (<i>bordun</i>) 4. “Goin’ Over the Sea” – T-315 5. “Trot, Old Joe” – T-55 6. “Head and Shoulders” – T-12 (<i>unpitched</i>) 7. “Pizza, Pizza Daddy-O” – T-303 8. “Clickety Clack” – T-319 9. “Bow Wow Wow” – T-302 (<i>broken bordun</i>)
05	Play unpitched and pitched instruments as rhythmic accompaniment, alone and with others	<p>**Songs below can be used to create pitched and unpitched rhythmic patterns</p> <ol style="list-style-type: none"> 1. “Kye Kye Kule” – T-9 2. “Bate, Bate” – T-28 3. “Hop Old Squirrel” – 136 (<i>bordun</i>) 4. “Goin’ Over the Sea” – T-315 5. “Trot, Old Joe” – T-55 6. “Head and Shoulders” – T-12 7. “Pizza, Pizza Daddy-O” – T-303 8. “Clickety Clack” – T-319 9. “Mr. Monday” – T-318 (<i>rhythmic bordun</i>)

06	Correctly name and properly play each instrument used in class.	Instruct, practice and monitor
07	Improvise and explore in pentatonic with rhythmic and non-rhythmic patterns.	<p>**See “Creative Activities/Improvisation” – T-387</p> <ol style="list-style-type: none"> 1. “Create!” – T-205 2. Using the directions for T-205, create sound carpets for other poems and short stories. 3. “Go A Tin” – T-281 4. “Rhymes to Go” – T-224

Unit #5 – Form

#	Performance Objectives-Form	Resources
01	Respond to phrasing as a musical sentence	<p>**See “Form/Phrases” index –T-390</p> <ol style="list-style-type: none"> 1. “This Land is Your Land” – T-255 2. “America” – T-254
02	Perform modeled rhythmic and melodic motives and phrases (echo process) (recognizing “same/different”)	<p>**See “Form/Sections/Same & different” index – T-390</p> <ol style="list-style-type: none"> 1. Echo clap rhythmic patterns 2. Echo sing short phrases (4 count phrases) 3. Sing, play or clap 2 short phrases – students identify if they are same or different 4. “Feast of Light” – T-269 5. “A La Puerta Del Cielo” – T-222 6. “Trot Old Joe” – T-55
03	Perform AB and ABA form	<p>**See “Form/AB & ABA” index – T-90</p> <ol style="list-style-type: none"> 1. “Pop! Goes the Weasel” – T-207 (AB) <i>singing and movement</i> 2. “March” from the Nutcracker – T-85 (AB) 3. “Simi Yadech” – T-155 (AB) <i>singing & movement</i> 4. “Russian Dance” <i>listening</i> – T-173 (ABA) 5. “Children’s Symphony” <i>listening</i> – T-343 (ABA) 6. “Turkey Named Bert” – T-263 (AB) <i>speech & movement</i> 7. “Riding in the Buggy” – T-192 (AB) <i>singing & movement</i> 8. “Chiapenecas” – T-384 9. “Travel Away On the ABA Train” – T-156
04	Learn to read multi-verse	**See “Form/Other/verse” Index – T-390

	form	<ol style="list-style-type: none"> 1. “If You Need A Buddy” – T-16 2. “Head and Shoulders” – T-12 3. “Mumble, Grumble” – T-58 4. “Goin’ to the Zoo” – T-216 5. “Yankee Doodle” – T-256 6. “Over the River” – T-264 7. “Going Over the Sea” – T-315
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Unit #6 – History and Culture

#	Performance Objectives- History and Culture	Resources
01	Sing, play, listen and move to music of varied cultures	**See “Multicultural Materials” Index – T393 <ol style="list-style-type: none"> 1. “Eh Soom boo Kawaya” – T-106 2. “Kye Kye Kule” – T-8-9 3. “Pizza-Pizza Daddy-O” – T-303 4. “Simi Yadech” – T-155, 221 5. “Bate, Bate” – T-28, 183 6. “Stoopin’ on the Window” – T-73 7. “Frere Jacques” – T-197 8. “Tinga Layo” – T-331 9. “O Tannenbaum” – T-277 10. “In the Window” – T-268 11. “Chiapenecas” – T-384
02	Sing and play traditional folk songs and games of America	**See “Folk Materials/American” index – T-389 <ol style="list-style-type: none"> 1. “Here Comes a Bluebird” – T-103 2. “Head And Shoulders Baby” – T-12 3. “Bate Bate” – T-28-29, 35 4. “Old King Glory” – T-306 5. “Stoopin’ on the Window” – T-73 6. “Sally Go Round the Sun” – T-134, 142 7. “Who Has the Penny?” – T-63 8. “Button You Must Wander” – T-144 9. “Shoo Fly” – T-337
03	Sing traditional patriotic and holiday songs. Include relevant games and dances	**See “Folk Materials/American” – T-389 and “Holiday, seasonal, Patriotic Materials” – T-390 <ol style="list-style-type: none"> 1. “America” – T-254 2. “We Wish You A Merry Christmas” – T-271 3. “I Saw Three Ships” – T-272 4. “Martin Luther King” – T-282 5. “O Christmas Tree” – T-277 6. “Over the River and thru the Woods” – T-264 7. “This Land is Your Land” – T-255

		8. “Yankee Doodle” – T-256
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Unit #7 Listening

#	Performance Objectives- Listening	Resources
01	Identify aurally and visually a limited number of specific orchestral instruments within family groups.	<p>**See “Instruments, Identifying & Illustrations of; Also see “Musical Instruments Resource Book K-6) <i>black line masters</i></p> <p>**Name and categorize any instruments after you list the four instrument families on the board.</p> <ol style="list-style-type: none"> 1. Check the videos from the elementary music library. 2. “Brass Instruments” – T-194-197, T-14 3. “Brass Instruments” – Resource Master’s pg. 53 4. “Children’s Chorus” – T-343E; Listening Map Transparency T-19 5. “76 Trombones” – T-343K; Listening Map Transparency T-22 6. “Minuet” – T-133 7. “The Nutcracker” – T-85
02	Respond to and distinguish between various styles of orchestral and vocal music through movement, manipulation of props, story-telling, and dramatization.	<p>**See “Movement; Creative” – T-393</p> <ol style="list-style-type: none"> 1. “Children’s Symphony” – T-343J 2. “Trepak” from <i>Nutcracker</i> – T-172-173 3. “The Nutcracker” – T-85 4. “In the Hall of the Mountain King” – T-261 5. “76 Trombones” – T-343K & L (<i>vocal</i>) 6. “Identifying Voices” – T-343F (<i>vocal</i>) <p>Other available resources: “Farkel McBride” & “Carnival of the Animals” narrated by John Lithgow, CDs & books</p>
03	Demonstrate appropriate listening behavior for a concert setting	Instruct, practice and monitor.

Unit #8 – Integrating the Arts

#	Performance Objectives- Integrating the Arts	Resources
01	Dramatize simple songs and stories from childrens’ literature.	<p>**See “Dramatization/Pantomime” index – T-388</p> <ol style="list-style-type: none"> 1. Check your school library 2. Books: to use “Rain Talk”, “Where the Wild Things

		<p>Are”, “Drummer Hoff,” “Click Clack Moo.”</p> <ol style="list-style-type: none"> 3. “Clickety Clack” – T-319 4. “Bill Grogan’s Goat” – T-179 5. “Eh Soom boo Kawayá” – T-109 3. “The Spider Weaver” – T-208 4. “The Year-Naming Race” – T-280 5. “The Tears of the Dragon” – T-354 (<i>Musical Play</i>)
02	Express the feelings and style of music with movement using props and manipulatives	<p>**See “Movement; Creative” – T-393</p> <ol style="list-style-type: none"> 1. “Children’s Symphony” – T-343J 2. “Trepak” from <i>Nutcracker</i> – T-172-173 3. “The Nutcracker” – T-85 4. “In the Hall of the Mountain King” – T-261 5. “76 Trombones” – T-343K & L (<i>vocal</i>)
03	Create original works of art inspired by listening examples	<p>**See Curriculum Integration/Draw/Illustrate – T-387</p> <ol style="list-style-type: none"> 1. “Alternate Teaching Strategy” – T-154 2. “What a Wonderful World” – T-293

You have successfully completed the 2nd curriculum. Go have a cookie!