

Grade 2 Lesson 1



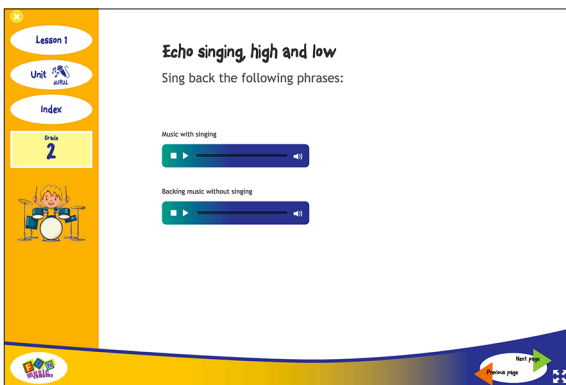
Echo singing, high and low



We begin in Grade 2 with echo singing, and a simple exploration of low and high notes.

You can use the included introduction video if you wish, or introduce it yourself.

Children often confuse terminology between high and low and loud and soft. Children will often say “That was a high sound” meaning that it was a high volume sound or a loud sound.



In music it is important that the terms “high” and “low” be reserved for pitch, and the terms “loud” and “soft” should be used for volume.

Another idea for extension here is to have children stand up for this - have them stretch up high when singing the high notes, and reach their hands down low when singing the low notes. This will help to reinforce the concept.

As with all AURAL activities, we highly recommend singing these yourself, live in the classroom if you feel able to do so. It will always be better if children respond to a live singer rather than a recording. Sing unaccompanied if you can, or use the accompaniment track if you wish.

If you can't read the music below, or don't feel confident singing, then that is fine, just use the first recorded track, and join in with the students as an echo.

(Students sing back)

These are high notes These are low notes

I can sing, sing high I can sing low

Grade 2 Lesson 1 *Charlie over the ocean*



Students will experience the song and play the game, and then learn the untuned percussion parts.



Video 1 - Introduction and singing

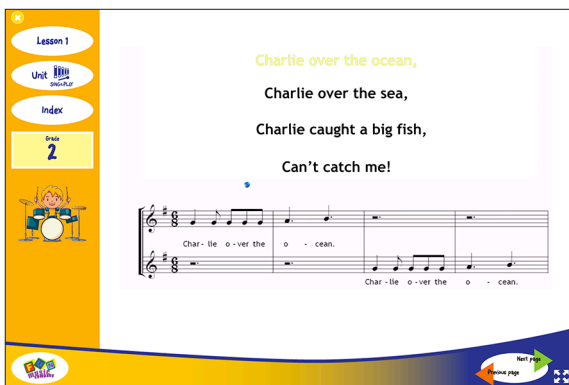
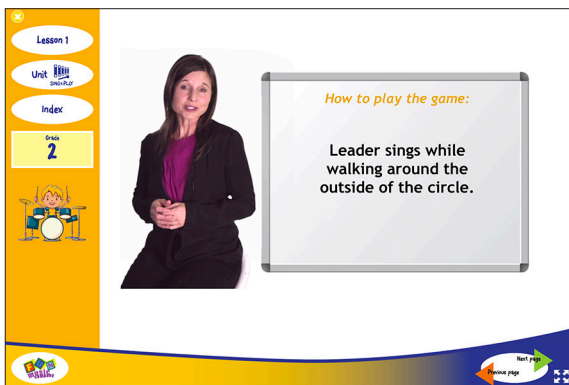
After you watch the introduction video, begin by singing the lead part and having the students echo, while they keep time on their laps.

After the song has been learned, you can begin the game.

How to play the game:

Children sit (or stand) in a circle. The leader walks around the outside of the circle while singing. When they get to the last word he/she pats the person who is closest to them. That person becomes the next leader and chases them around the circle and back to the empty spot, and the song begins again.

This game can be done sitting down or standing up, depending on what is most appropriate for your students.



Video 2 - Singing

This is the video you'll use most often as an accompaniment for your students to sing and play the game.

This song also works really well unaccompanied, so give that a try as well.



Video 3 - Learning untuned percussion

Here we will learn three untuned percussion parts for the song.

You may wish to pause this video and complete it in parts, as it goes through all three untuned percussion parts.

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Learning untuned percussion (cont)

Begin by learning the drum part. This part will help the students to feel the beat of the song.

Practise each part with body percussion as you watch the instruments being played on the screen, and only then get the instruments out.

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Secondly learn the woodblock part. Develop specific body percussion movements to represent instruments you have in your classroom. For example: two fingers tapping into the other hand for the woodblock.

Then you can learn the triangle part. Encourage children to say the words while playing this part, as it will help them play in the right place.

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Finally put the three parts together with body percussion as you watch the last part of the video.

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Video 4 - Untuned percussion

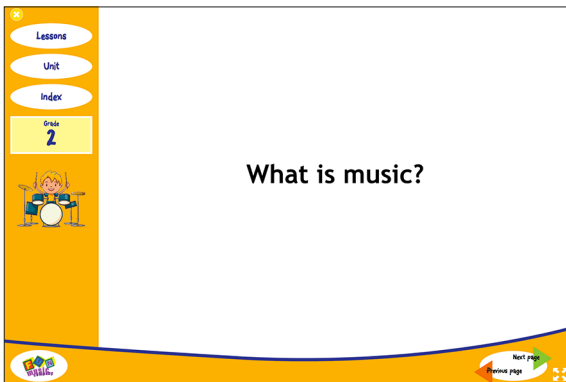
This video just has the notation on the screen. If children are struggling with the notation you can always use the second part of Video 3 instead which shows the instruments being played.

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COMPOSE

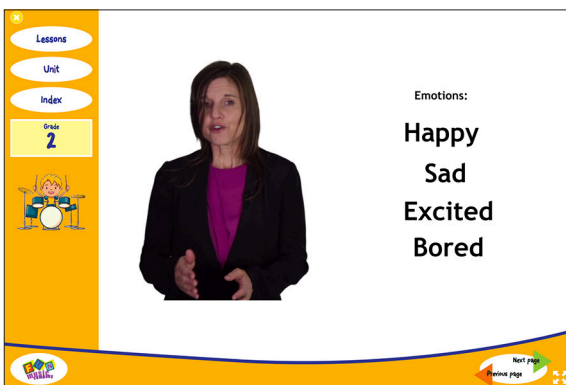
Students create a musical idea to express an emotion using an instrument of their choice and write it down.



Watch the video and hold a class discussion.

Watch the video, pausing at 1:02 to hold a class discussion on the topic of 'What is music?' Get the students' ideas and then watch the remainder of the video.

After the video discuss the process for the rest of the lesson.



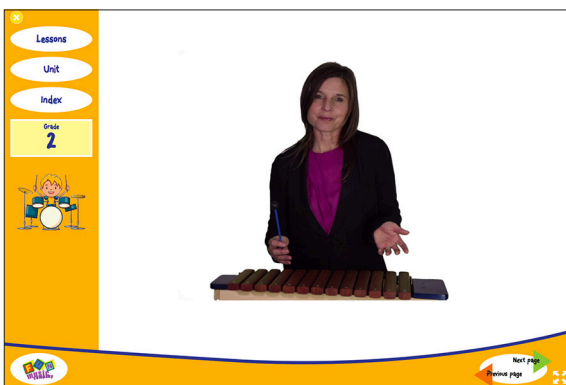
Four steps to the activity:

Step 1: Students choose an emotion from the given list of happy, sad, excited or bored. Then they write the emotion on top of a piece of paper in the form of 'My _____ music'.

Step 2: Students choose an instrument which they can use to express that emotion.

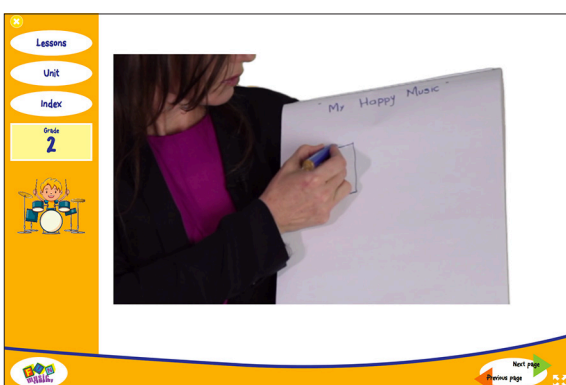
Step 3: Students experiment on that instrument to come up with a musical idea which represents that emotion.

Step 4: Students write their ideas on a piece of paper or in their music books using their own invented notation.



Classroom management guidelines:

- Think carefully in advance of this lesson on which instruments you will allow them to use for this activity.
- Make sure that children understand that they can't switch instruments - encourage them to make a choice and stick with it.
- If you don't have enough instruments consider a rotation procedure where half the class experiment while the other half works on their notation.



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Instruments of the orchestra



This lesson is different to every other **CONNECT** lesson at this grade because it is an informational video rather than a music performance. We have placed this here for essential background information on orchestral music which will be needed in the upcoming listening lessons.

Special thanks to the Sydney Opera House and Sydney Youth Orchestra for this video on YouTube.com

Worksheet

An orchestra is a group of musicians playing music together.

The conductor of the music keeps all the musicians in time and in tune.

The conductor has a baton or a stick to help them direct the musicians.

There are four families of instruments in the orchestra.

The violin is a member of the string family.

The clarinet is a member of the woodwind family.

The brass instruments have a mouthpiece, which you blow into to make a sound.

The percussion instruments are hit, scraped or shaken to make a sound.

Discussion questions

Which of the instruments seen in this video would you like to learn, and why?

Which instruments do you think are the easiest to learn to play?

Which instruments might be the most rare and expensive?

In today's lesson, the first question: "Which of the instruments seen in this video would you like to learn, and why?" is on the student worksheet, as there is no response to the music colouring scale for this video, as it is not a piece of music. Generally in Grade 2 the discussion questions are just on the screen, not on the worksheet.

This may prompt interesting discussion here and you can bring up differences between instruments seen in more popular styles as well if you wish, such as the guitar, drum kit and piano. It is also an opportunity to encourage the learning of instruments if this is available in your school setting.