

# Step~BY~Step Classroom Music: Long Range Plans for Grade 2 music for the 1998 Arts Curriculum

Term 1: Lessons 1- 8	Term 2: Lessons 9 - 17	Term 3: Lessons 17- 26
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• identify examples of beat in their environment and in music (e.g., ticking of clocks, steady pulse in rhymes or songs);</li> <li>• identify rhythmic patterns (e.g., clap the pattern of syllables in nursery rhymes);</li> <li>• distinguish between beat and rhythm in a variety of pieces of music;</li> <li>• identify higher- and lower-pitched sounds in a familiar melody;</li> <li>• reproduce specific pitches in call-and-response activities</li> <li>• identify examples of dynamics in pieces of music and describe how the loudness and softness are achieved (e.g., loudness results when a drum is struck with more force);</li> <li>• identify the tempo of various pieces of music;</li> </ul> <p><b>Creative Work</b></p> <ul style="list-style-type: none"> <li>• create rhythmic and melodic patterns using a variety of sounds</li> <li>• create simple patterned movement to familiar music, using their knowledge of beat and rhythm;</li> <li>• accompany songs in an expressive way, using appropriate rhythm instruments, body percussion, or "found" instruments;</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• recognize that mood can be created through music</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• identify the four families of orchestral instruments (strings, woodwinds, brass, percussion).</li> </ul> <p><b>Creative Work</b></p> <ul style="list-style-type: none"> <li>• sing music from a variety of cultures and historical periods (e.g., folk songs);</li> <li>• sing simple, familiar songs in tune in unison;</li> <li>• create and perform musical compositions, applying their knowledge of the elements of music and patterns of sound;</li> <li>• create short songs and instrumental pieces, using a variety of sound sources;</li> <li>• produce a specific effect (e.g., create a soundscape as background for a story or poem), using various sound sources (e.g., the voice, the body, instruments).</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• express their response to music from a variety of cultures and historical periods</li> <li>• recognize and explain the effects of different musical choices (e.g., slow music that is loud can be dramatic or ceremonial whereas slow music that is soft can suggest thoughtfulness).</li> </ul>	<p><b>Overall Expectation</b></p> <ul style="list-style-type: none"> <li>• communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• identify rhythmic patterns (e.g., clap the pattern of syllables in nursery rhymes);</li> <li>• reproduce specific pitches in call-and-response activities (e.g., singing games);</li> <li>• sing music from a variety of cultures and historical periods (e.g., folk songs);</li> </ul> <p><b>Creative Work</b></p> <ul style="list-style-type: none"> <li>• sing expressively, showing an understanding of the text;</li> <li>• communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., create a dance, dramatize a song);</li> <li>• recognize that mood can be created through music</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• explain, using basic musical terminology, their preference for specific songs or pieces of music;</li> <li>• explain, using basic musical terminology, their preference for specific songs or pieces of music;</li> <li>• recognize and explain the effects of different musical choices</li> <li>* communicate their responses to sound through colour</li> <li>* describe ways in which sound affects people's emotions and help them to understand their own experiences</li> </ul>