

Music lessons

Grade 2 - Lesson 22 (February Week 3)

**Save paper and ink! Just read the PDF and don't print it.
All the instructions are given in the module on
www.musicplayonline.com.**

Concepts: composers, create, form, genre, listening and responding, middle-high-low, movement, play along, rhythm, solfa, tempo, timbre of voices

Objectives:

- I can sing and move to music
- I can use and define tempo
- I can respond to music

Songs/Activities:

- Welcome to music – play recording, but clap echo rhythm patterns while you listen
- Body Percussion Fun! – do the body percussion as shows on the video
- #61 “Ham and Eggs” – form, tempo review/lesson
- #63 “I’se the B’y”- create movement, learn about Newfoundland
- Listening Resource Kit 2 #23: Rondeau, Mion – move with hands or paper plates
- Review as Time Permits: #58 “The More We Get Together” #59 “I See the Moon” #60 “Circle ‘Round the Zero” – play modified version of the singing game

Teaching Procedure

Activity #1: Clap the rhythms with “Welcome to Music”

Clap the rhythms with “Welcome to Music”



Activity #2: Body Percussion Fun!

- do the body percussion with the video
- if the video is too fast, slow it down with the gear wheel tool.



Activity #3: Learn the words for song #61 "Ham and Eggs"

Listen to the first part of the video.

Play the video again and sing along.

in-person - just listen to the recording



Activity #4: Copy the movements for #61 "Ham and Eggs"

Divide into two groups.

Watch the kids in the video and stand up when it's your turn.

Zoom - have students sing and do movements.

In-person - listen to the recording and stand/sit as in the video



Activity #5: Learn about the form of the song, "Ham and Eggs"

Read the slide with the students.

Discuss what the form of the piece might be.



Activity #6: The form is ABAC

The form is ABAC

Can you label the section in *Ham and Eggs* using letters?



Ham and eggs,
Ham and eggs.



I like some bread and brown,
I like some kipped upside down.



Ham and eggs,
Ham and eggs.



Flip, flop, flip, flop,
Ham and eggs!

Activity #7: Discuss the tempos used in the song

Discuss the tempos used in the song

Review the tempo terms that have been introduced in Grade 2.

This word means to play or sing slowly...



Activity #8: Adagio

Adagio

Adagio means to play or sing slowly.



Activity #9: Moderato

This word means to play or sing at a medium tempo...



Activity #10: Allegro

Allegro

Allegro means to play or sing fast and lively.



Activity #11: Presto

Presto

Presto means to play or sing very quickly.



Activity #12: Prestissimo

Prestissimo

Prestissimo means to play or sing as fast as you can go.



Activity #13: Play along with body percussion or instruments at a variety of tempos

Choose the level, then play along at different tempos.

Launch Interactive

The teaching slides in the upper right corner will review any tempo terms you don't know.

Activity #14: Optional: Complete a worksheet to sort tempo from slow to fast

Choose the level, then play along at different tempos.

The teaching slides in the upper right corner will review any tempo terms you don't know.

Music Activity Name: _____ Class: _____

Large means to play or sing very slowly and loudly.
Adagio means to play or sing slowly.
Moderato means to play or sing at a moderate speed.
Allegro means to play or sing fast and bright.
Presto means to play or sing very fast.
Prestissimo means to play or sing even faster than presto.

very slowly and loudly	slowly	moderate speed
fast and bright	very fast	even faster than presto

To do: Cut out the pictures and glue them in the matching positions.

 Tortoise	 Squirrel	 Deer
 Ant	 Turtle	 Rabbit

Activity #15: Sing or move to song #63 "I'se the B'y"

Listen to song #63 "I'se the B'y" and think of movements you could do to the song.

The next video will give you some ideas.



Activity #16: Copy the movements for "I'se the B'y" in the demo video

Here are some ideas for movement - or create your own!

VERSE:

I'se the b'y that builds the boat and 4 steps in, clap on beat 4

I'se the b'y that sails her. 4 steps back

I'se the b'y that catches the fish and 4 steps in, clap on beat 4

takes them home to Liza. 4 steps back

Chorus:

Hip your partner, Sally Tibbo. Gesture to the left with your left hip

Hip your partner, Sally Brown. Gesture to the right with your right hip

Fogo, Twillingate, Morton's Harbour, walk around in a small circle for 8 beats

all around the circle.



Activity #17: This folk song is from Newfoundland

The next slides will talk about where the song, "I'se the B'y" came from - Newfoundland and Labrador



Activity #18: Newfoundland and Labrador

Newfoundland and Labrador

Newfoundland and Labrador was the last province to join Canada in 1948. The capital city of Newfoundland is St. John's.



Activity #19: St. John's is the capital of Newfoundland

Newfoundland



The capital of Newfoundland is St. John's.

Activity #20: Fishing is an important industry

Newfoundland



Fishing is an important industry in Newfoundland.

Activity #21: You can view icebergs in Newfoundland

Newfoundland



You can view icebergs in Newfoundland.

Activity #22: Newfoundland has a rugged coast

Newfoundland



Newfoundland has a rugged coast.

Activity #23: Mirror the movement to "Rondeau"

"Rondeau" or rondo, is a listening example of rondo form.

In this rondo, the A section is repeated.

The form is A A B A C A D A

Mirror the movements in the video.

Have each student choose a partner.

One student will be leader and the other the mirror.

Play the video again, and have students create their own mirror movement.

Switch so each student gets a turn to be leader.



Activity #24: Move with paper plates to "Rondeau"

If at home, find 2 paper plates, or cut out 2 circles.

Copy the paper plate movement.

After trying these ideas, create your own!



Activity #25: Review as time permits the rhythms and the solfa for "I See the Moon"

- project the screen and have students read the rhythms

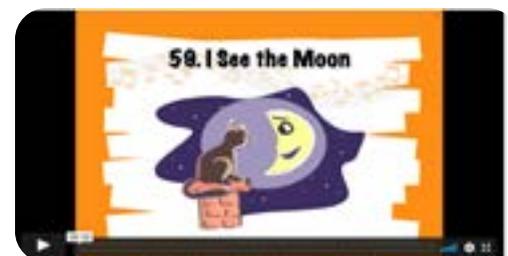
- then do the solfa challenge activity

Launch Interactive

Activity #26: Review as time permits the rhythms and the solfa for "I See the Moon"

- play the video and listen to the song

- play the video again and sing along



Activity #27: Review as time permits #60 "Circle 'Round the Zero"

Watch the kids demo of this song.

Think of ways to adapt the game for Zoom or in-person classes.

Suggestions are given below!



Activity #28: Review as time permits the song #60 "Circle 'Round the Zero"

Sing with the lyrics of the song.

Zoom: Ask children to find 3 or 4 stuffed animals to play the game with. Have them set the animals in a circle, then walk around the circle and do the movements with their stuffy.

In-person: Have kids choose someone who will be their "distanced" partner. Sing or play the recording.

Circle 'round the zero - circle in place

Find your lovin' zero - point to their distanced partner

Back, back, zero. - turn away from their partner and pretend to bump bottoms

Side, side, zero. - turn so they are sideways from their partner and pretend to bump sides

Front, front, zero. - turn to face their partner and clap hands in the air

Swing your lovin' zero. - pretend to link elbows and turn in place

Repeat with a new distanced partner.

Alternate Game suggestions:

1. Circle 'round the chair holding on to the back to maintain their bubble.

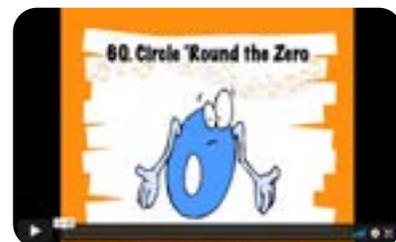
2. Use a hula hoop. The students place it on the floor between their partner and themselves

3. I used hoops...we put our instruments from our music kits inside the hoop. I choose one student to be the leader who gets to choose the instrument when it's time. I changed to words to "circle round the zero, find an instrument in zero...back.... front... side...put your instrument in zero" we play our instruments in front, behind our backs (kids are amused by this), and on each of our sides

Leader picks a new leader

4. The person who is it travels around the room and when they get to the action part of the song, simply stop and do the motions six feet away from the person closest to them.

5. Use tubanos or bucket drums. Pretend your drum is our partner. On "tap your loving zero" they play a steady beat to the music. Get up and move!



Activity #29: Sing "The Music Time is Over"

Sing "The Music Time is Over"



Teacher's Notes: