

Grade 2 General Music

Music integrates cognitive learning and creativity to contribute to the holistic development of every child. This program is designed to include an active music making approach to address the Four Artistic Processes of the National Core Arts Standards; creating, performing, responding and connecting. Students will study rhythm, melody and harmony, form and style, and vocal, instrumental and ensemble skill development to receive a comprehensive musical learning experience. Curwen hand signs are used for solfege and Gordon rhythm syllables are used for reading rhythm. The study of music sets a foundation for lifelong participation in and appreciation of music, and reinforces skills needed for many of life's responsibilities. All students in second grade receive two forty minute classes of music instruction per six day rotation.

Course Overview

Course Goals

Students will have the ability to understand and engage with music in a number of different ways, including the **creative**, **responsive** and **performative** artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.

Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities and make **connections** to other subjects and settings to promote and enhance lifelong learning.

Artistic Processes

- Create
- Perform
- Respond
- Connect

Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Course Skill Objectives

Students will:

- Sing alone and with other, a varied repertoire of music
- Perform on percussion instruments, alone and with others, a varied repertoire of music
- Improvise and compose rhythmic and melodic patterns
- Read and notate music
- Listen to, analyze, interpret and evaluate music
- Perform multicultural music and dances

<p><u>Content Topics</u></p> <ul style="list-style-type: none"> I. Rhythm II. Melody and Harmony III. Form and Style IV. Vocal, Instrumental and Ensemble Skill Development 		<p><u>Assessments:</u></p> <p>Students will complete a summative assessment for each content topic:</p> <ul style="list-style-type: none"> I. Rhythm II. Melody and Harmony III. Form and Style IV. Vocal, Instrumental and Ensemble Skill Development
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Rhythm

Skill Objectives

- Students will be able to demonstrate contrasts in tempi (adagio, andante and allegro) using non-locomotor movements.
- Students will be able to identify a single bar line, measure, double bar line and time signature.
- Students will compose and perform short rhythmic patterns in common time using half notes, half rests, quarter notes, quarter rests and paired eighth notes.

Responding <i>Understanding and evaluating how the arts convey meaning.</i>	Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i>	Creating <i>Conceiving and developing new artistic ideas and work.</i>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret, Evaluate</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Process Components: Plan and Make, Evaluate and Refine</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze rhythm patterns and identify and count half notes, half rests, quarter notes, quarter rests and paired eighth notes. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will clap and tap a steady beat in 2/4, 3/4, 4/4, 6/8 and contrasting tempi (adagio, andante, allegro) • Students will analyze, rehearse, refine and present simple rhythmic patterns 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will plan, make and compose two measure rhythmic patterns in 4/4 time using half notes, half rests, quarter notes, quarter rests and paired eighth notes.

<ul style="list-style-type: none"> • Students will evaluate rhythm patterns for accurate use of note values. • Students will identify and interpret musical symbols including: the single bar line, double bar line, measure and time signature. 	<p>using Gordon rhythmic syllables and unpitched percussion. Note values include half notes, half rests, quarter notes, quarter rests and paired eighth notes.</p> <ul style="list-style-type: none"> • Students will evaluate their rhythm patterns for accurate performance of tempi and note values. 	<ul style="list-style-type: none"> • Students will evaluate their two measure patterns for accurate use of time signature and note values, and will refine their compositions as needed.
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Assessments:

Grade 2 Rhythm Assessment

Individual/Small group performance

Full group performance

Melody and Harmony

Skill Objectives

- Students will be able to sing, play and read skips, steps and repetitions in a melody.
- Students will be able to sing, play and improvise Do-Re-Mi and Sol-Mi-La patterns in head voice with accurate pitch.
- Students will be able to perform music in both major and minor keys.
- Students will be able to perform a song or rhyme with a bordun accompaniment.
- Students will be able to perform a two part rhythmic score.
- Students will be able to perform simple two part canons and rounds.

Responding <i>Understanding and evaluating how the arts convey meaning.</i>	Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i>	Creating <i>Conceiving and developing new artistic ideas and work.</i>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret,</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Rehearse, Refine, Present</p>	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Process Components: Plan and Make, Evaluate and Refine</p>

<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will listen to and analyze various melodies, interpreting and differentiating between upward and downward melodic contour. • Students will analyze melodic lines to identify skips, steps and repetitions in a melodic line. • Students will listen to and identify the melodic solfege patterns Do-Re-Mi and Sol-Mi-La as isolated patterns and within musical excerpts. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will rehearse and sing Do-Re-Mi and Sol-Mi-La solfege patterns. • Students will rehearse, refine, sing and present a varied repertoire of songs highlighting Do-Re-Mi and Sol-Mi-La solfege patterns in head voice with accurate pitch. • Students will sing songs, including canons and rounds, in both major and minor keys in head voice with accurate pitch. • Students will sing and play songs with a bordun (chord and broken) using proper mallet technique (proper grip, low bounce, middle bar placement). 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will plan, make and create melodies using Do-Re-Mi and Sol-Mi-La melodic patterns. • Students will evaluate their melodies for proper use of Do-Mi-Sol and Sol-Mi-La melodic patterns and will refine the melodies for presentation. • Students will improvise answers to musical questions using Do-Re-Mi and Sol-Mi-La solfege patterns.
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Assessments:

Grade 2 Melody/Harmony Assessment Parts 1, 2, and 3

Individual/Small group performance

Full group performance

Form, Style and Musical Expression

Skill Objectives

- Students will be able to demonstrate the differences between the A and B sections within AB and ABA form with movements and body percussion.
- Students will be able to perform locomotor, non-locomotor and organized dance movements to a steady musical beat.
- Students will be able to perform different songs and folk dances from various cultures.
- Students will be able to identify, interpret and perform musically expressive symbols, including the dynamic markings: piano, mezzo piano and forte.

<p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p>Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will listen to and analyze songs in AB and ABA form and will identify the A and B sections accurately. • Students will analyze and interpret dynamic markings including piano, mezzo piano and forte. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze songs in AB and ABA form, and will perform contrasting movements for the A and B sections. • Students will perform locomotor and non-locomotor movements in folk dances and music in varying styles. • Students will sing and play (rehearsing, evaluating, refining and ultimately presenting) songs with different dynamic levels including piano and forte.

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|--|---|
| | <ul style="list-style-type: none">• Students will rehearse, refine and perform circle games, songs and folk dances from various cultures. |
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Assessments:

Grade 2 Form, Style, and Musical Expression Assessment Parts 1 and 2

Individual/Small group performance

Full group performance

Vocal, Instrumental and Ensemble Skill Development

Skill Objectives

- Students will be able to sing with appropriate posture while sitting and standing.
- Students will be able to sing in both high and low registers with a natural breathing motion.
- Students will be able to sing using head voice with accurate intonation.
- Students will be able to play pitched and unpitched percussion with correct technique.
- Students will be able to follow and respond to a conductor and specific conducting cues including entrances, cutoffs, louds and softs.

<p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p>Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will listen to and analyze phrases to echo in the correct vocal register. • Students will visually and aurally identify and classify percussion instruments by type (wood, metal, shaker, scraper, drum). • Students will follow the conductor, analyze and interpret conducting cues including entrances, cut offs, louds and softs, and respond accordingly. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will sing, rehearse, refine and present songs and phrases in head voice with accurate pitch and proper posture both sitting and standing (“sitting/standing tall”) • Students will analyze, rehearse, evaluate, refine and present two-part canons and rounds • Students will analyze, rehearse, evaluate, refine and present songs with a bordun using proper mallet technique (proper grip, low bounce, middle bar placement) and using proper vocal technique

	<p>(accurate pitch, accurate vocal placement; head voice vs. chest voice)</p> <ul style="list-style-type: none">• Students will perform instrumental parts while other students sing or play contrasting parts.
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Assessments:

Grade 2 Vocal, Instrumental and Ensemble Skill Development Assessment Parts 1, 2 and 3

Individual/Small group performance

Full group performance

CONNECTING

Relating artistic ideas and work with personal meaning and external context.

Enduring Understanding

- Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

Process Components: Analyze, Interpret

Skill Objective

Students will understand how specific songs learned in music classes connect to topics and content studied in other disciplines.

Connecting Experience

- Students will analyze, interpret, rehearse and refine the melody to "This Land is Your Land."
- Students will understand the historical context, meaning behind the words, and reasoning behind its creation and will answer the following "focus questions" about the song:
 - Why was this song written?
This song was written to reflect the need to help each other to remain united through difficult and challenging times.
 - Which musical elements does the composer use to help people understand the message?
Repetition of the melody (verses and choruses share the same melody), Repetition of text: verses and choruses end with the same sentence "This land is made for you and me."

This land is your land, This land is my land. From Ca- li-
for- nia, To the New York is- land, From the red- wood fo- rests, To the Gulf Stream
wa- ters, This land was made for you and me.

Additional verses:

As I was walking that ribbon of highway
I saw above me that endless skyway
I saw below me that golden valley
This land was made for you and me.

I roamed and rambled and I followed my footsteps
To the sparkling sands of her diamond deserts
And all around me, a voice was sounding
This land was made for you and me.

When the sun comes shining, as I was strolling
The wheat fields waving and dust clouds rolling
The fog was lifting, a voice come chanting
This land was made for you and me.

Grade 2 Assessment Pack

*Fairfield Public Schools
2018*

Rhythm

Skill objective: Students will compose short rhythmic patterns in common time using half notes, half rests, quarter notes, quarter rests and paired eighth notes.

Task Summary: Students compose their own two-measure pieces in 4/4 time.

Materials: Student Worksheet, pencils

Task Instructions:

- Teacher tells students to create their own two-measure rhythmic composition in the blank space on their Student Worksheet. They must follow all directions and use the rhythms in the box: quarter note, eighth notes, quarter rest, and half note.
- Teacher checks rhythms for accuracy and assesses student progress.

Grade 2 Assessment: Rhythm

Task Summary: Students will compose a two-measure rhythmic piece in 4/4 time.

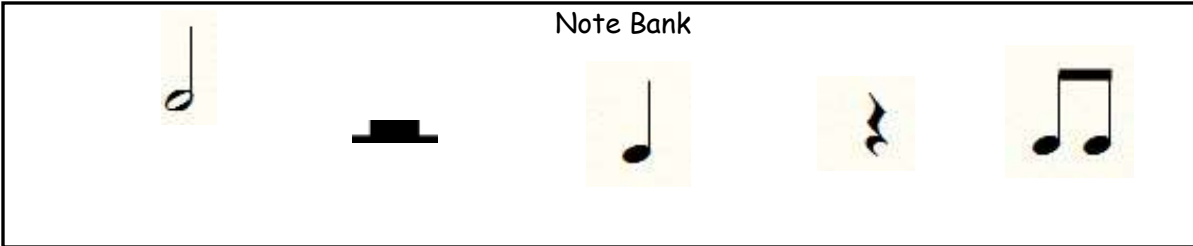
Name: _____ Date: _____ Class: _____

Composing in 4/4

Directions:

1. Compose your own two-measure rhythm using rhythms in the Note Bank.
2. Check your Musical Math by writing the count under each note/rest.

Note Bank



The Note Bank contains five musical symbols: a quarter note, a half rest, a quarter note, a quarter rest, and a pair of eighth notes.

4
4

Melody/Harmony Part 1

Skill objective: Students will be able to sing Do-Re-Mi patterns in head voice with accurate pitch.

Task Summary: Students will sing parts of “Hop Old Squirrel” independently.

Materials: Music for “Hop Old Squirrel,” Record Sheet

Repertoire: “Hop Old Squirrel”

Task Instructions:


- Students will sing the song as a group.
- Students will take turns singing parts of the song independently.

ASSESSMENT RUBRIC

Exceeds	Student sings correctly using Do-Re-Mi with accurate intonation in the same pitch center as the teacher.
Meets	Student sings using two of the pitches with accurate intonation in the same pitch center as the teacher.
Progressing	Student sings melodic patterns (either Do-Re-Mi or using two pitches) in a different pitch center than the teacher.
Not meeting	Student does not sing given melodic patterns.


Hop Old Squirrel

Voice



Hop old squirrel ei-dle dum ei-dle dum. Hop old squirrel ei-dle dum dee.

5



Hop old squirrel ei -dle dum ei -dle dum. Hop old squirrel Ei -dle dum dee.

Grade 2 Record Sheet: Melody/Harmony Part 1

Class: _____ Marking Period: _____

NAME	<i>E</i> Student sings correctly using Do-Re-Mi with accurate intonation in the same pitch center as the teacher.	<i>M</i> Student sings using two of the pitches with accurate intonation in the same pitch center as the teacher.	<i>P</i> Student sings melodic patterns (either Do-Re-Mi or using two pitches) in a different pitch center than the teacher.	<i>N</i> Student does not sing given melodic patterns.

Melody/Harmony Part 2

Skill objective: Students will be able to differentiate between skips, steps and repetitions on the staff.

Task Summary: Students will complete the worksheet to show mastery of skips, steps and repetitions.

Materials: Student worksheet, pencils

Task Instructions:

- Teacher hands out worksheet for students to complete.
- Teacher collects the worksheets and assesses for student progress.

Grade 2: Melody/Harmony Part 2

Task Summary: Students identify skips, steps, and repetitions on the given worksheet.

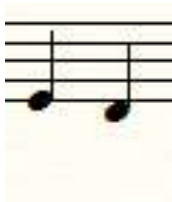
Name: _____ Date: _____ Class: _____

Identifying Skips, Steps, and Repetitions

Directions:

Identify whether the relationship between two notes is a SKIP, STEP, or REPETITION.
Write your answer neatly on the line below each example.

1.



4.



2.



5.



3.



6.



Melody/Harmony Part 3

Skill objective: Students will be able to differentiate between upward and downward melodic contour.

Task Summary: Students will complete the worksheet to show mastery upward and downward melodic contour.

Materials: Student worksheet, pencils

Task Instructions:

- Teacher hands out worksheet for students to complete.
- Teacher collects the worksheets and assesses for student progress.

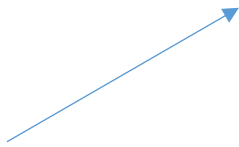
Grade 2 Assessment: Melody/Harmony Part 3

Task Summary: Individually complete worksheets to show understanding of upward and downward melodic contour.

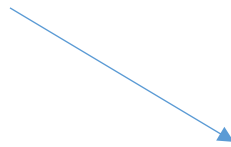
Name: _____ Date: _____ Class: _____

Are the notes going up or going down? Circle the arrow that fits the melody you hear.

1.

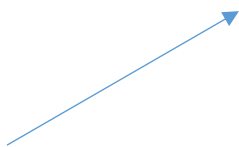


UP

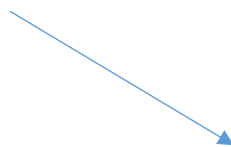


DOWN

2.

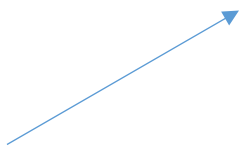


UP

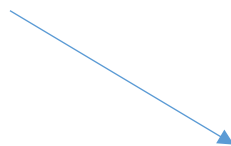


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3.

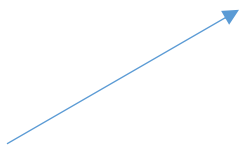


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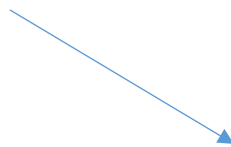


DOWN

4.



UP



DOWN

Form/Style/Musical Expression Part 1

Skill objective: Students will be able to distinguish AB and ABA form.

Task Summary: Teacher will play a musical selection for each example on the worksheet. Student will circle their answer based on whether the example is in AB or ABA form.

Materials: Student worksheet, musical selections, Record Sheet with Rubric

Task Instructions:

- Teacher will play a musical selection for each example on the worksheet.
- Student will circle their answer based on whether the example is in AB or ABA form.
- At the end of the assessment, collect papers and grade using the rubric.



Grade 2 Assessment: Form/Style/Musical Expression Part 1

Task Summary: Individually complete worksheets to show understanding of AB and ABA form.

Name: _____ Date: _____ Class: _____

Listen to three different musical selections. Circle the picture that shows if the examples you hear are in AB or ABA form.

1.  OR 

2.  OR 

3.  OR 

Form/Style/Musical Expression Part 2

Skill objective: Students will be able to identify and label musically expressive symbols, including the dynamic markings: piano, mezzo piano, and forte. Students will also identify time signature, bar line, measure, and double bar line (from the Rhythm section of the curriculum).

Task Summary: Students identify and label the given musical symbols and parts of the staff.

Materials: Student worksheet, Record Sheet

Task Instructions:

- Students are instructed to identify the musical symbols and parts of the staff, following the directions on the student worksheet.
- After students hand in their work, mark the record sheet according to their performance.

Grade 2 Enrichment: Rhythm and Form/Style/Musical Expression Part 2

Task Summary: Students identify and label the given musical symbols and parts of the staff.

Name: _____ Date: _____ Class: _____

Identifying Musical Symbols and Parts of the Staff

Directions:

Identify the numbered musical symbols and parts of the staff. As you identify each symbol, write it on the corresponding numbered line below.

A musical staff in treble clef with a 3/4 time signature. The staff contains a sequence of notes: a quarter note on G4, a quarter note on A4, a quarter note on B4, a quarter rest, a quarter note on C5, a quarter note on B4, a quarter note on A4, a quarter note on G4, a quarter note on F4, a quarter note on E4, and a quarter note on D4. Above the staff, there are seven numbered labels with arrows pointing to specific elements: 1. points to the treble clef; 2. points to the dynamic marking *mp*; 3. points to the dynamic marking *f*; 4. points to the dynamic marking *p*; 5. points to the first measure of a phrase starting with a quarter note on G4; 6. points to the double bar line at the end of the staff; 7. is a bracket underneath the last three notes (F4, E4, D4).

1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____

Vocal, Instrumental and Ensemble Skill Development Part 1

Skill objective: Students will be able to sing using head voice with accurate intonation. Assessments to be done using songs containing Sol-Mi and Sol-Mi-La patterns, multiple times per year.

Task Summary: Students will sing independently during a variety of songs and games. Teacher will assess students based on the vocal rubric provided.

Materials: Record Sheet with Rubric, variety of grade level repertoire

Task Instructions:

- Teacher prompts students to vocalize independently during a song or game.
- As students perform, watch and assess each individual.

ASSESSMENT RUBRIC

Exceeds	Consistently performs Do-Re-Mi patterns with head voice and accurate intonation.
Meets	Usually performs Do-Re-Mi patterns with head voice and accurate intonation.
Progressing	Sometimes performs Do-Re-Mi patterns with head voice.
Not meeting	Does not perform Do-Re-Mi patterns with head voice.

Grade 2 Record Sheet: Vocal, Instrumental and Ensemble Skill Development Part 1

Class: _____ Marking Period: _____

E Consistently performs Do-Re-Mi patterns with head voice and accurate intonation.	M Usually performs Do-Re-Mi patterns with head voice and accurate intonation.	P Sometimes performs Do-Re-Mi patterns with head voice.	N Does not perform Do-Re-Mi patterns with head voice.
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Task →													
Names ↓													

Vocal, Instrumental and Ensemble Skill Development Part 2

Skill objective: Students will be able to play pitched percussion with proper technique.

Task Summary: Students will play pitched percussion instruments independently during a variety of songs and games. Teacher will assess students based on the instrumental rubric provided.

Materials: Record Sheet with Rubric, variety of grade level repertoire

Task Instructions:

- Teacher prompts students to play a pitched percussion instrument independently during a song or game.
- As students perform, watch and assess each individual.

ASSESSMENT RUBRIC

Exceeds	Consistently plays pitched percussion with proper mallet technique.
Meets	Usually plays pitched percussion with proper mallet technique.
Progressing	Sometimes plays pitched percussion with proper mallet technique.
Not meeting	Does not play pitched percussion with proper mallet technique.

Grade 2 Record Sheet: Vocal, Instrumental and Ensemble Skill Development Part 2

Class: _____ Marking Period: _____

E Consistently plays pitched percussion with proper mallet technique.	M Usually plays pitched percussion with proper mallet technique.	P Sometimes plays pitched percussion with proper mallet technique.	N Does not play pitched percussion with proper mallet technique.
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Task →													
Names ↓													

Vocal, Instrumental and Ensemble Skill Development Part 3

Skill objective: Students will aurally identify and classify percussion instruments by type (wood, metal, shaker, scraper, drum).

Task Summary: Students will listen to sound samples given by the teachers and fill out the worksheet accordingly.

Materials: Student worksheets, pencils, varied percussion instruments or recorded sound files of percussion instruments.

Task Instructions:






- Teacher plays instruments or recordings and students fill out the worksheet according to what sounds they hear.
- Teacher collects worksheets and assesses student progress.

Grade 2 Assessment: Vocal, Instrumental and Ensemble Skill Development Part 3

Task Summary: Individually complete worksheets to show understanding percussion instruments by sound.

Name: _____ Date: _____ Class: _____

Write the type of instrument you hear next to each number below. You may use the instrument bank to help you make your choice.

<u>Instrument Bank</u>				
WOOD	DRUM	SCRAPER	SHAKER	METAL
				

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Grade 2 Appendix

- *Suggested repertoire*
 - *Review*
 - *Enrichment*

Suggested Repertoire (chart headings to be edited)

Singing: General/Games/Play-Parties	Singing: Nursery Rhymes	Singing: Seasonal	Singing: Patriotic	Listening

Grade 2 Review: Vocal, Instrumental and Ensemble Skill Development

Task Summary: Individually complete worksheets to show understanding percussion instruments by type.

Name: _____ Date: _____ Class: _____

Match each instrument to the category in which it belongs.



WOOD



DRUM



SCRAPER



SHAKER



METAL