

Can Do Music 2

Plans for the Year

(Or “everything your principal will want to see”)

Grade One and Two Curriculum Expectations	2 pages
CanDo 2 Monthly Focus Outline	1 page
CanDo 1 Monthly Focus Outline	1 page
Spiral Learning (underlying philosophy for the curriculum creation)	
Links Between each lesson and curriculum expectations	7 pages
Month by Month Lesson Outlines	10 pages

Grade One Curriculum Expectations

- 1** *naming and using the following music elements
beat & rhythm symbols: ta(quarter note); ti-ti(2 eighth notes); sh(quarter rest)
pitch: high/low; matching pitch; melody mapping; do-mi-so-la
tempo: andante, allegro, presto
dynamics: loud/soft = forte/piano; staccato/legato
timbre: finding a singing voice; use and naming of percussion instruments,
unison singing in tune; singing while playing/moving on the beat
form: verse/chorus; call/response
- 2** *singing, listening, playing, moving to music from many cultures and countries
and analysing the music
- 3** *focusing on using good performance tools through practice and reflection
- 4** *identifying a variety of music by origin, form and purpose
- 5** *exploring where music is a part of our daily lives
- 6** *creating simple rhythmic compositions
and adding verses to songs

CD 2 Year Focus Outline

elements taught all year
focus/named in month

		<u>music</u>	<u>dance</u>
September	participation parameters acceptance of all voices/roles review of Grade One concepts	review: beat/rhythm/dynamics pitch: so-mi-la	movement varieties body awareness --use of parts
October	new concepts performance	rhythm: half note=taa pitch: re, high "do" staccato, legato timbre: strings	movement to familiar songs tempo, stop/start force, quality
November	music literacy reading staff lines	timbre: brass musical staff - #'ing literacy: read a song	participation
December	holiday music enjoying music & dance	active listening music traditions	dance around the world
January	mood, harmony music vocabulary	music vocabulary culture: China, Scotland genre: blues/jazz	move to beat choreography why dance?
February	timbre & instruments music in cultures	4 orchestra families culture: Quebec, Europe USA, Africa, England, Canada composing melody rhythm: whole note=ta-a-a-a	enjoy dancing create movements
March	composition rhythm & beat counting	composing articulation, rhythm counting	various way to move free movement
April	differentiating beat/rhythm playing instruments	beat vs rhythm 2/4 duration harmony – rounds	elements: freeze, tempo, energy, force
May	polishing songs consolidating concepts	performance prep musical arrangement	movement songs
June	Canada Day repertoire enjoying music & dance		

CD 1 Year Focus Outline

elements taught all year
focus/named in month

music

dance/drama

		<u>music</u>	<u>dance/drama</u>
September	participation parameters acceptance of all voices/roles	beat different voices articulation -smooth/detached	movement varieties body awareness --use of parts
October	participation finding a singing voice	rhythm ta ti-ti sh tempo fast/slow rhythm ostinato	role/character time/place
November	composition/creating music in our lives	high-low = so-mi breathing phrases	energy
December	reading rhythms seasonal music		
January	playing instruments using props	loud/soft body percussion found instruments	tension main idea relationship/play
February	different cultures pitch		
March	repertoire/performance	how elements are used	
April	composition/creating(music)	accent strong beat 2/4 4/4	relationship re partner
May	using elements while singing/playing/dancing	call - response form	
June	enjoying the arts Canada songs		

The Brain and

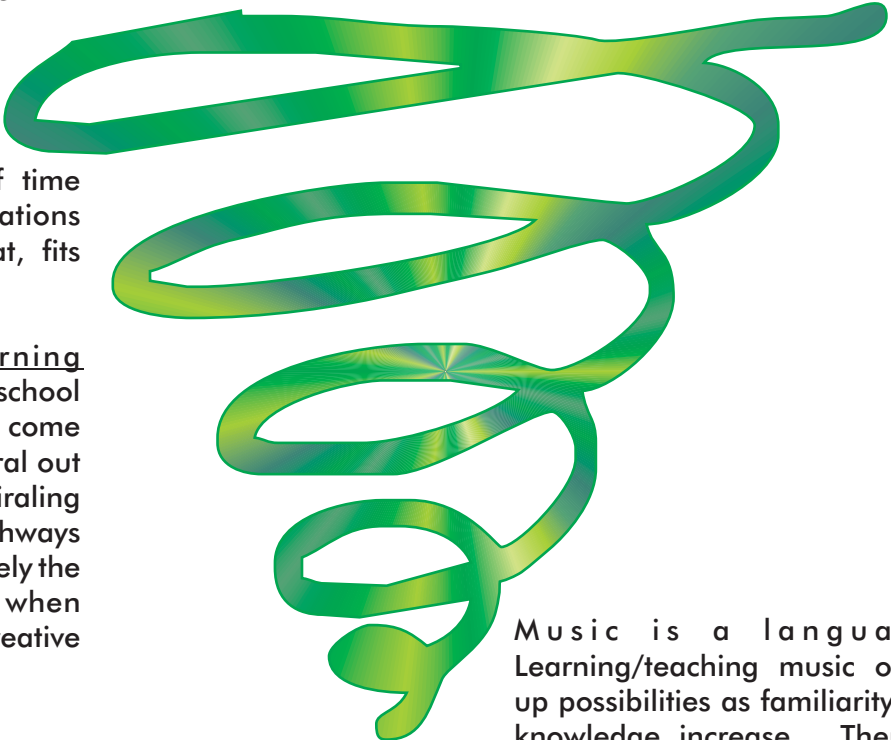
Spiral Learning

Teaching music in blocks of time based on learning expectations e.g. pitch or keeping a beat, fits neatly into a yearly planbook.

I prefer to weave learning expectations throughout a school year. Time and time again, I come back to central ideas then spiral out and up into new ideas. Spiraling back to ideas strengthens pathways in the brain, making it more likely the ideas will be accessible when needed/wanted or in a creative process.

Some musical concepts e.g. beat, are highly dependant on development. Awareness of this is especially important in primary grades. A concept that a student seems oblivious to in September, may be integrated into use by the same student in April ---partially because of teaching, but also partially because of their own development.

Hearing, doing, reading and seeing music strengthens the connections between the sides of the brain. Studies have shown stronger physical pathways through the corpus callosum in musicians. So spiral teaching honours the way in which learning music can build brain connections, which in turn enhance all areas of our lives. My interest in right/left brain functions grew through the time when I regularly visited with people who had experienced a change in their brain function. People who would struggle to find words to say what they wanted could easily sing words to a song. Perhaps by encouraging musical lives, we are helping students build a safe place, in more ways than one, for changes that come to us all.



right brain *creating
left brain *analyzing
music combines both

Music is a language. Learning/teaching music opens up possibilities as familiarity and knowledge increase. There is data that may be taught a part of music, but the data, the facts are not the essence of the teaching. The essence of teaching music, is the music itself --singing, playing, listening, dancing, creating, dreaming as music becomes a way of hearing and communicating with others

Lesson	Teaching Focus	Warm-Ups	Music(C)
Review/Renew Learning * Participation Parameters * Acceptance of Each Other's Voices/Dance Head 'n Shoulders, Old MacDonald, The Ants Go Marching, Twinkle, Twinkle, Alphabet Song, The Eency Weency Spider/Internetting Spider			
Sept One ①	conducting beat	*do what I do --beat	Alphabet Song The Bear Went Over the Mountain Teddy Bear
Sept Two ②	rhythm: ta, ti-ti, sh dynamics: piano, mezzo, forte	*do what I do --beat ----rhythm	Music Time Teddy Bear --written music Fuzzy Wuzzy
Sept Three ③	voices pitch: so-mi-la handsigns	*roller coaster aahs ---voice *do what I do	Shouting Is ... One Apple --creating melody
Sept Four ④	having fun with music timbre: percussion conducting starts	*roller coaster aahs ---voice *stretches	Lukey's Boat (fishing card set)
Continue to Review/Renew Learning * Performance * New Pitches & Handsigns "do'(high)" "re"			
Oct One ⑤	improvising tempo: presto/allegro form: verse/chorus half note ta-a	*echo rhythms & rhythm names *echo pitch matching	Autumn Leaves Thanksgiving Dinners
Oct Two ⑥	form: verse/chorus new pitch: "re"	*echo rhythms & rhythm names *echo pitch matching	This Old Man
Oct Three ⑦	performance articulation: staccato, legato timbre: strings	*hooting conversation -voice *echo/make spooky sounds	"Old Mrs. Witch" gr. 1 Five Little Pumpkins gr. 1 I'm Gonna Be a Pirate
Oct Four ⑧	listening & responding timbre: violin, clarinet, piano, xylophone new pitch "do" high	*hooting conversation -voice *echo/make spooky sounds	Saint Saens(composer) from Carnival of the Animals Fossils and Aquarium
Music Literacy: Reading from Staff Lines			
Nov One ⑨	timbre: tuba/brass music for special day	*stretches *reading rhythm flashcards (with names and claps)	All Together/Let's Make Peace* This Little Light of Mine
Nov Two ⑩	numbering line and spaces on the musical staff	*shoulder shrugs *reading rhythm *rhythm card concentration	Sometimes We Like to Sing Pass One Window
Nov Three ⑪	*reading a song from standard music	*practise singing *meldoy cards do mi so	Tick Tock When Do Is On a Line
Nov Four ⑫	*learning a rhythm chant with displayed music *creating a new verse	*roller coaster aahs *stretches	Dreidel, Dreidel, Dreidel Holiday Lights

Lesson	Movement/Dance/Listening	Workbook Pages	2nd Lesson Material
Review/Renew Learning * Participation Parameters * Acceptance of Each Other's Voices/Dance			
Sept One ①	stop/start/freeze	cover page for music (colouring)	
Sept Two ②	Ha Ha This-A-Way	Teddy Bear --beat and rhythm exercise	She'll Be Comin' Round the Mtn
Sept Three ③	Give Me Joy	One Apple --rhythm symbols exercise	The More We Get Together
Sept Four ④		September Song Page Ha Ha This-A-Way --focus on literacy	A Sailor Went to Sea, Sea, Sea
Oct One ⑤	Shoo Turkey tempo changes Turkey in the Straw	visual art: responding to music	We Give Thanks
Oct Two ⑥		pocket chart composing	
Oct Three ⑦	*moving to character-themed music	composing a new verse for "Old Mrs. Witch"	*Five Little Pumpkins ---performance/drama
Oct Four ⑧	Fossil Frolic	Performance Record Blank rhythm counting exercise October Song Sheets	Halloween Songs old tunes/new words
Nov One ⑨	*student choice of action or dance songs	This Little Light --matching words with notes	Variations on This Little Light Poppies Are for November I've Got Peace Like a River
Nov Two ⑩	Pass One Window Tideo (dance/game)	Pass One Window --exploring written music	
Nov Three ⑪	*choice from movement repertoire	Word Game --matching words/meanings	Hickory Dickory Dock Variations on Pass One Window
Nov Four ⑫	*student choice	November Song Sheet	We Wish You a Happy Holiday

Lesson	Teaching Focus	Warm-Ups	Music(C)
Enjoying Seasonal Music and Dance			
Dec One (13)	active listening and watching	*listening game *song: Dreidel, Dreidel, Dreidel	The Nutcracker by Tchaikovsky
Dec Two (14)	music traditions carols are for dancing form: AABA	*listening game *musical staff lines/spaces	O Christmas Tree Deck the Halls Rondo
Dec Three (15)	dance as language seasonal music	*listening game *song: favourite choice	Jolly Old St. Nicholas gr.1 Santa Claus Has 10 Toys
Extra Seasonal Music	gr. 1 The Friendly Beasts gr. 1 Mary and Joseph Had a Baby Boy		new: In The Window
Mood Harmony Music Vocabulary			
Jan One (16)	music vocabulary culture: China slur	*roller coaster aahs *song: Sometimes We Like to Sing *Key D	Gung Hay Fat Choy
Jan Two (17)	culture: blues/jazz mood in music	*rhythm counting *song: Lukey's Boat *Key G	The I Don't Wanna Blues Nobody Likes Me
Jan Three (18)	culture: Scotland	*fast feelings *song: Nobody Likes Me *Key F	My Bonnie Lies Over the Ocean
Jan Four (19)	harmony-bordun timbre-bagpipes world dances-social	stretches	Hockey Hockey
Timbre & Instruments Culture			
Feb One (20)	grouping instruments 4 orchestra families Québec - Carnival	*reading rhythm flashcards *Hockey, Hockey (organ) 2nd lesson *My Bonnie (bagpipes)	It's C-c-c-c C-c-c-c Cold Bonhomme! Bonhomme!
Feb Two (21)	Europe -Classical Music USA - Spiritual Africa -Call & Response	*reading rhythm flashcards *All Together (tuba, trumpet) 2nd Lesson *Pass One Window (percussion)	All Night, All Day Mozart & Brahms lullabies
Feb Three (22)	England - Lent composing a melody ta-a-a-a (whole note)	*All Night, All Day (violin, viola, cello, double bass) 2nd Lesson The I Don't (rock band)	Pancake Tuesday Hot Cross Buns
Feb Four (23)	Canada -Hockey composition project found percussion	*stretches *It's C-c-c-c Cold(woodwinds) 2nd Lesson *The Bear (tuba, clarinet)	

Lesson	Movement/Dance	Workbook Pages	2nd Lesson Material
Dec One 13	dance from around the world	putting the story together favourite part instruments in orchestra	extending the learning based on The Nutcracker
Dec Two 14	Deck the Halls Dance	Decks the Halls 1. vocabulary matching 2. rhythm counting	This Little Light --musical maps pocketchart composing --Holiday Lights Card Set Light the World with Love
Dec Three 15	Jingle Bells --interpretive dance	visual Art connects with Music A) Where is the sleigh? B) My Favourite Holiday	
Seasonal Extras	from CanDo 1 Up On the Housetop	Christmas Songs Mary and Joseph Had a Baby Boy The Friendly Beasts	
Jan One 16	Keep the Beat	Melody Match-Up	Apples Peaches: adding melody gr 1: Zoom Zoom Zoom gr.1: C-c-c-c Cold
Jan Two 17	Give Me Joy in my Feet ---variations in dancing	Percussion Instrument Names	gr. 1: Poor Little Bug gr. 1: La Cucaracha
Jan Three 18	choreography (option in second lesson)	Music Words (work page used in main lesson)	Give Me Joy --signing in singing
Jan Four 19	Scottish Country Dancing	Musical Instruments bagpipes	
Feb One 20		Grouping Instruments by the way sound is made	Vive L'Amour gr. 1: One Red Valentine
Feb Two 21	gr. 1: Chay Chay Cool-eh	African Instruments Ghana and Kente Cloth	gr. 1: Ha Ha This-A-Way
Feb Three 22		Composing -Pancake Tuesday Playing -Hot Cross Buns	
Feb Four 23		Workpapers for Composition Project	

Lesson	Teaching Focus	Warm-Ups	Music(C)
March One (24)	composition project	*roller coaster aahs *song: Hockey, Hockey	
March Break (25)	Extra Songs: If All the Raindrops		
Rhythm Counting		Rhythm Musical Math	
March Three (26)	articulation crescendo/decre rhythm counting	*listening game *song: My Bonnie	Maple Syrup
March Four (27)	reading skill review rhythm counting	*finger faces *song: Sometimes We Like	poem: Pitter-Patter Rain, Rain, Go Away Sun, Sun
Differentiating Beat and Rhythm			
April One (28)	beat vs rhythm timbre: marching bands duration: focus on 2/4	*stretches *reading rhythm/keeping the beat	The Grand Old Duke of York Napoleon
April Two (29)	singing in tune earth day songs	*roller coaster aahs *reading rhythm/keeping the beats	poem: Hurt No Living Thing Reduce, Reuse, Recycle O When the Sun
April Three (30)	playing music harmony - rounds	*follow me	Rhythm Band Music
April Four (31)	beat or rhythm? *beat counting *rhythm counting	*follow me *song: Reduce, Reuse, Recycle	Clatter Rumble I'm a Little Piece of Tin
Polishing Songs		Consolidating Grade Two Fundamental Concepts	
May One (32)	intro to polishing musical arrangement -adding instruments	*ho ho ho ho *song: I'm a Little Piece of Tin	
May Two (33)	musical words	*ho ho ho ho *word game	Who Shall I Be Kind To?
May Three (34)	composition project "fishing" --rhythm & words	*stretches *flame flickering	Lukey's Boat
May Four (35)	composition project "fishing" --melody & elements	*stretches *flame flickering	gr. 1 1 2 3,4,5 First I Caught

Lesson	Movement/Dance	Workbook Pages	2nd Lesson Material
March One (24)		Composition Project Pages	songs: If All the Raindrops Sur Le Pont Dance: Sur Le Pont
March Break (25)			
Rhythm Counting		Rhythm Musical Math	
March Three (26)	Holi Ho	Rhythm Round-Up --exercise for rhythm counting	adding timbre to poetry Dance: Jump Jim Joe
March Four (27)	Jump Jim Joe	see lesson 22	songs: The Animal Fair Old MacDonald's Zoo
April One (28)	*dance choice ?music & marching	Matching Instruments to Names Grouping Instruments	song: I Think Mice
April Two (29)	marching	Matching Rhythms & Melody Maps Naming Solfa in a Melody	song: The Whole World
April Three (30)	body percussion movement band	Composing a Rhythm Band Piece	
April Four (31)	Keep the Beat	Beat and Rhythm Counting in Frère Jacques	gr. 1: Frère Jacques
May One (32)		Beat and Rhythm Counting in I'm a Little Piece of Tin	Polly Wolly Doodle
May Two (33)	gr. 1 Here We Go Looby Rig a Jig Jig	Music Words *work page used in main lesson)	Bought Me a Cat
May Three (34)		Composition Project Pages	
May Four (35)		Composition Project Pages	

Lesson	Teaching Focus	Warm-Ups	Music(C)
Canada and the World			
June One (36)	Canadian songs	*Listening Game *roller coaster aahs	In Canada Three Busy Beavers Bluenose, Bluenose
June Two (37)	Around the World	*rhythm flashcard concentration *hooting conversations	Day Is Done
June Three (38)	Campfire	*teacher choice *student choice	Swimming, Swimming
	Movement	Workbook Pages	Additional Material
Canada and the World			
June One (36)	Chay Chay Cool-eh! Fossil Frolic	Where In Canada	Jingle Jingle Little Loonie
June Two (37)	Pass One Window	Mapping World Songs	Old MacDonald Had a Zoo
June Three (38)	Turkey in the Straw		
Canada and the World			

September

Focus: participation, acceptance of each other's voices



Music(C) Review: conducting, beat

C1.1 song: Music Time
The Bear Went Over the Mountain
Teddy Bear

C1.2 apply musical elements when singing/moving

element focus: beat, tempo
(beat = steady pulse tempo = speed)
relearn: conducting cues



Dance(A)

elements:
*body awareness, use of body parts
*time ---freeze, tempo, stop/start

1



Music(C) Review: rhythm names/symbols

C1.1 chant: Teddy Bear (with written music)
Fuzzy Wuzzy

C1.5 use symbols to represent sounds --rhythm

element focus: duration -- rhythm
(review: ta, ti-ti, sh, slur,) (new: ta-a)
relearn: rhythm names and symbols



Dance(A)

elements:
*body awareness, use of body parts
*time ---freeze, tempo, stop/start
Ha Ha This-A-Way

2



Music(C) Review: solfa "so-mi-la-do"

C1.1 chant: One Apple, Two Apples*
Teddy Bear (with written music)
One Person, Many Voices

C1.5 use symbols to represent sounds --pitch

element focus: pitch "so-mi-la-do" handsigns
relearn solfa and handsigns for "so-mi-la-do"



Dance(A)

elements:
*energy: force, quality
Give Me Joy

3



Music(C) Review: conducting, beat

C3.2 song: Lukey's Boat (Canadian folk song)

element focus: form
timbre: playing instruments



Dance(A)

4

New Songs

Music Time
The Bear Went Over the Mountain
Teddy Bear
Ha Ha This-A-Way
Fuzzy Wuzzy
One Apple, Two Apples
One Person, Many Voices
Lukey's Boat

Supplementary

New Songs

She'll Be Comin' 'Round the Mountain
The More We Get Together
A Sailor Went to Sea, Sea, Sea

October

Focus: New Concepts, Performance

5



Music(C) Review: conducting, beat

C1.1 song: Red Orange Yellow Brown
chant: We Give Thanks

*improvisation

element focus: form "call and response"
"verse and chorus"



Dance(A)

A1.3 create distinct beginnings and endings
for dance phrases
Turkey in the Straw

6



Music(C) Review: conducting, beat

C1.1 song: This Old Man

C1.3 pocket chart composition: Thanksgiving Dinner

element focus: pitch "re"

form "call and response"
"verse and chorus"



Dance(A)

*enjoy dancing to familiar songs

7



Music(C) Review: conducting, beat

C1.1 song: I'm Gonna Be A Pirate ...
Old Mrs. Witch

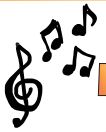
C1.4 use tools and techniques of musicianship
in performance



Dance(A)

A1.4 using a variety of movements to depict
various peoples/creatures/objects

8



Music(C) Review: conducting, beat

element focus:

pitch: new solfa "high do"



Dance(A)

element focus:

body: awareness

time: tempo, stop/start, rhythm

energy: force, quality

as in: The Fossil Frolic

to Saint-Saen's "Fossils"

New Songs

Red, Orange, Yellow, Brown
We Give Thanks
This Old Man
Thanksgiving Dinner
Old Mrs. Witch

Supplementary

New Songs

This Black Cat
3 Snowy Owls

Can Do 1 revisited

Turkey In The Straw
Shoo Turkey
I'm Gonna Be a Pirate
Five Little Pumpkins

Active Listening Music

Role Playing Music
Saint-Saens -Fossils
Saint-Saens -Aquarium

November

Focus: music literacy, reading staff lines

9



Music(C)

C1.1 song: This Little Light of Mine
All Together/Let's Make Peace
literacy: exploring written music
element: timbre --brass instruments



Dance(A)

* choice of dance activity

10



Music(C)

C2.1 song: Sometimes We Like to Sing
C1.5 using symbols to represent music
numbering staff lines and spaces



Dance(A)

*dance experience: Pass One Window

11



Music(C)

C1.1 Reading Song: Tick Tock
C1.5 music vocabulary
using symbols to represent music



Dance(A)

participation in dance experiences
Pass One Window

12



Music(C)

Review: conducting, beat
C3.2 Song: Dreidel, Dreidel, Dreidel
composing
C1.1 Chant: Light Up The Holidays
reading, conducting



Dance(A)

New Songs

This Little Light of Mine
Sometimes We Like To Sing
Pass One Window Tideo
Tick Tock
Dreidel, Dreidel, Dreidel

Supplementary

New Songs

I've Got Peace Like a River
Hickory Dickory Dock

Can Do 1 revisited

Poppies Are For November
All Together/Let's Make Peace
We Wish You A Happy Holiday
Light Up The Holidays

December

Focus: holiday music * enjoying music and dance

Three weeks of December lessons may be used in any order.

Dance/Classical Music: exploring the story of the Nutcracker
quick time movies included in the curriculum

Christmas in Other Lands: songs and decorating rhythms

Seasonal Songs: a smorgasbord of medleys to go with the solstice

If you are looking for concert material ---"Holiday Lights" is multi-cultural, reflecting the Grade Two curriculum of holidays around the world. You may want to make up a rondo to go with it using "Deck the Halls" as suggested in the song lesson. Whatever you choose, have fun.



Music(C)

Review: conducting, beat



Dance(A)

13

C3.2 identify through listening musical genres from varying sources

genre: orchestral composed for dance
music: "The Nutcracker" Tchaikovsky

Melody Mapping: The Nutcracker — The March
Play Along: The Nutcracker — Sugar Plum Fairy

A3.1 describe a variety of dances from around the world that they have seen
dance: ballet

Dance: The Nutcracker — Trepak
Dance: The Nutcracker — Chinese Dance

14

C3.2 music from different communities

O Christmas Tree (Germany)
Deck the Halls (England -Yuletide)

C1.2 apply elements of music "Holiday Lights"

C1.3 pocket chart composing "Decorations"

Work Pages

Literacy: Decoration Vocabulary

Rhythm and Beat Counting

A3.1 dances from different ages
carols ---music for dancing

15

C1.1 Jolly Old Saint Nicholas

Jingle Bells

from **CanDo 1** Santa Claus Has 10 Toys

Up On the Housetop

extra songs **The Friendly Beasts**

Mary and Joseph Had a Baby Boy

In The Window

A1.2 use dance as a language to represent horses in the song "Jingle Bells"

New Songs

O Christmas Tree(Germany)
Deck the Halls(England-Yuletide)
Jolly Old Saint Nicholas
Jingle Bells

Active Listening Music

The Nutcracker

Can Do 1 revisited

Santa Claus Has 10 Toys
Up On The Housetop
Holiday Lights

Supplementary New Songs

In the Window
The Friendly Beasts
Mary and Joseph Had a Baby Boy

January

Focus: mood, harmony, music vocabulary
Focus on Music Words Pair, Share, Say



16

C3.2 Gung Hay Fat Choy
C1.5 Keep the Beat *reading/writing music
element: rhythm "slurs"
elements: music vocabulary to match known concepts

A1.3 moving to the beat
with a variety of locomotor movements



17

C1.1 song: The I Don't Wanna Blues
(genre: Blues)
song: Nobody Likes Me

Enjoy: Give Me Joy

element focus: mood



18

C3.2 song: My Bonnie Lies Over the Ocean
culture: Scotland Robbie Burns Day

*in Lesson 18b choreography



19

C element focus: harmony --bordon
element focus: timbre --bagpipes
C3.2 song: Hockey Hockey

A3.2 identify reasons why people dance
in daily life

A3.1 describe a variety of world dances
"Scottish Country Dancing"

New Songs

Gung Hay Fat choy
Keep the Beat
The I Don't Wanna Blues
Nobody Likes Me
My Bonnie
Hockey Hockey

Supplementary

New Songs

Give Me Joy

Can Do 1 revisited

Apples, Peaches, Pears 'n Plums (Gr. 1)
Zoom Zoom Zoom (Gr. 1)
It's C-c-c-c C-c Cold (Gr. 1)

February

Focus: timbre & instruments, culture

Timbre – Listening for Instruments

Many of the music arrangements for CanDo songs feature orchestral instruments. Warm-Ups in February use these arrangements, and a few others, to provide "listening" fodder for students. Instruments will be identified by the ways in which sound is produced i.e. the four basic instrumental families:

brass(air blown directly into mouthpiece)

woodwind(air blown across a reed before entering mouthpiece)

strings(plucked, bowed or strummed)

percussion(tapped, struck, shaken, rubbed).



Music(C)



Dance(A)

20

C1.1 song: It's Cold Outside

C3.2 song: Bonhomme, Bonhomme (Québec)

element focus: timbre --4 ways to make sound

21

C3.2 All Night, All Day (Spiritual, lullaby)

*Black History Month lesson

C3.2 Mozart and Brahms lullabies

timbre: brass instruments, piano

*enjoy dancing

Chay Chay Cool-eh "echo dance game"

22

C1.5 reading song: Hot Cross Buns

C1.3 create simple compositions

*adding melody to Pancake Tuesday

element focus: introducing "ta-a-a-a"

A enjoying dance

23

C.1.3 create simple compositions for a specific purpose

C1.5 use symbols to represent sounds

A1.1 develop short movement phrases inspired by community activity

Composition Project: Hockey Cheers begins

New Songs

It's Cold Outside
Bonhomme, Bonhomme
All Night, All Day
Chay Chay Cool-Eh
Hot Cross Buns
Pancake Tuesday

Active Listening Music

Mozart Lullaby
Brahms Lullaby

Supplementary

New Songs

Vive L'Amour
When Doh Is On a Line

Can Do 1 revisited

gr. 1 One Red Valentine
gr. 1 Ten In the Bed
gr. 1 Zoom Zoom Zoom
gr. 1 It's C-c-c-c C-c Cold

March

Focus: composition, rhythm & beat counting

24



Music(C)

- C.1.3 create simple compositions for a specific purpose
- C1.5 use symbols to represent sounds
- C1.1 song: **The Grand Old Duke of York**
Napoleon

Lesson 24b

- C1.1 songs: **If All the Raindrops**
Sur Le Pont



Dance(A)

- A1.1 develop short movement phrases inspired by community activity
- A1.3 move in various ways
Napoleon: march

Lesson 24b

- Dance: **Sur Le Pont**

Hockey Cheers --a composition project began in the last week's lesson. March's first week completes the written work for the composition project. The projects will be used to review reading skills in the weeks that follow.



After the warm-up, continue with teaching the new songs offered.

Most schools have a week off during March --although its scheduling may vary. For this reason, the other two lessons given here for March are stand-alone lessons i.e. complete in themselves, in case your March break falls between them.

25



Music(C)

- C1.1 variety of songs **Holi Ho**
- C1.2 apply elements when moving
- C1.5 use symbols to represent sounds
crescendo, decrescendo
- C2.1 express personal response
to music --in movement
- New Chant: **Maple Syrup**
- New Song: **Holi Ho**



Dance(A)

- *experience free movement dance to music
- A2.1 reflect on choices of movement

26



Music(C)

- C1.5 reading music notes: **Rain, Rain**
- C1.1 song: **Sun, Sun**
- C1.3 adding timbre to poetry:
Pitter Patter



Dance(A)

- Dance: **Jump Jim Joe**
(in 26b)

New Songs

The Grand Old Duke of York
Napoleon
Holi Ho
Maple Syrup
Rain, Rain
Sun, Sun

Supplementary

New Songs

If All the Raindrops
Sur Le Pont
Jump Jim Joe

April

Focus: differentiating beat & rhythm, playing instruments

Beat and rhythm are the backbones of music. A solid grasp of both are needed to sing in community or play instruments. Until this time, most of the lessons have approached these two concepts separately. Now the lessons make use of both beat and rhythm within the same songs. Use the words often --linking them when necessary with their mnemonics.

beat = feet --walking, marching, skipping
rhythm = the way the words go



27

C3.1 songs from cultures: The Grand Old Duke
songs from cultures: Napoleon

elements: duration 2/4 time patterns(march)
Lesson 27b songs: The Animal Fair
Old MacDonald's Zoo

A1.2 using dance as a language
"marches"
elements: time - freeze, tempo
energy -force

28

C1.1 singing in tune
O When the Sun
Reduce, Reuse, Recycle

Lesson 28b song: I Think Mice

29

C1.1 singing in tune
O When the Sun
Reduce, Reuse, Recycle(as a round)
Lesson 29b revisit song: The Whole World

30

Fundamental Concepts: beat and rhythm
C1.2 apply elements of music while singing
moving, playing
C1.5 use symbols to represent sounds
songs: Clatter, Rumble
I'm a Little Piece of Tin

C1.2 apply elements of music while moving

New Songs

The Grand Old Duke of York
Napoleon
O When the Sun
Reduce, Reuse, Recycle
Clatter, Rumble
I'm A Little Piece of Tin

Supplementary New Songs

The Animal Fair
Old MacDonald's Zoo
I Think Mice

Can Do I revisited The Whole World

May

Focus: polishing songs and consolidating concepts

Every song holds within it the potential for further learning ---consolidating fundamental concepts; practising use of elements; thinking about the music in comparison to other music, ideas and/or personal preferences; and working on performance skills. The month of May begins with polishing skills.



Music(C)



Dance(A)

31

C1.4 use tools and techniques of music in performance

B Lesson:

New Song: Polly Wolly Doodle

C1.1 adding instruments

B Lesson

A2.3 movement & music songs

32

C1.1 song: Who Shall I Be Kind To?

C3.2 --place new song in cultural context

B Lesson

C1.1song: Bought Me A Cat

--performance, adding instruments

B Lesson

Dance:

revisit: Here We Go Looby Loo

33

C1 1, 1.2, 1.3, 1.4, 1.5

Students compose a song using symbols to represent sounds and applying elements during composition and performance. Tools of musicianship will be used in performance, which hopefully will be in tune.

B Lesson New Song: Little Boy Fishing

A1.1, 1.2, 1.4 create movements to depict activities and creatures, showing main ideas

34

C1.1 new song: Down In The Wood

C1.2 apply elements of music when singing, playing, moving

B Lesson: new song: Frog In A Bog (round)

A1.1 new movement music Juanito

New Songs

Who Shall I Be Kind To?
Polly Wolly Doodle
Bought Me A Cat
Little Boy Fishing
Juanito Cuando Baila
Frog in the Bog
Down In the Wood

Can Do 1 revisited

1,2, 345 Fish Alive
Rig a Jig Jig
Here We Go Looby Loo

June

Focus: finding music a source of enjoyment and satisfaction

It's June! Sunshine and summer weather lend themselves a gentler pace of life. What better time to refocus music and the arts on the curriculum purpose that is often stated in introductions, but sometimes gets missed in the details of goals and expectations: "SO THAT THEY(the students) WILL BE ABLE TO FIND IN MUSIC A LIFELONG SOURCE OF ENJOYMENT AND PERSONAL SATISFACTION." (from the Ontario curriculum document for fine arts).

35a Music(C)

June Week One

Get ready for Canada Day with Canadian repertoire.



Canadian Repertoire Music & Movement/Dance

1 folksongs

Lukey's Boat
Bonhomme
Vive L'Amour

2 from Canada

Sometimes We Like to Sing
The I Don't Wanna Blues
The Whole World

3 about Canada

gr. 1 In Canada
new in this lesson: Bluenose, Bluenose
new in this lesson: Twinkle Loonies
gr. 1 3 Busy Beavers
gr. 1 This Is The Way Canadians...

b Lessons see pages 213-214 for ideas

36a

June Week Two
*sing, play, dance

song: Swimming, Swimming

PocketChart Composing
Active Listening Music
Seasonal Songs/Holiday Music

37a

June Week Three
favourites and maybe not agains

Singing Favourites
Thinking about Un-Favourites
and in Conclusion

Expectations for Teachers

- 1 *naming and using the following elements of a music lesson
 - warm-ups: body, focus; pitch; beat; rhythm; singing
 - practice: planned and strategic use of repeating skills, words and ideas
 - teaching new songs: employing different strategies i.e. rote, immersion, echo
 - movement: linking movement activities to music concepts and elements
 - performance skills: developing an internal list of "listen fors" as students perform
 - on-going assessment: for student and teacher needs and progression
 - conducting skills: developing a personal style of leading a class in music
 - encouraging variation and creativity: use of zipper songs; composing; changing music dynamics for effect; arranging instrumentation
 - 2 participating in spiral learning
 - i.e. teaching concepts/songs/etc. moving on,
 - then coming back again to material already learned but adding new dimensions
 - 3 With the hope, that by following the progressive lessons through the year, teachers new to music will
 - *develop an overall vision as to how teaching music may be a part of teaching many subjects (especially language arts, social studies and mathematics)
 - *gain the confidence create their own music lessons varying song selection and activities while keeping in mind their purposes within a larger music curriculum
 - *with the Grade 1 students, master the Grade 2 curriculum expectations
- AND
- *ENJOY making music with their students.