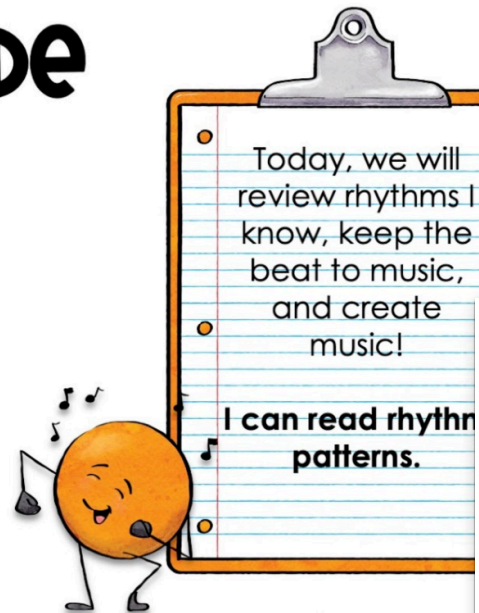


SELECTED SLIDES FROM LESSON 1

second grade

Bow Wow Wow
Rhythm reading
Follow me
Chrome Music Lab



RHYTHM READING



WEBSITE

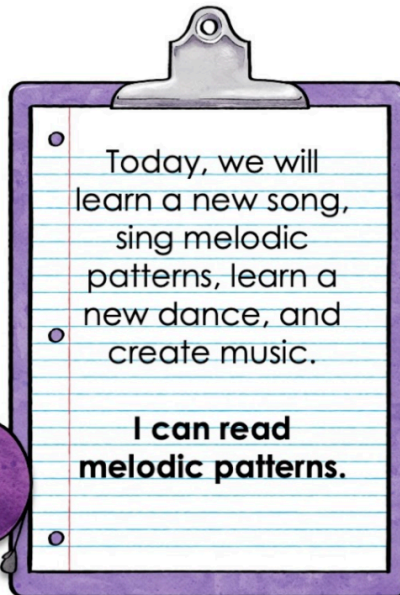
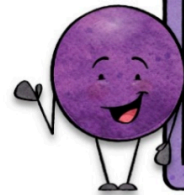
Let's play with rhythm in
Chrome Music Lab!



SELECTED SLIDES FROM LESSON 2

SECOND GRADE

New song
Melodic reading
Dance
Chrome Music Lab



NEW SONG



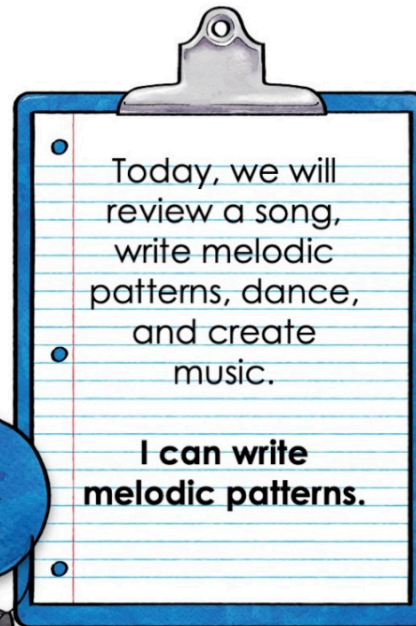
MELODIC READING



SELECTED SLIDES FROM LESSON 3

SECOND GRADE

See the old witch
Melodic writing
Dance
Chrome Music Lab



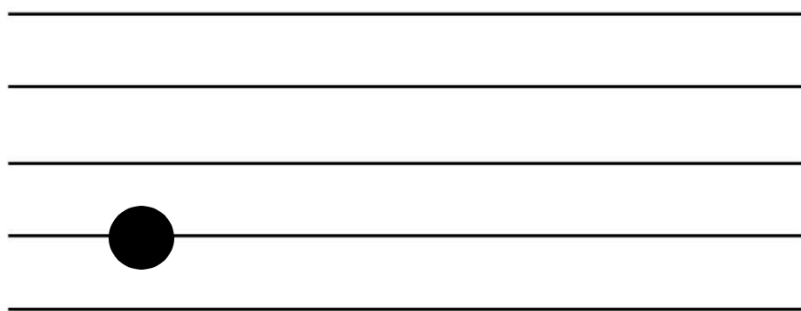
WEBSITE

Let's play with melody in
Chrome Music Lab!

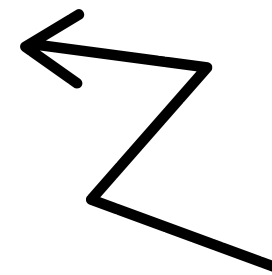


MELODIC WRITING

Move the notes to the correct place on the staff.
Make sure you are not in present mode.



s m s m

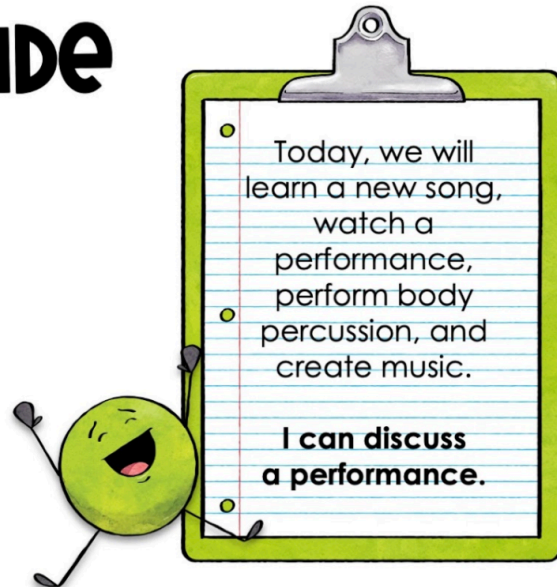


Could be assigned in
Google Classroom or
Schoolology!

SELECTED SLIDES FROM LESSON 4

SECOND GRADE

New song
Listening
Body percussion
Virtual drums



Listening

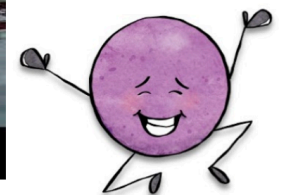


MAP



BODY PERCUSSION

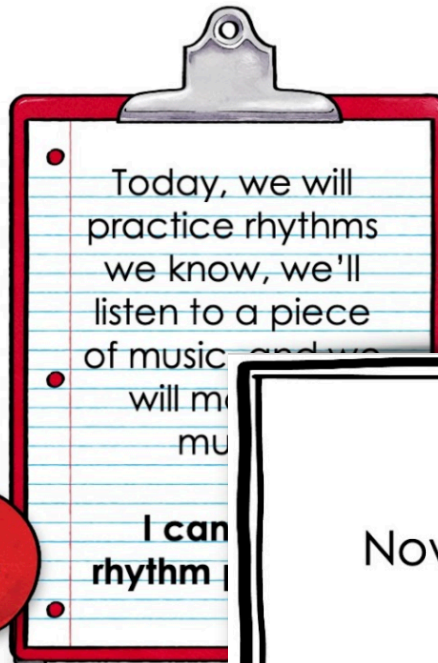
Do what they do!



SELECTED SLIDES FROM LESSON 5

SECOND GRADE

Ickle Ockle
Poison
Listening
Follow me

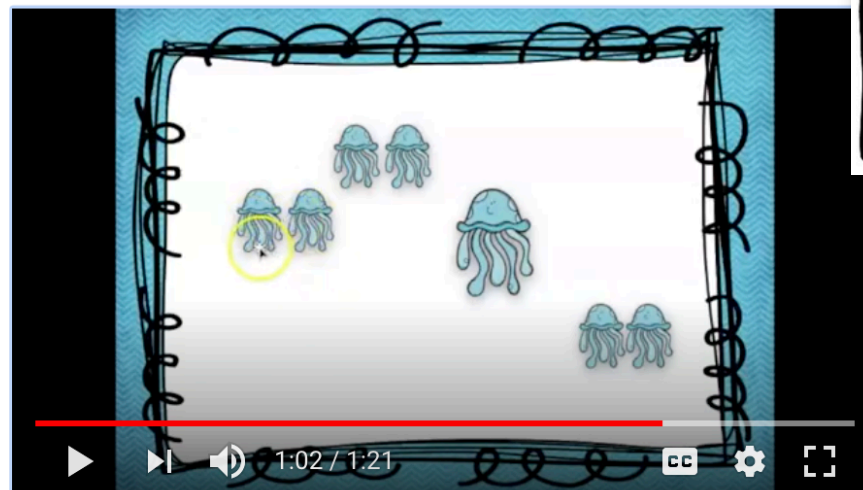


Listening

Now we'll listen to a piece of music by Beethoven, which has this rhythm.
Whisper the rhythm as you listen!



ICKLE OCKLE



WRITTEN LESSON PLANS AND EDITABLE TEMPLATE

SECOND GRADE Lesson 1

Materials:

- Google Slides for lesson 1
- Non-pitched percussion instruments (optional)
- Chromebooks or ipads (optional)

Objectives:

- Review quarter notes, eighth notes, and quarter rest
- Keep the steady beat to music
- Create rhythmic patterns with technology

National standards:

- *Creating:* Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).
- *Performing:* When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

Procedures:

- On the first slide, watch the video. If students can't sing, have them hum. If they can't hum, have them sing inside their heads.
- On the second slide, if students can play instruments, hand out instruments to students, and have them play the second time they hear each pattern. If they can't play instruments (or they are watching at home without instruments) simply have them clap each pattern twice. If they are at home, you might encourage them to find something at home that could work as an instrument.
- On the third slide, watch the video and have students follow your beat motions. I recommend doing each beat motion for 8 beats before moving onto another beat motion. For example, you might clap for 8 beats, pat for 8 beats, tap your head for 8 beats, etc. If you are teaching this at home, you could create a video of you moving to the music, and students follow that video instead of the video embedded onto the slide.
- On the last slide, students can do Chrome Music Lab all together, or if they are 1:1 Chromebooks or ipads, they can get their own device and play on their own! They can google "Chrome Music Lab Rhythm" to find the website, or they can scan the QR code, if they have a QR code extension or app on their Chromebook or ipad.

SECOND GRADE Lesson 4

Is:

- Google Slides for lesson 4
- Chromebooks or ipads (optional)

res:

- Learn the song "Ickle Ockle Blue Bottle"
- Listen and respond to music
- Echo body percussion patterns
- Create and code melodic patterns with technology

l standards:

- *Creating:* Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).
- *Performing:*
 - When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
 - Perform music for a specific purpose with expression and technical accuracy.
- *Responding:* Apply personal and expressive preferences in the evaluation of music or specific purposes
- *Connecting:*
 - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
 - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

ires:

- On the first slide, watch the videos. If students can't sing, have them hum. If they can't hum, have them sing inside their heads.
- On the listening slide, have students listen and discuss what they wonder. If virtual, you could use this slide in Peardeck, by making it a writing slide, and have students listen, then respond to the question. (You could do this in person as well!) The songs presented are welcome songs, so after students discuss what they notice, you could discuss the purpose of music in building relationships.
- On the body percussion slide, have students watch and echo the body percussion. Students could even do this twice, if they are engaged and need more work with it!
- On the last slide, have students click the flag and begin exploring the drumset. Students can also code, by using letters on their keyboard to play specific parts of the drumset!
- The map slides are included to give students context. Feel free to add any other cultural/ country context as you have time.

SECOND GRADE Lesson

Week of:

Materials:

-
-

Objectives:

-
-
-

National standards:

-
-
-

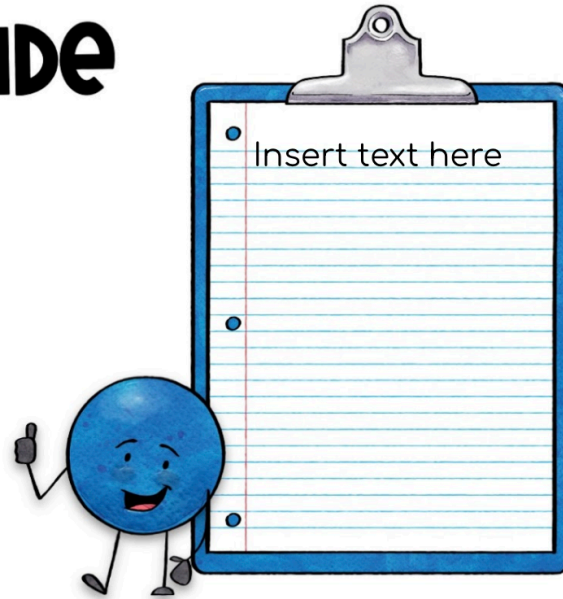
Procedures:

-
-
-

SLIDE TEMPLATES

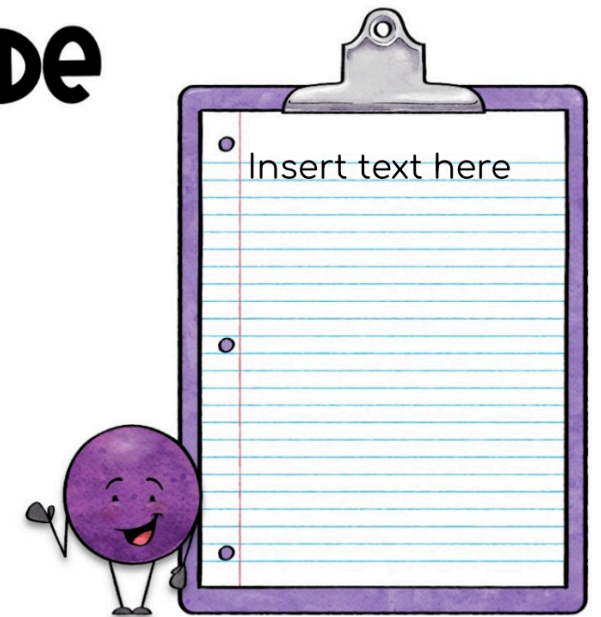
second grade

Insert text here



second grade

Insert text here



INSERT HEADER HERE

Insert text here



weBSITE

Insert text here

