

# Music, Grade 2

**Time on Task:** 1½ hours per week

## Course Philosophy

Fine arts demonstrates the creative aspects of created man that directly reflect that characteristic of the Creator. The study of fine arts develops in the student the ability to speak life into that which does not yet exist. The ultimate outcome is the development of the student's ability to bring glory to God as He observes His creative nature returning to Him from His creation.

## Course Description

Within a well-balanced curriculum, the primary focal points at second grade are to reinforce and expand the fundamentals learned in first grade. Four basic strands--perception, creative expression/ performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

<b>Goals and Objectives</b>	<b>Scope and Sequence</b>	<b>Spiritual Goals</b>
<p><b>Texas Essential Knowledge and Skills (TEKS)</b></p> <p><b>§117.9. Music, Grade 2.</b></p> <p><b>(a) Introduction.</b></p> <p>(1) Four basic strands--perception, creative expression/ performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.</p> <p>(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed</p>	<p><b><u>Let's Learn Music, Book I</u></b></p> <ul style="list-style-type: none"><li>• Whole Note and Whole Rest</li><li>• Half Note and Half Rest</li><li>• Quarter Note and Quarter Rest</li><li>• Time (4/4)</li><li>• Scale and Syllables</li></ul> <p><b><u>Let's Learn Music, Book 2</u></b></p> <ul style="list-style-type: none"><li>• Chromatic signs</li><li>• Measures</li><li>• Time Signatures</li><li>• Musical Arithmetic</li><li>• Dot</li><li>• Eighth Note</li><li>• Eighth Rest</li></ul>	<p><b>God's intended purpose for music:</b></p> <ol style="list-style-type: none"><li>1. To teach the child to work with others sharing a common goal.</li><li>2. To encourage love and praise of God through song.</li><li>3. To foster the child's desire to worship and celebrate God's goodness through uplifting and joyous singing, music making, and movement.</li><li>4. To aid in Scripture memorization through memorable melodies and rhythms.</li><li>5. To appreciate music as God's gift to us for refreshing and encouragement and to provide enjoyment for performances and listeners.</li><li>6. To encourage the use of knowledge and skills in service to God.</li></ol>

<p>choices.</p>	<ul style="list-style-type: none"> <li>• Sixteenth Notes and Rests</li> <li>• Thirty-second Notes and Rests</li> <li>• Sixty-fourth Notes and Rests</li> <li>• Symbols</li> <li>• The Staff</li> <li>• Letter Names of Lines</li> <li>• Letter Names of Spaces</li> <li>• Lines and Spaces</li> <li>• Expression Marks</li> <li>• Finding the Key</li> <li>• Chords</li> <li>• Whole Steps and Half Steps</li> <li>• Scales – Major, Minor, chromatic</li> <li>• Songs and Syllables</li> <li>• The Orchestra</li> </ul> <p><b><u>One, Two, Three...Echo Me!</u></b></p> <ul style="list-style-type: none"> <li>• Section One – Singing/Speaking Voices: Helping the Child Know and Feel the Difference</li> <li>• Section Two – Songs and Games to Help children Learn to Sing in Tune</li> </ul> <p><b><u>Lively Literacy and Music</u></b></p>	<p>7. To communicate to the children as well as to all who listen, the abundance of God’s grace in the gift of His Son.</p> <p>8. Music is to be used to worship, teach and admonish, and evangelize.  <i>The student will be able to:</i>  Understand God intended for music to be grateful demonstration of what He is due by expressing adoration of His incomprehensible character.  Use music as an expression of thanksgiving for what the Lord has done for the believer.  Use music for edification.</p> <p><b>Biblical Integration Truth Statements</b></p> <p>1. <i>What is prime reality, the really real?</i>  God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <ol style="list-style-type: none"> <li>a. God designed, created, and sustains His creation. (Genesis 1:1-31)</li> <li>b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</li> <li>c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</li> <li>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</li> <li>e. God is personal and also triune- He is coequally and coeternally</li> </ol>
-----------------	---	---

	<p><b><u>Activities</u></b></p> <ul style="list-style-type: none"> <li>• Skill-Building Word Play &amp; Toe-Tappin’ Singing Games Using Traditional Rhymes and Songs</li> <li>• Activities Using Rhythm Sticks</li> <li>• Activities Using Shakers</li> <li>• Activities Using Jingle Bells</li> <li>• Activities Using Sand Blocks</li> <li>• Activities Using Other Instruments <ul style="list-style-type: none"> <li>○ Cymbals</li> <li>○ Drum</li> <li>○ Triangle</li> <li>○ Tambourine</li> </ul> </li> <li>• Rhythm Band Activities</li> </ul> <p><b>Correlation with TEKS</b>  <b><u>Let’s Learn Music</u></b> (LLM), Hayes School Publishing Co., Inc.  <b><u>One, Two, Three...Echo Me!</u></b> (123) Parker Publishing Company  <b><u>Lively Literacy and Music Activities</u></b> (LLMA), Key Education Publishing Company, LLC  <b><u>101 Rhythm Instrument</u></b></p>	<p>God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</p> <p>2. <b><i>What is the nature of external reality, that is, the world around us?</i></b></p> <ol style="list-style-type: none"> <li>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</li> <li>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</li> <li>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</li> <li>d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1)</li> </ol> <p>3. <b><i>What is a human being?</i></b></p> <ol style="list-style-type: none"> <li>a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)</li> <li>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</li> <li>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</li> <li>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</li> <li>e. Sin is rebellion against God’s wishes and ways and this destroys our relationship with</li> </ol>
--	--	--

<p><b>(b) Knowledge and skills.</b></p> <p><b>(1) Perception.</b> The student describes and analyzes musical sound and demonstrates musical artistry.  <i>The student is expected to:</i>  (A) identify instruments visually and aurally;  (B) use music terminology to explain sounds and performances; and  (C) identify music forms such as AB and ABA.</p> <p><b>(2) Creative expression/performance.</b> The student performs a varied repertoire of music.  <i>The student is expected to:</i>  (A) sing or play a classroom instrument independently or in groups; and  (B) sing songs from diverse cultures and styles or play such songs on a musical instrument.</p> <p><b>(3) Creative expression/performance.</b> The student reads and writes music notation.  <i>The student is expected to:</i>  (A) read and write simple music notation, using a system (letters, numbers, syllables); and  (B) read and write music that incorporates basic rhythmic patterns in simple meters.</p> <p><b>(4) Creative expression/performance.</b> The student creates and arranges music within specified guidelines.  <i>The student is expected to:</i>  (A) create rhythmic phrases; and  (B) create melodic phrases.</p> <p><b>(5) Historical/cultural heritage.</b> The student relates music to history, to society, and to culture.  <i>The student is expected to:</i>  (A) identify music from various periods of history and culture;  (B) sing songs and play musical games from diverse cultures;</p>	<p><b><u>Activities for Young Children</u></b> (RI),  Gryphon House  <b><u>Music and Movement</u></b>  (M&amp;M), Creative Teaching Press</p> <p>Instruments of Orchestra  Teacher generated</p> <p>Teacher generated</p> <p>RI – various compositions</p> <p>RI – various compositions</p> <p>LLM</p> <p>LLM</p> <p>LLM</p> <p>LLM</p> <p>Teacher generated  Teacher generated</p>	<p>God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p><b>4. <i>What happens to a person at death?</i></b></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p><b>5. <i>Why is it possible to know anything at all?</i></b></p> <p>a. Human beings can both know the</p>
--	---	--

<p>and</p> <p>(C) identify relationships between music and other subjects.</p> <p><b>(6) Response/evaluation.</b> The student responds to and evaluates music and musical performance.</p> <p><i>The student is expected to:</i></p> <p>(A) distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances; and</p> <p>(B) show appropriate audience behavior during live performances.</p>	<p>Teacher generated</p> <p>Teacher generated</p> <p>Classroom and Concerts</p> <p><b>Student Activities</b> Singing Various movements to rhythm Rhythm instruments Recorder</p> <p><b>Teaching Strategies</b> Oral instruction Demonstration Visual aids Songs Games</p> <p><b>Evaluation Procedures</b> Class Participation Written and oral tests Demonstration</p> <p><b>Other Resources and Bibliography</b> <u>Music Puzzlers – Book 3</u> Hayes School Publishing Co., Inc. <u>Musical Instruments for Bulletin Boards and</u></p>	<p>world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p> <p>b. God’s own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <ul style="list-style-type: none"> <li>➤ The Bible is internally consistent and unified in its principles and claims.</li> <li>➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold.</li> <li>➤ It is relevant to all the cultures of the world</li> </ul> <p>e. Special revelation is God revealing Himself through supernatural ways.</p>
--	---	---

	<p><b><u>Coping Masters</u></b>, Grades K-8  Macmillan Publishing Company  On-line Material  Demonstrate Group  Local Performance-based Organizations  Teacher-generated Activities</p>	<p>Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p>6. <b><i>How do we know what is right and wrong?</i></b></p> <ol style="list-style-type: none"> <li>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</li> <li>b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</li> <li>c. As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7)</li> <li>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10) <ul style="list-style-type: none"> <li>➤ He has dictated absolute moral truth to us.</li> <li>➤ Every truth must conform to Biblical principles.</li> <li>➤ Every choice must reflect God’s moral truth.</li> <li>➤ We must promote, defend, and teach these truths to</li> </ul> </li> </ol>
--	---	---

		<p>others.</p> <p>7. <b><i>What is the meaning of human history?</i></b></p> <p>a. History is a meaningful sequence of events leading to the fulfillment of God's purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28)</p> <p><b><i>What should our response be to God?</i></b>  <b><i>What were we made for?</i></b></p> <p><b>We were made to</b>  <b>Love</b> – Matthew 22:37,  <b>Worship</b> – Romans 12:1,  <b>Obey</b> – 2 John 6, and  <b>Give Glory</b> – Psalm 96:3.</p>
--	--	---