



Music Curriculum Year 2

Year 2

Introduction

God created humans in His own image, yet each person has their own unique qualities. Arts education should encourage and assist students to use their God-given talents to the best of their ability.

In our Christian school, the teaching of music encourages students to express praise and worship to God. Singing and the playing of instruments are both excellent expressions of worship.

“The Lord is my strength and my song.” Exodus 15:2

“Come let us sing for joy to the Lord”. Psalm 95:1

“Shout for joy to the Lord, all the earth, burst into jubilant song with music; make music to the Lord with the harp and the sound of singing, with trumpets and the blast of the ram’s horn. Shout for joy before the Lord, the King.” Psalm 98:4-6

Students will be presented with a range of musical styles: Christian, traditional, classical, contemporary and folk, with the emphasis on enjoyment and appreciation. Music is a gift from God that should be nurtured in all students. It is a gift to all, and not only for those with exceptional talent. Music is therefore a very important element in the Christian curriculum.

Music will be integrated with our God-centred curriculum, where themes of God’s character and nature are studied. Teachers can select songs to support the theme, and also present songs that teach related Scripture verses.

Content

The following aspects of music will be incorporated into lessons throughout the year

1. Creating, composing, experimenting with sound.
2. Learning and using the following skills: beat, rhythm, melody, dynamics, tempo through activities with songs based on the Pentatonic scale. The pentatonic scale uses the 1st, 2nd, 3rd, 5th and 6th notes of the scale. (e.g. CDEGA)
3. Listening, recognizing musical features and appreciation of different musical styles.
4. Singing, moving to music, clapping, tapping and playing percussion instruments to music.

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Year 2 songs from Beacon Media CDs:

All Creation Sings, Sing a Joyful Song & Couldn't be Finer.

1. God is Love

- God loves you (All Creation Sings Track 3)
- Jesus is a friend of mine (Sing a Joyful Song Track 7)

2. God is Provider

- One little lunch (Sing a joyful song Track 21)
- God is wonderful (Couldn't be finer Track 8)

3. God is our Saviour

- Welcome Jesus (Couldn't be Finer Track 15)

4. God is Pure and Holy

- Whatever is good (Couldn't be finer Track 11)
- More like Jesus (Couldn't be finer Track 12)
- Waiting patiently (All Creation Sings Track 15)

5. God is Creator

- If I were a dragonfly (Sing a Joyful Song Track 2)
- Couldn't be Finer (Couldn't be Finer track 1)

6. God is Wise (

- What I'd like to be (Couldn't be finer Track 5)
- Come and listen (Couldn't be finer Track 6)

7. God is a Servant

- A servant for Jesus (All Creation Sings Track 17)
- Lord I want to shine (Couldn't be finer Track 14)

8. God is Protector (

- A great big Dad (Couldn't be Finer Track 7)

9. God is Truth

- Lord I want to shine (Couldn't be finer Track 14)
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10. God is Lord and King

- Jesus you are my king (Sing a Joyful Song Track 9)

Year 2 Scripture songs (Pentatonic)

God is Love



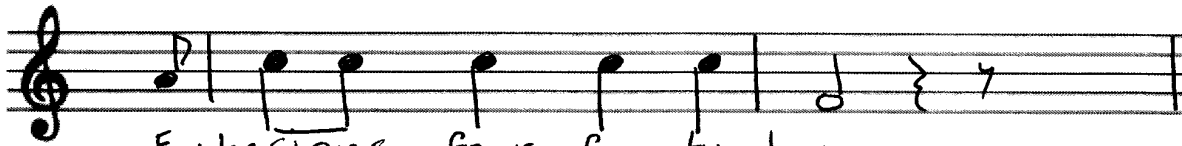
A friend loves at all times.



Proverbs chapter seventeen verse seventeen.



Be kind to one another.

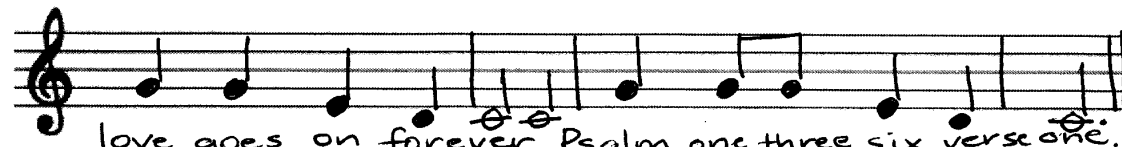


Ephesians four forty two.

God is Provider



Give thanks to the Lord for He is good His



love goes on forever. Psalm one three six verse one.

God is our Saviour

God so loved the world, that He gave His only son
so that those who believe in Him, will have everlasting life
John three six-teen

The musical notation consists of three staves in 4/4 time. The first staff contains the melody for the first line of text. The second staff contains the melody for the second line of text. The third staff contains the melody for the third line of text. The notes are simple, using quarter and eighth notes, with some rests.

Everyone who calls on the name of the
Lord will be saved. Romans ten thirteen

The musical notation consists of two staves in 4/4 time. The first staff contains the melody for the first line of text. The second staff contains the melody for the second line of text. The notes are simple, using quarter and eighth notes, with some rests.

God is Pure and Holy

Be quick to hear, slow to speak and
slow to get angry. James one nineteen

The musical notation consists of two staves in 4/4 time. The first staff contains the melody for the first line of text. The second staff contains the melody for the second line of text. The notes are simple, using quarter and eighth notes, with some rests.

God is a Servant

Serve the Lord with all your heart.

The first staff of music is in 4/4 time, featuring a treble clef and a key signature of one flat. The melody consists of six notes: G4, A4, Bb4, C5, Bb4, and A4. The lyrics 'Serve the Lord with all your heart.' are written below the staff.

Romans twelve verse eleven.

The second staff of music continues the melody from the first staff, with notes G4, A4, Bb4, C5, Bb4, and A4. The lyrics 'Romans twelve verse eleven.' are written below the staff.

God is Creator

In the beginning God created the

The first staff of music is in 4/4 time, featuring a treble clef and a key signature of one flat. The melody consists of seven notes: G4, A4, Bb4, C5, Bb4, A4, and G4. The lyrics 'In the beginning God created the' are written below the staff.

heavens and the earth. Genesis one verse one.

The second staff of music continues the melody from the first staff, with notes G4, A4, Bb4, C5, Bb4, A4, and G4. The lyrics 'heavens and the earth. Genesis one verse one.' are written below the staff.

God is Protector

He is a shield to those who trust Him.

The first staff of music is in 4/4 time, featuring a treble clef and a key signature of one flat. The melody consists of seven notes: G4, A4, Bb4, C5, Bb4, A4, and G4. The lyrics 'He is a shield to those who trust Him.' are written below the staff.

Psalms eighteen thirty

The second staff of music continues the melody from the first staff, with notes G4, A4, Bb4, C5, Bb4, A4, and G4. The lyrics 'Psalms eighteen thirty' are written below the staff.

God is Truth

Handwritten musical notation for the song "God is Truth". The music is written on two staves in treble clef. The first staff has a 3/4 time signature and contains the melody for the first line of the lyrics. The second staff continues the melody for the second line. The lyrics are written in cursive below the notes.

Your word is a lamp to my feet and a
light to my path.

God is Lord and King

Handwritten musical notation for the song "God is Lord and King". The music is written on two staves in treble clef. The first staff has a 4/4 time signature and contains the melody for the first line of the lyrics. The second staff continues the melody for the second line. The lyrics are written in cursive below the notes.

Jesus is the King of kings. Jesus is the
Lord of lords. Revelation nineteen six

Beat activities:

Revise from Year 1:

- “What is a beat?” A beat is a sound that keeps going in the same way, like a heartbeat.
- Clap beat for known rhymes or songs. (make sure children are clapping the *beat* (heartbeat) and not the *rhythm*. The *rhythm* is irregular and follows the *words* of the song. The beat is *regular*.)
- Ask children to pretend they have a drum. How would they play a beat on a drum? “Boom, boom, boom, boom.”
- Keep beat to songs by clapping or using percussion instruments.
- Put beat in the feet, hands, and on different body parts.
- Pass an object on the beat.
- Walk to the beat, but stop when the music stops. Children walk around to the room to the music, not touching or bumping into another person. They stop when the music stops, and go again when the music starts again.

Activities with percussion instruments:

Revise from Year 1:

Make instruments from blocks of wood or wooden sticks that can be tapped together and plastic containers with rice to be used as shakers.

- Which instrument am I playing? (Have instruments such as drum, tambourine, ukulele, metal triangle, set out in a line. Children close their eyes while one is played. They have to guess which one. Then try two in a row. Then try three in a row.)
- Children can play the beat on their percussion instruments to recording. It’s best not to have all playing at once. Ask the students to watch the teacher, who holds up the instrument to be played e.g. when the shaker is held up, only the shakers play. When the sticks are held up, only the sticks play.
- Stop/go. Make a traffic light sign on 2 pieces of card. When the green traffic light is held up, children play their instruments to recorded music. When the red traffic light is held up, they stop while the music keeps playing. Then green again.

Rhythm activities:

Revise from Year 1:

- Explain that rhythm is different to beat. Rhythm is clapping the words.
- Perform word chants. (e.g. names of children in the class, fruits/vegetables, animal names)
- Clap rhythms to well-known songs.
- Echo claps: The teacher claps a rhythm and the class clap it back.
- Learn the symbol for ta and learn how to clap 2, 3 or 4 tas in a row from symbols on cards. Three tas in a row as follows would be 3 claps:



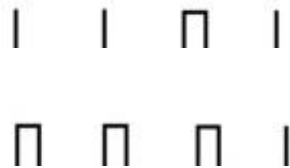
- Learn the symbol for ti-ti and learn how to clap 2, 3 or 4 ti-tis in a row from symbols on cards. Three tas in a row as follows would be 6 claps, twice as fast as tas:



- Explain the ta is like a walking sound, (step, step, step) and ti-ti is a running sound, ti-ti ti-ti ti-ti.
- Present children with a range of rhythm cards to clap, mixing up tas and ti-tis. Always keep to 2, 3 or 4 beats per card, e.g.



- Play games with the cards: Which card am I clapping?
- Children can learn to write the rhythms of the action songs e.g. "Rain, rain go away, come again another day" is notated as this:



Additional teaching for Year 2:

- Teach students that 'zah' is a beat of silence (the rest), and looks like this: Z
- Teach the additional pentatonic songs and ask children to clap rhythms, but when they come to a 'zah' in the music, they show open hands on the 'zah' (instead of a clap). Example for 'Hot Cross Buns'

Hot cross buns (rest)				Z
Hot cross buns (rest)				Z
One a penny, two a penny	▭	▭	▭	▭
Hot cross buns (rest)				Z

Melody

1. Musical glasses

Fill glass jars or drinking glasses with water of different levels and tap with a metal spoon. Set out in order of the sounds they make, low to high sounds.

2. High and low sounds

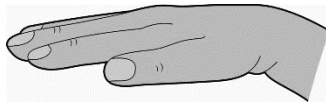
Hum two notes, one high followed by one low. Ask the children to hold their hand high, at chest level when you hum the high note and lower, at stomach level when you hum the low note. Then reverse and hum low followed by high.

3. Simon says

Play this game by asking children to stand up when you hum 'low to high' and to sit down when you hum 'low to high', but they must only obey the instructions when you say 'Simon says' before you hum. They are out if they perform the wrong action, or if they perform an action when Simon did not say to do it.

4. Pitch patterning

Sing the Pentatonic songs such as 'Five fat frogs' and ask the children to hold their hand high for the high sounds and low for the low sounds throughout the song.



Loud/soft

Play percussion instruments or sing loudly / softly.

Fast/slow

Play percussion instruments / move and sing to fast / slow music. Wave streamers or pieces of fabric in time to recorded music.