

Composition is an important element of music education at every level, particularly at the Grade 2 stage. It is reflected as such in the curriculum documents of the US Common Core, the Australian Curriculum and even the National Curriculum of England.

At Grade 2 the US common core curriculum requires that students begin to **“Improvise rhythmic and melodic patterns and musical ideas for a specific purpose”** and the Australian curriculum requires that students **“Create compositions and perform music to communicate ideas to an audience.”** For this reason composition lessons in Grade 2 will progress quickly to creating rhythmic and melodic patterns, and communicating meaning with music.

Our primary aim in teaching music composition is to foster creativity in our students. We are aiming for children to eventually improvise, compose, arrange and perform their own music.

Grade 2 begins with quite a lot of freedom, and students will create music with very few guidelines to express one of four emotions in the very first lesson. In the second lesson we give a little more guidance in the form of a set of notes to choose from, but still we are aiming to foster their creativity by giving minimal restrictions and allowing improvisation and experimentation.

## Worksheets are needed for Lessons 5 and 8 of this grade

In Grade 2 specific worksheets are needed for Lesson 5 and Lesson 8. These can be reproduced as needed for your students by downloading them from the members’ area.

Children will be doing drawing and notation in other lessons on plain paper, so at times the instructions may say “stick these in your music book.”

Students will therefore need some sort of book with blank, lined or manuscript paper for these activities.

I have a little frog			
I have a little frog, his name is tiny Tim.	I put him in the bathtub, To see if he could swim,	He drank up all the water, And gobbled up the soap!	And when he tried to talk He had a bubble in his throat!

Fun Music Company Curriculum Grade 2 COMPOSE 2 Worksheet Lesson 5

## Where to download the worksheets

Teacher  
resources



You will find the worksheets downloadable as printable PDF in the Fun Music Company curriculum members’ area. Look for the teacher resources arrow and they will be linked underneath.

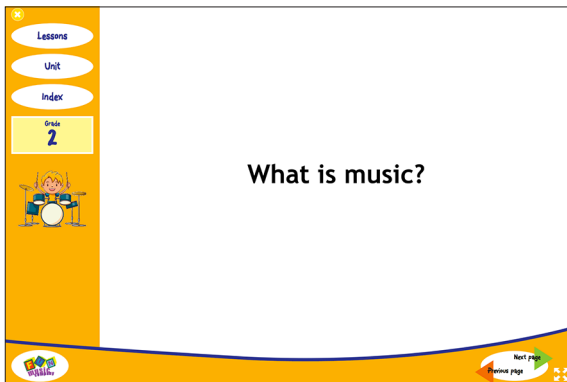
On the *COMPOSE* unit menu you will find a combined PDF of all of the worksheets for the grade, or on the lessons menu you’ll find the individual worksheet for each lesson.

# Grade 2 Lesson 1



COMPOSE

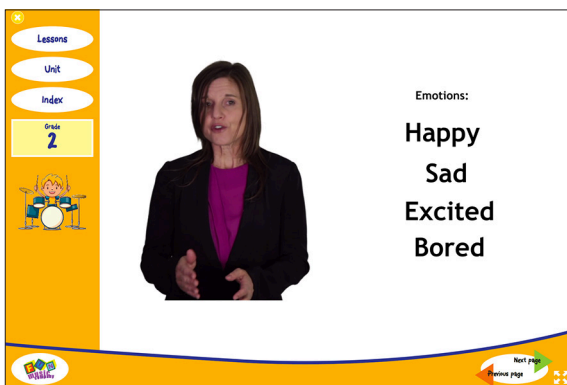
Students create a musical idea to express an emotion using an instrument of their choice and write it down.



Watch the video and hold a class discussion.

Watch the video, pausing at 1:02 to hold a class discussion on the topic of 'What is music?' Get the students' ideas and then watch the remainder of the video.

After the video discuss the process for the rest of the lesson.



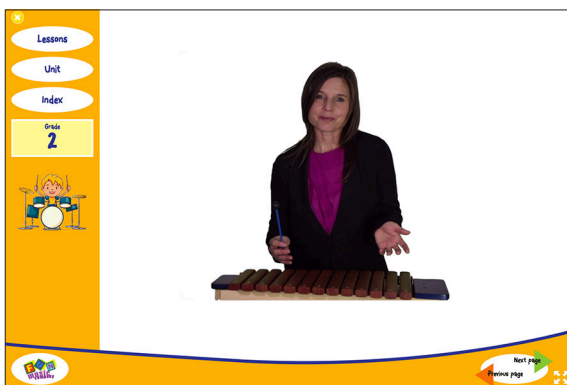
Four steps to the activity:

Step 1: Students choose an emotion from the given list of happy, sad, excited or bored. Then they write the emotion on top of a piece of paper in the form of 'My \_\_\_\_\_ music'.

Step 2: Students choose an instrument which they can use to express that emotion.

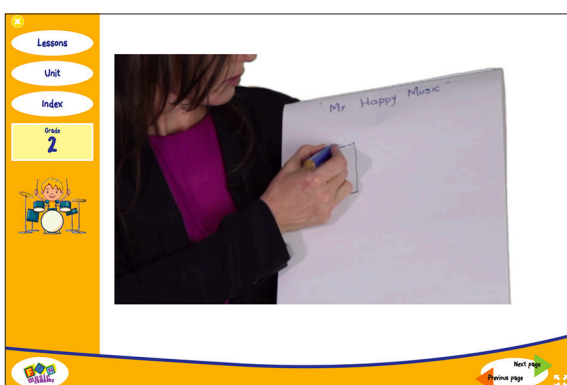
Step 3: Students experiment on that instrument to come up with a musical idea which represents that emotion.

Step 4: Students write their ideas on a piece of paper or in their music books using their own invented notation.



Classroom management guidelines:

- Think carefully in advance of this lesson on which instruments you will allow them to use for this activity.
- Make sure that children understand that they can't switch instruments - encourage them to make a choice and stick with it.
- If you don't have enough instruments consider a rotation procedure where half the class experiment while the other half works on their notation.

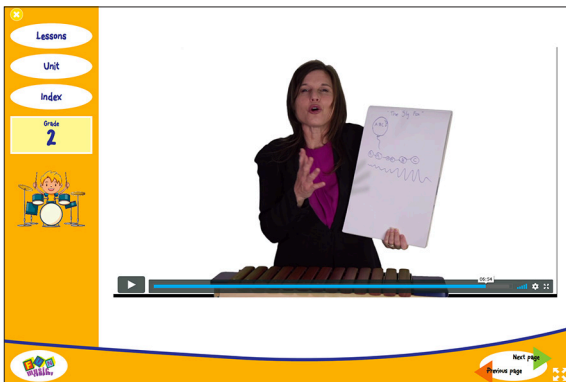


# Grade 2 Lesson 2



## COMPOSE

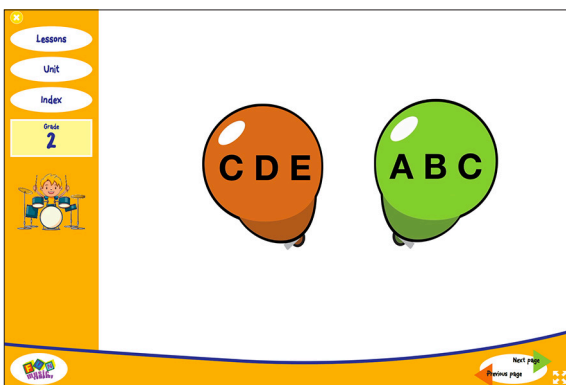
Students choose a three-note balloon and create a musical idea using those notes, and write it down.



Watch the video and hold a class discussion.

Discuss the two sets of notes used : CDE and ABC. You may wish to play the notes again on an instrument and discuss the sound of the two sets of notes: *How can the students describe the sounds of the two sets?*

This lesson is an introductory experience of major (CDE) and minor (ABC) tonalities.



Students should use a similar process of experimentation and notation to the last lesson. Here are the four steps for the students:

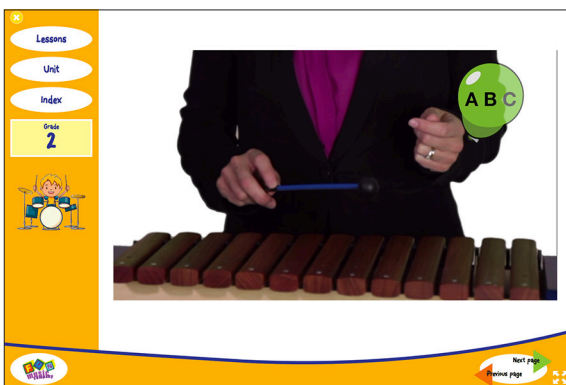
Step 1: Students choose between the CDE and ABC balloons.

Step 2: Students choose an instrument and experiment with it until they find a musical idea that they like.

Step 3: Students ask themselves “*What does this music suggest to me?*” and write a title for their music.

Step 4: Students complete a piece of music and write it down in their own invented notation.

If the students are having trouble choosing a subject, suggest something from one of the following categories:



### Emotions

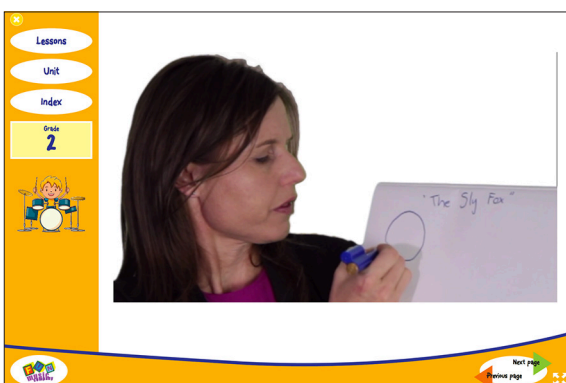
Happy, fun, excited, sad, lazy, bored, curious, adventurous, enthusiastic, tired.

### Actions or movements

Running, sleeping, jumping, walking, playing, hopping, swimming, dancing, moving.

### Animals or objects

Rabbit, dog, horse, cat, dinosaur, car, truck, bike, teddy bear, tiger, elephant, fish, shark.

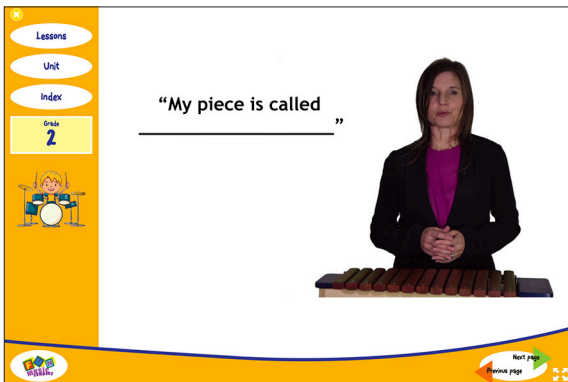


# Grade 2 Lesson 3



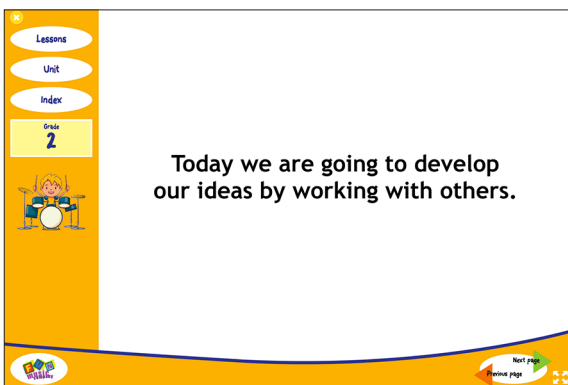
COMPOSE

Students demonstrate and explain their musical ideas to the class, and then work with a partner to combine ideas.



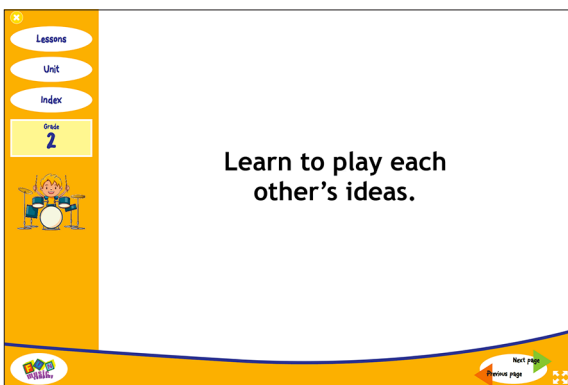
Watch the video and discuss the process for this lesson.

In this lesson students will demonstrate and explain their musical ideas to the class. The teacher will then put the children into groups based on the ideas that they've had and how they could work together.



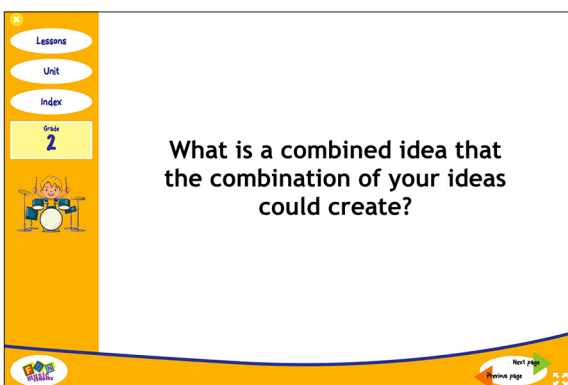
Step 1:  
Give students five minutes practice time to prepare their ideas to present to the class.

Step 2:  
Have a brief 'class concert' where each student performs their idea for the class.



Step 3:  
Group the class into pairs. If possible group in pairs where the musical ideas are similar. If this is not possible, use a random system to generate partners which might be different to their normal choices.

Step 4:  
Give the students some time to work together with their partner to create a combined idea, and write it down on paper.



Step 5:  
Come back together as a class and have students present their ideas in their partner groups.

# Grade 2 Lesson 4



COMPOSE

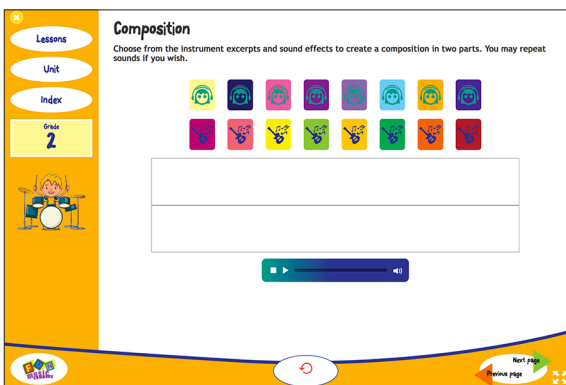
Students use technology to combine and sequence sounds to make a composition with a specific purpose.



Watch the video and discuss the process for this lesson.

Discuss the nature of the music excerpts and sound effects. *What sounds did they hear?*

Then advance to the next screen to complete the interactive component of the lesson.

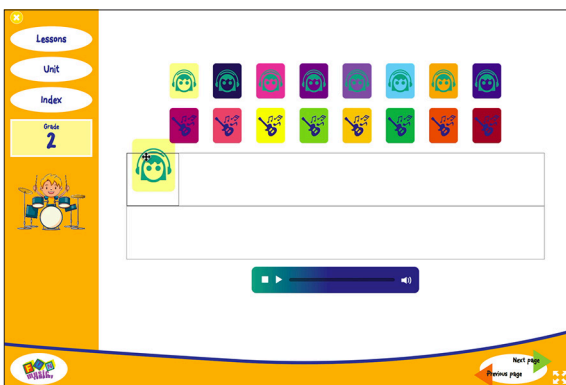


Step 1:

Click on each of the icons in turn and discuss them. *“What is each of the sound effect sounds?” “What musical instruments do you hear?”*

Step 2:

Ask: *“With this collection of sounds, what story could we tell with this music?”* Discuss the students’ ideas for a theme or story for the music.

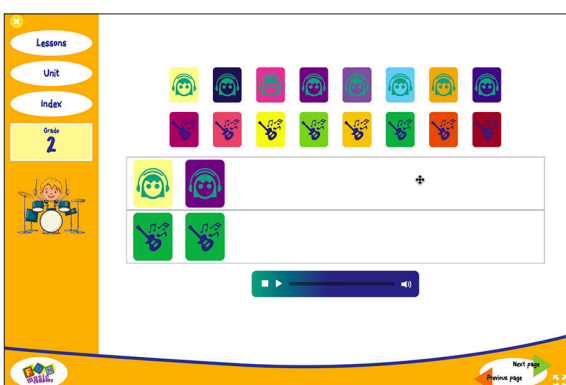


Step 3:

Begin dragging sounds down to the lines. We suggest one instrument playing with one sound effect, but it is not restricted in that way. Experiment with a drum sound playing with a keyboard sound, and then keeping the keyboard sound and putting in a sound effect with it.

Step 4:

When a composition is complete, record it by taking a video of the screen with it playing, or simply capturing it with a screen shot or camera.



Step 5 (optional):

Have the students notate the composition in their books. Have them write a title, draw icons to represent the sounds (which don’t have to look like the ones on screen - for example draw a bird to represent a bird sound, a violin to represent the violin sound).

# Grade 2 Lesson 5



COMPOSE

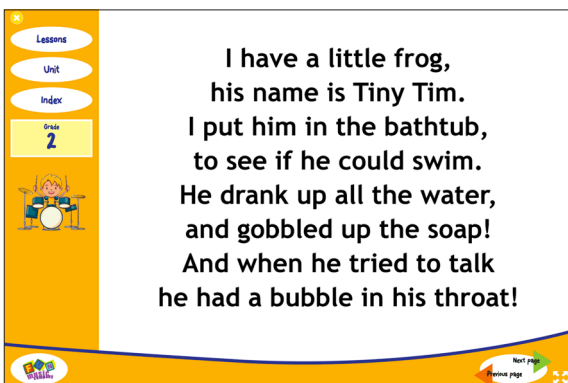
Students create an accompaniment with two instrumental parts for a given poem.



Watch the video and discuss the process for this lesson.

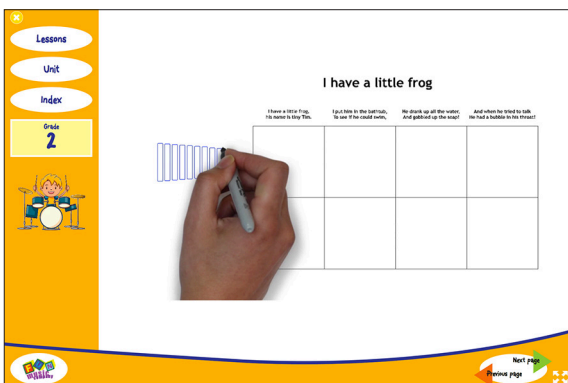
In this lesson students will need to work with a partner or in small groups to create music to accompany a poem.

Discuss what instruments you have available in your classroom to complete the activity.

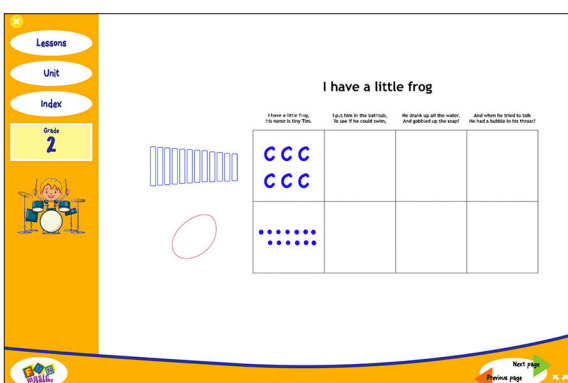


Step 1: Group students in partners or small groups. Give each student the worksheet with the poem.

Step 2: Allocate or have students choose a tuned instrument (one for each group). One student begins experimenting with the tuned instrument while the other reads the poem.



Step 3: When the students are happy with a tuned percussion part, they can choose an untuned instrument for the other person to play with it. If co-ordination to read the poem and play the instruments at the same time is difficult, then use groups of three students. Have one student read the poem while two students play the instruments. Students should rotate regularly so that everyone gets to play each instrument.



Step 4: Students should then notate their music on the worksheet, drawing pictures on the left of the score to indicate what instruments are used.

Step 5: The class then comes back together to share and listen to each other's performances.

Feel free to expand this activity by repeating the lesson with other poems, chants or verses.

# Grade 2 Lesson 6



COMPOSE

Students listen to a musical phrase, and respond with an answer on their instrument.

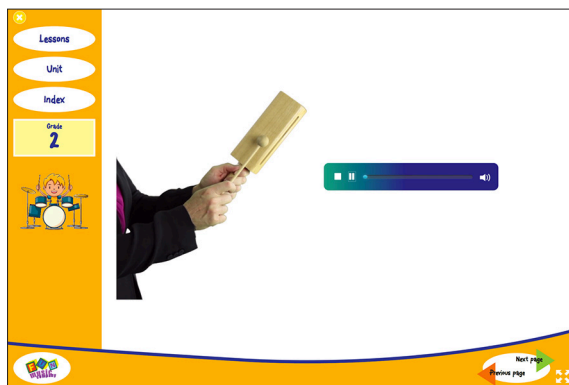


Watch the introduction video and discuss the nature of musical questions and answers.

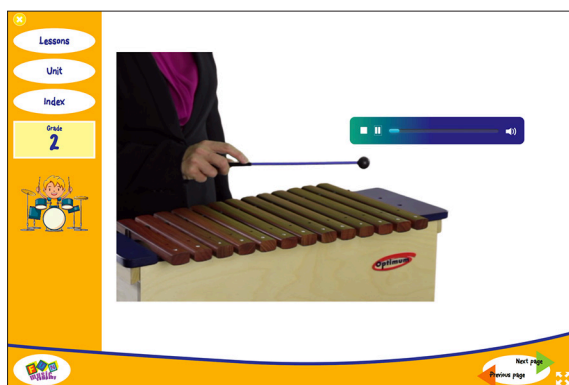
How often have they clapped back the same rhythm that is played as shown in the video? Make the point that there is nothing wrong with doing that, it is a perfectly valid and sensible educational activity, but just not what we are going to be doing today.



Step 1: With students in a circle, do a musical question and answer clapping game. Clap a question like “What is your name?”, or “How are you today?” Refer to Grade 1, lesson 4 for more information on how to complete this activity.



Step 2: Transfer your musical question and answer clapping game to untuned percussion instruments. Have each student choose an untuned instrument, then while sitting in a circle perform some questions and answers. The teacher plays the questions confidently, and then uses eye contact and gesturing to indicate who should answer - or you can go around in a circle. You can use the track on the next page if you wish.



Step 3: Once that is confidently established in the students, try transferring it to tuned instruments. You can use the given track, or simply play questions yourself on a tuned instrument.

Step 4: After students can do that, experiment with different ways of implementing

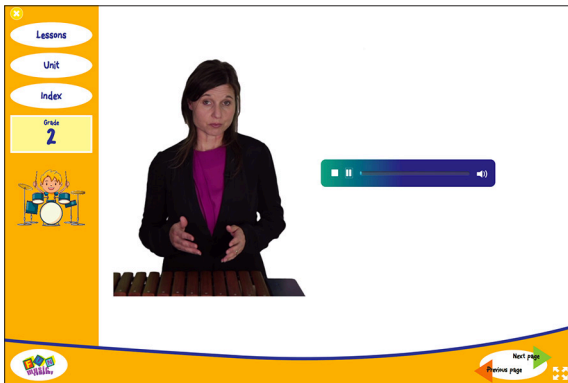
- Having a student play the questions.
- Having the question on an untuned instrument and answer on a tuned instrument.
- Having a few students play an ostinato on tuned and/or untuned percussion while others play questions and answers on top.

# Grade 2 Lesson 7



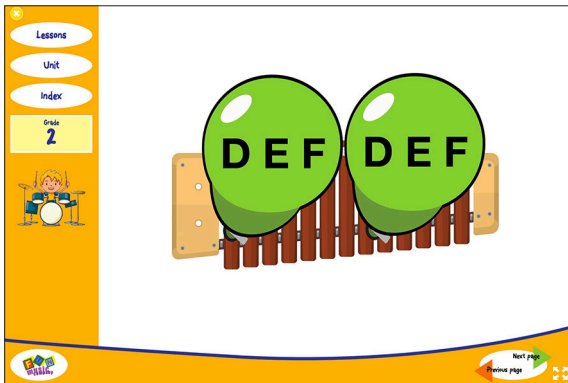
COMPOSE

Students work in pairs to create both a musical question and a musical answer, using a given set of three notes.



Watch the introduction video and discuss the musical questions and answers which were done from the last lesson.

You may wish to revise a clapping 'musical question and answer' game, as the more confident children become at this activity, the more success they will have with this lesson.



Step 1: Organise students into pairs and have students choose or allocate one instrument for each pair of students.

Step 2: Make sure students know where to find the notes DEF on their instruments.

Step 3: Have students work out between themselves who is playing the question, and who is playing the answer. They should stick with their role throughout the lesson, because they may get confused if they keep switching.



Step 4: When students can play that, have them notate their ideas on paper in a similar fashion to previous lessons.

Step 5: Optionally bring students back together as a class to share their ideas and perform some questions and answers for the class.



If students are struggling to achieve this with tuned percussion, you can have them either perform ostinati (repeated patterns) or have them complete the activity on untuned instruments instead.



# Grade 2 Lesson 8



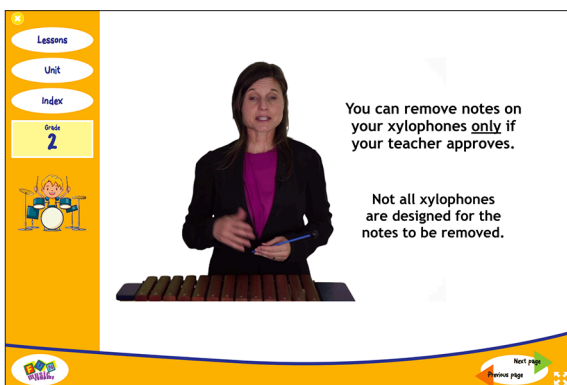
COMPOSE

Students create two short melodic phrases using the pentatonic scale, and notate them.



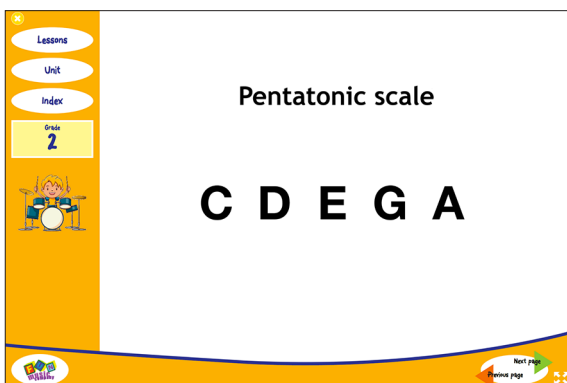
Watch the introduction video and discuss the process for this lesson.

This lesson is the first introduction to the C pentatonic scale. The video discusses taking notes off tuned percussion instruments, to limit the instrument to this scale. Decide in advance if your instruments are suitable for this, and/or you wish to do it.



If taking off notes:

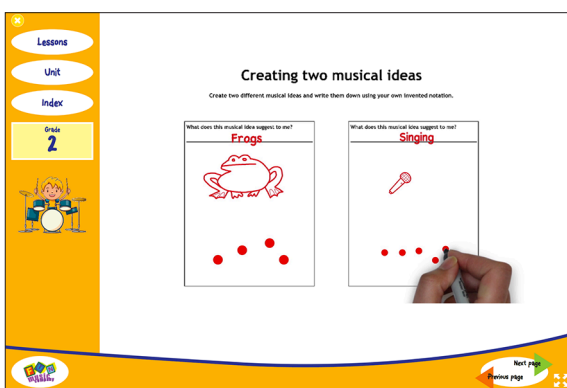
Talk about why we are removing the bars F and B - to leave the notes CDEGA, which is a scale which will sound good for our composition. Have students practise removing the bars, and then importantly putting them back on. Have a strict process for this, so that it is manageable and doesn't end up with a big mess of xylophone bars at the end of the lesson!



If NOT taking off notes:

Develop a system for finding the notes CDEGA. You may wish to use coloured dots or a similar idea to define what notes should be played.

Use a similar management process to Lessons 1,2 and 3, giving students time to experiment and then notate their ideas on their worksheet.



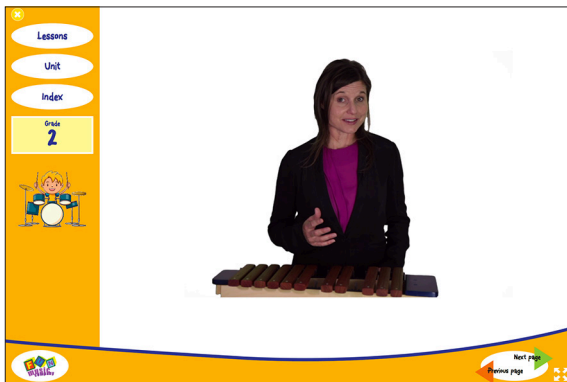
Then have students come back together as a class and share ideas with each other.

# Grade 2 Lesson 9



COMPOSE

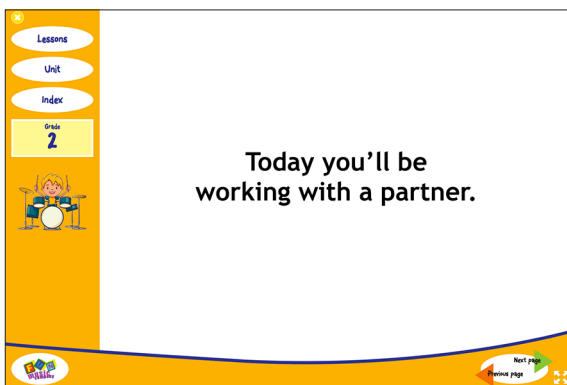
Students work with a partner to refine and develop their personal musical ideas into a completed composition.



Watch the introduction video and discuss the process for this lesson.

Discuss the methods of giving constructive feedback, plus the reasons for doing so.

Emphasise being positive and supportive of all class members, and developing good audience skills.



Step 1: Students should have their worksheets from Lesson 8, with two musical ideas complete on them. If not, have the students quickly revise and/or complete new musical ideas.

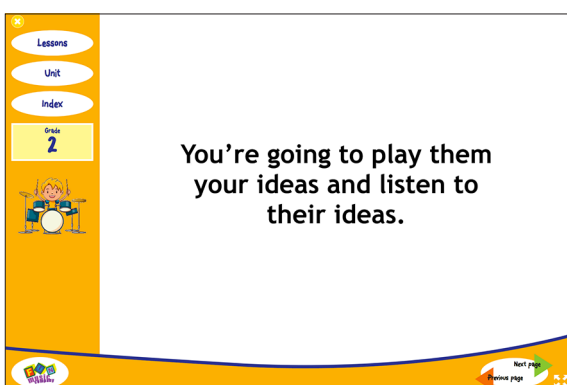
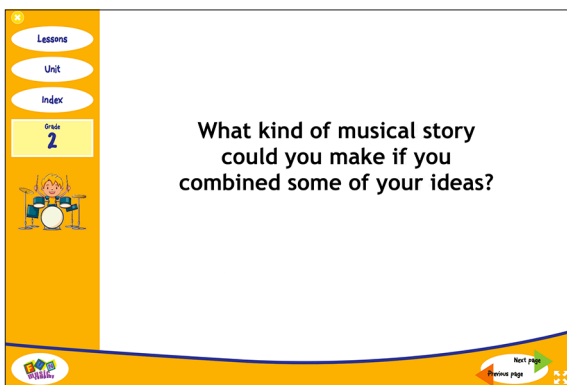
Step 2: Group students into pairs, based on their musical ideas if possible, or randomly. Try to avoid students grouping with their best friends or usual partners.

Step 3: Students listen to each other's ideas and develop joint ideas which could combine and make a musical story.

Step 4: Come back together as a class and share ideas together.

Step 5: Students should now work independently to complete their compositions.

Whether in their pairs or individually, students should now aim to refine this into a completed composition, with the aim of presenting it for assessment in lesson 10. It should have a title, and it should have an element of expressive intent.

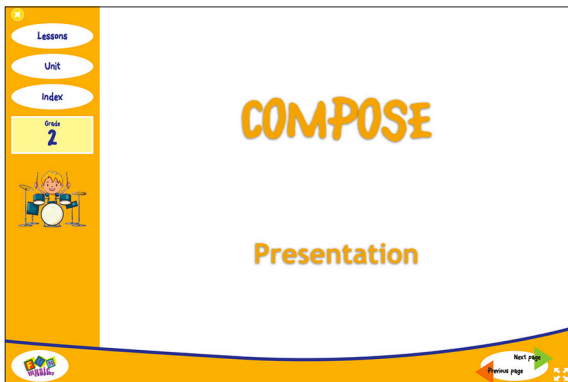


# Grade 2 Lesson 10



## COMPOSE

Students present a piece of their own composition for the class and describe its expressive intent.



Watch the introduction video and discuss the process for this lesson.

Discuss performance and audience etiquette.

How should the performer introduce their music?

How should the audience behave?

How would the performer feel if the audience is talking?



Students should revise their completed composition and prepare to present it to the class.

You may wish to give the students a few minutes of revision time to revise their music and prepare it for performance. Remind the students that their work should have a title, and be nice and short!

Students perform their work for the class and are assessed.

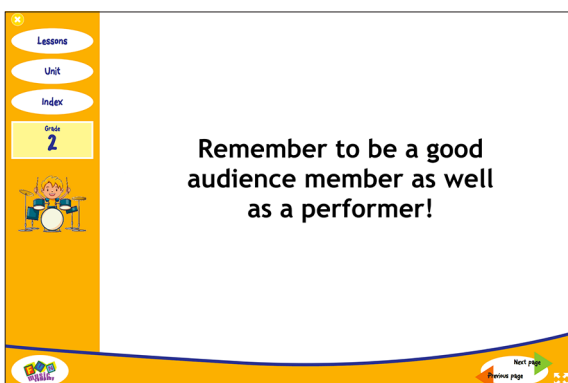
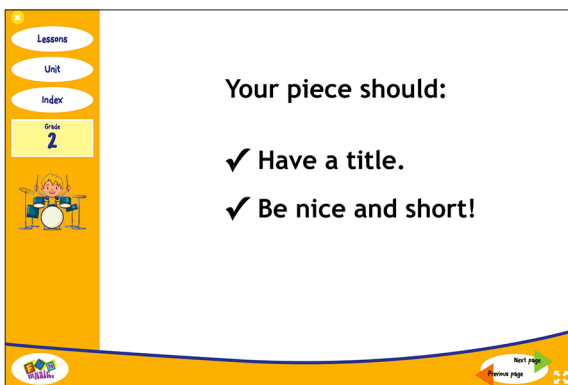
Have each student or pair announce the name of their piece and then perform.

After each performance highlight good things that the students did in their performance, particularly when they have used the elements of music to improve expressive intent.

For example:

*"I like the way you played softly and then loudly - it gave me a feeling of excitement in the music."*

*"I liked your choice of notes - it really suited your theme of (insert subject)."*





Establish a routine of assessment at the end of this unit by having children present a completed composition to the class. They can do this in small groups or one at a time.

In the performance at Lesson 10 encourage children to say their name, and the name of their composition before playing the music for the class.

Encourage the children to have a title for their piece: this is an important step in the development of reason and purpose for their compositions.

You may choose to develop a rubric similar to the one below to assist in the assessment of your students.

**Needs work** **Awesome!**

<p><b>Selecting and organising sounds, silence and volume.</b></p>	<p>Student doesn't organise ideas in any logical manner.</p>	<p>Student can select and organise sounds with substantial guidance.</p>	<p>Student selects and organises sounds in a logical manner, but the intent is not always clear.</p>	<p>Student shows a clear understanding of what they are trying to achieve with their music and selects sounds appropriately.</p>
<p><b>Generating musical patterns and ideas.</b></p>	<p>Student isn't able to generate ideas of their own.</p>	<p>Student can generate musical ideas with substantial prompting and guidance.</p>	<p>Student can generate musical ideas with a small amount of prompting and guidance.</p>	<p>Student clearly generates original musical ideas independently, and is able to effectively perform them for their class.</p>
<p><b>Connection to intent</b></p>	<p>Student cannot articulate any reasons or meaning behind their sound creation, and no meaning is communicated to the listener.</p>	<p>The student has some reason and intent behind their work, eg they have a title for their work, but it is not really showing through in the music.</p>	<p>Student can articulate what they want to achieve, but it is not really clear to the listener.</p>	<p>Student can articulate what they are hoping to achieve with their music, and also that meaning is clear through the music itself.</p>