



Workbook Preview



Ontario – Arts Curriculum

Grade 2 – Music

	Learning Experiences	Pages
C1.1	Sing unison songs in tune and/or play simple melodies and accompaniments for music from a wide variety of cultures, styles, and historical periods	35-38, 61-63
C1.2	Apply the elements of music when singing, playing an instrument, and moving	7-10, 14-17, 19, 28-31, 42-46, 83-84
C1.	<p>Preview of 15 activities from this unit that contains 27 activities in total.</p>	63
C1.		
C1.		17, 76
C2.		58, 85
		3, 38,
C2.2	used for different purposes in the music they perform, listen to, and create	40-41, 47-48, 52-60, 67-76, 80-82, 85-87
C2.3	Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members	11, 18, 32, 39, 54, 64, 79
C3.1	Identify reasons why people make music in their daily lives, and describe contexts in which they make music	77-78
C3.2	Identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places	22-25, 69-72, 77-78, 86-87

Feel the Beat!

What Is Duration?

Duration is how long or short a sound is in music.

Some sounds are quick like a snap. Others are slow like a stretch. When we listen to music, we can hear how sounds change in duration.



Meet the Rhythm Friends

In class, we use fun rhythm words to help with notation.

“Ta” is a short sound. “Ta-ah” is a long sound. Tap “ta” once, and “ta-ah” takes more time. These sounds help us feel the beat.

Clap and Move the Rhythm

We don't just hear rhythm; we can see and feel it. Tap your hands “ta, ta, ta-ah.”

You can also stomp your feet or tap your legs to make the sound. Some students even use arms to make the shape of the beat.

Why It Matters

Understanding duration helps us read and play music. It also makes singing and dancing more fun! When we know how long each sound lasts, we can move with the music like real musicians.

Fill In The Blanks

Fill in the blanks with the correct answer from the word bank.

WORD BANK

rh

bodies

ta-ah

ta

singers

- 1) A short _____ sounds like "_____."
- 2) A long sound _____ music sound like "_____."
- 3) When we move with the _____ we feel the _____.
- 4) We can use our _____ to show music shapes.
- 5) Learning about duration helps us _____ better _____.

Drawing

Draw someone playing a musical instrument

Activity: Rhythm Moves with Body Percussion

Objective What are we learning more about?

Students will use movements to represent musical note durations (quarter, eighth, and half notes), using body percussion like clapping, stomping, and patting. They will create and perform their own rhythm patterns using these movements.

Materials What do we need for our activity?

- ✓ Open space to move
- ✓ Rhythm cards or tape
- ✓ Whiteboard or chart paper (for teacher use)



Instructions How do we complete this activity?

- 1) Body Percussion Practice:** Learn what each movement is like:
 - **Quarter note ("ta")** = 1 clap
 - **Eighth notes ("ti-ti")** = 2 quick pats on the lap
 - **Half note ("ta-ah")** = 1 stomp that lasts longer
- 2) Try It Together:** The teacher claps a pattern (e.g., ta-ah, ti-ti, ta-ah). Students copy the rhythm using the correct body percussion (claps, pats, or stomps).
- 3) Make Your Own Pattern:** Students choose 4 beats and decide which movements to use (e.g., pat, clap, pat-pat, stomp). Practice copying it smoothly.
- 4) Movement Challenge:** In small groups, students perform the pattern using only body percussion, no voice! The rest of the class tries to guess the rhythm by watching.
- 5) Freeze & Follow (Optional Twist):** Play a rhythm pattern. Students perform it with movements but must *freeze* when the teacher says "Stop!" and then continue again when told.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Uses Rhythm	Claps, pats, or stomps to match the correct rhythm note (ta, ti-ti, ta-ah).
Keeps a Steady Beat	Performs each rhythm pattern without speeding up or slowing down.
Creates a Rhythm Pattern	Makes a clear 4-beat pattern using different body percussion sounds.
Echoes Patterns Accurately	Repeats teacher's body percussion rhythms with the correct instructions.
Participates in the Group	Joins the activity enthusiastically and works with others during music time.

Planning

Answer the questions below.

1) How can you make sure your rhythm pattern has 4 beats?

2) What should you do if you forget part of your pattern during music time?

Rhythm Cards

Use these 4-beat rhythm combinations for your activity.

Card #	Rhythm Pattern	Beat Count
1	ta ta ta ta	1 1 1 1
2	ta ti ta ta	1 1 1 1
3	ti-ti ti ta	1 1 1 1
4	ta-ah ta ti	2 1 1
5	ti-ti ta ta-ah	1 2
6	ta-ah ta-ah	2
7	ta ti-ti ti-ti ta	1 1 1
8	ti-ti ta-ah ta	1 2 1

Peer-Assessment

Rate your friend's performance.

My name is _____.

Who's performance are you rating? _____

Criterion	Rating Description	Rate (Colour the stars)
Matched the Rhythm	They used the correct body movements for each rhythm (clap, stomp, etc.).	☆☆☆☆☆
Stayed on the Beat	They stayed on the beat without speeding up or slowing down.	☆☆☆☆☆
Made Their Own Pattern	They created a rhythm pattern with 4 beats and performed it clearly.	☆☆☆☆☆
Echoed the Pattern Well	They copied the rhythm pattern from the teacher or partner performance.	☆☆☆☆☆
Stayed Focused	They listened, watched, and were ready to take part when it was their turn.	☆☆☆☆☆
Worked With a Partner	They took turns, shared ideas, and showed kindness while working in pairs or groups.	☆☆☆☆☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Uses Correct Movements	Used incorrect movements or movements missing or didn't match notes	Tried some correct moves but made several mistakes	Used correct movements most of the time	Used all the correct movements for each note type
Keeps a Steady Beat	Beat was off or stopped down	Beat was steady sometimes	Kept a steady beat most of the time	Performed with a steady beat the whole time
Creates a Rhythm Pattern	Pattern unclear or too short	Created a pattern but missed some notes	Created a clear 4-beat pattern	Created a strong, creative, and clear 4-beat rhythm pattern
Echoes Patterns Accurately	Did not echo or echoed incorrectly	Tried to echo but used wrong movements	Echoed most patterns with the right movements	Echoed all patterns clearly and with accuracy
Participates in the Group	Did not participate or distracted others	Participated but needed reminders	Participated and responded	Always participated kindly and worked well with others

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

The Shape of Sound

What Is Pitch?

Pitch is how high or low a sound is. A bird's chirp is a high pitch. A drum's beat is a low pitch. In music, we use different pitches to make songs more interesting.



How Songs Move

When we sing a song, the pitch can go up, down, or stay the same. This is called a melody. A melody is like a musical path. Our ears can hear it, and our eyes can see it when we draw it!

Drawing Melody Maps

A melody map shows the direction of a song. We use lines, curves, or dots to show if the notes go higher or lower. Drawing the map helps us follow the shape of the music.

Why It's Important

Melody maps help us understand how music moves. They make it easier to sing, listen, and enjoy the song. Next time you hear music, try to follow the pitch with your voice and your hands!

Colouring

Colour the picture below.



Word Search

Find the words in the wordsearch

Pitch	Sound
Melody	Notes
Music	Draw
Map	Sing

D F Q N O T S V A U G J R
J P P U J L B H Z Z
M D T Z V M S O C U
A R N B D O Q N J W U M
P A Z H M S K U Y I F U T N E
Z W V Q Y J K Z N T F Z W Y L
V A X S Y A G R J O B R H Y O
M U S I C D P X W S O U N D D
A L N I A S I N G P I T C H Y

Activity: Drawing Melody Paths

Objective What are we learning more about?

Students will identify pitch by singing short patterns and drawing curved lines to show whether the sound goes up or down, helping them connect sound with visual shapes.

Materials What do we need for our activity?

- ✓ Large paper or whiteboard
- ✓ Markers or crayons
- ✓ Familiar short melody phrases (e.g., "so-la")
- ✓ Optional: whiteboard with simple shapes



Instructions How do we complete the activity?

- 1) **Warm-Up:** Start by humming together. Put your hand on your chest and feel the vibration. Try humming a high sound and a low sound. Can you stretch your voice like a slide?
- 2) **Echo and Trace:** The teacher sings a short melody using mi-fa. Students echo the melody and use their fingers to trace the shape of the sound in the air: up, down, or level.
- 3) **Melody Map Drawing:** Now, each student draws the shape of the melody on paper. For example, a line that goes up then down for mi-fa. Use lines, dots, or arrows!
- 4) **Listen and Draw Challenge:** The teacher sings a "mystery" melody. Students listen carefully and draw the shape they hear. Then, the teacher reveals the correct shape on the board. Did you get it?
- 5) **Partner Melody Match (Optional):** Take turns with a partner. One sings a melody, and the other draws the shape. Switch roles and try again!

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Listens to the Melody	Focuses carefully when the teacher or partner sings the melody.
Traces Pitch in the Air	Uses finger to follow the melody line in the air as they listen.
Draws Melody Shapes Clearly	Shows the melody direction with curved lines that go up, down, or straight.
Echoes the Pitch Correctly	Sings back the melody using right high and low sounds.
Works Well with a Partner	Takes turns singing and drawing respectfully during partner activities.

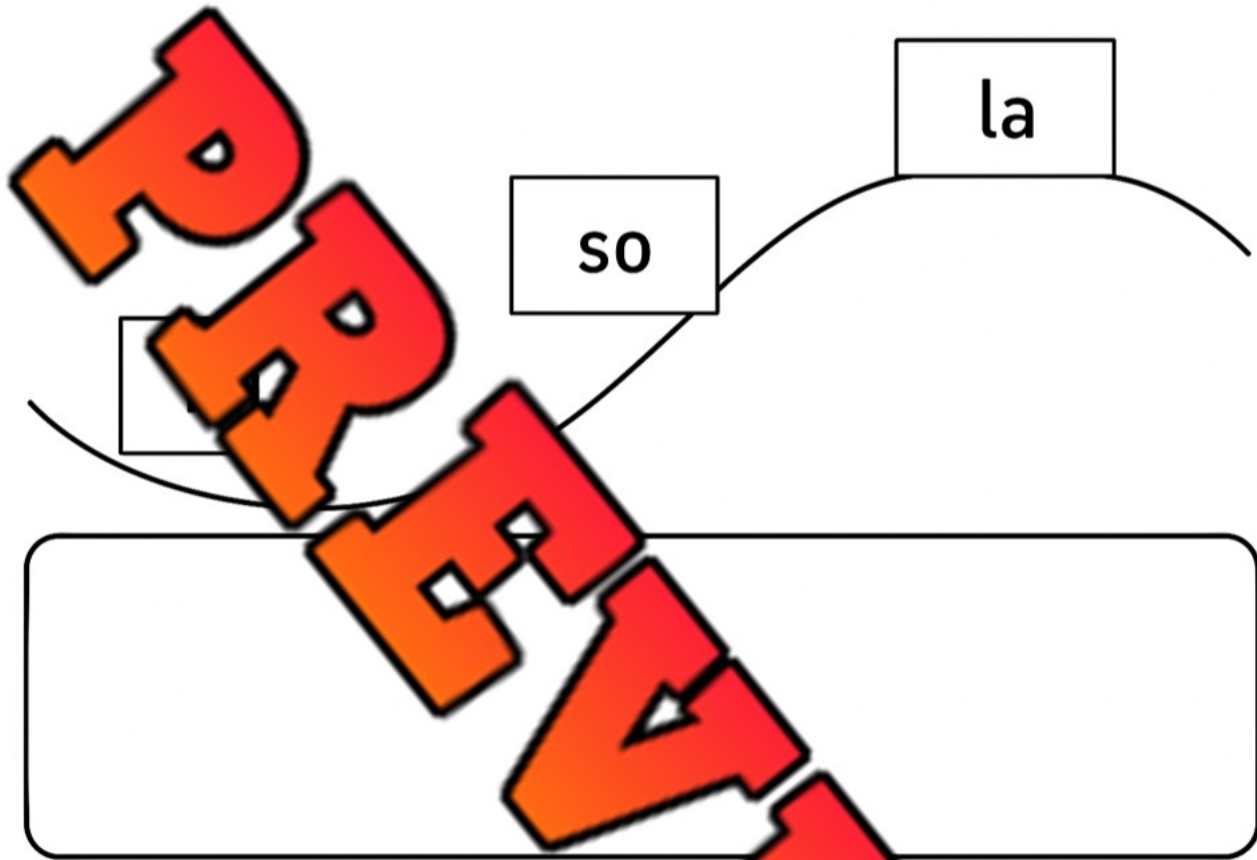
Melodies

Sing these familiar short melodic phrases to the students.

Melodic Phrase	Pitch Movement	Suggested Hand Movement
mi - so - la	goes up	hand rises step by step
la - so - mi	goes down	hand lowers step by step
mi - mi - so	repeats, then goes up	flat, then a jump up
so - la - so	up, then down	rise, then drop
mi - so - mi	up, then back down	arch shape
la - la - so	repeats, then down	straight, then dip
so - mi - so	down, then back up	down, then lift
mi - la - so	up, then down	curve up and drop

Draw

Draw your partner's melody pattern in the space below.

**Reflection**

Answer the questions below

1) What pitch did you use first in your melody? (do, re, mi, fa, so, la)

2) What did you like about the activity?

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Listens	Did not listen looked away	Listened sometimes but needed reminders	Listened most of the time	Focused the whole time and listened carefully
Echoes Pitch	Did not echo pitch	Echoed parts but missed notes	Echoed the melody correctly	Echoed pitch clearly and matched it with the original
Draws Melody Shape	Did not draw or line to show pitch	Drew shapes that did not match the melody	Drew shapes that showed pitch movement	Drew clear and matching shapes that followed the melody's pitch
Moves with Pitch	Did not show pitch with body or hand	Tried to show pitch	Used body or hand to show pitch sometimes	Always used hands or body to show pitch clearly
Works with Partner	Did not help or take turns	Helped a little or needed reminders	Worked with partner and respected melody	Took turns, helped partner, and worked kindly the whole time

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

Discovering Musical Timbre

What Is Timbre?

Timbre (tim-ber) is the word we use to talk about how an instrument or sound feels or sounds.

It helps us tell the difference between

instruments. A drum and a flute can play the same note, but they sound very different. That's because they have different timbres!



Meet the Instrument Family

Musical instruments are grouped into families based on how they make sound:

- String instruments make sound when strings are plucked or bowed. (Example: guitar, violin)
- Wind instruments make sound when air is blown into them. (Example: flute, trumpet)
- Percussion instruments make sound when we hit them, shake them, or rub them. (Example: drum, triangle)

Why Is Timbre Important?

When we listen to music, we use timbre to know what instruments we're hearing.

Learning timbre helps us become better listeners and musicians. The more we listen, the more we understand what makes each instrument special!

Matching

Draw a line to match the instrument to its family.

Drum

String

Flute

Percussion

Violin

Wind

String

Triangle

Percussion

Trumpet

Wind

Colouring

Colour the pictures below



Game: What's That Sound?

Objective What are we learning more about?

Students listen to the unique sounds of different musical instruments, guess which instrument family it belongs to, and identify whether it belongs to the string, wind, or percussion family. This helps them learn to describe and compare timbres.

Materials What do we need for our activity?

- ✓ Audio player or computer speakers
- ✓ A short YouTube playlist of various instrument sounds
- ✓ Instrument picture cards or chart
- ✓ "String / Wind / Percussion" sound cards
- ✓ Paper and crayons for drawing or writing guesses



Instructions How do we complete the activity?

- 1) **Warm-Up Sound Talk:** Begin with a quick chat: "What makes a violin sound different from a drum?" Play a few sample instrument sounds and discuss the difference in their sounds (bright, smooth, buzzy, etc.).
- 2) **Let's Play the Game:** On YouTube, find the "Guess the Instrument" video. Students listen closely and circle which instrument family it comes from.
- 3) **Discussion:** Discuss after each one how they made their decision.
- 4) **Reflection:** Have students fill in the reflection sheet, drawing musical instruments that belong to each family, as well as describing each family's sound.

Listen

Is the sound coming from a string, brass, wind, or percussion instrument?

1)	Woodwind	Brass	String	Percussion
2)	Woodwind	Brass	String	Percussion
3)	Woodwind	Brass	String	Percussion
4)	Woodwind	Brass	String	Percussion
5)	Woodwind	Brass	String	Percussion
6)	Woodwind	Brass	String	Percussion
7)	Woodwind	Brass	String	Percussion
8)	Woodwind	Brass	String	Percussion
9)	Woodwind	Brass	String	Percussion
10)	Woodwind	Brass	String	Percussion
11)	Woodwind	Brass	String	Percussion
12)	Woodwind	Brass	String	Percussion
13)	Woodwind	Brass	String	Percussion
14)	Woodwind	Brass	String	Percussion
15)	Woodwind	Brass	String	Percussion
16)	Woodwind	Brass	String	Percussion
17)	Woodwind	Brass	String	Percussion
18)	Woodwind	Brass	String	Percussion
19)	Woodwind	Brass	String	Percussion
20)	Woodwind	Brass	String	Percussion

Reflection

Answer the questions below

1) a) Draw musical instruments that belong to the **percussion** family.

b) Describe how a percussion instrument sounds.

2) a) Draw musical instruments that belong to the **brass** family.

b) Describe how a brass instrument sounds.

Reflection

Answer the questions below

3) a) Draw musical instruments that belong to the **woodwind** family.

b) Describe how a woodwind instrument sounds.

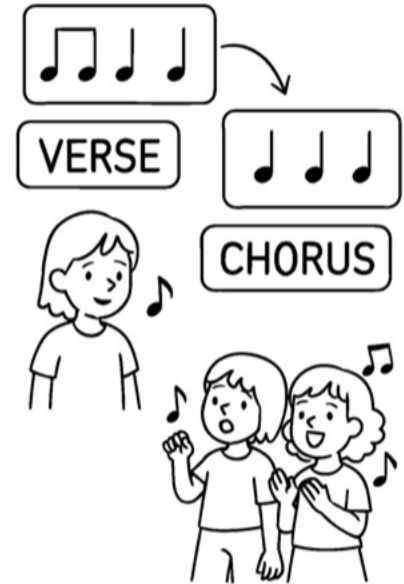
4) a) Draw musical instruments that belong to the **string** family.

b) Describe how a string instrument sounds.

Parts of a Song

What Makes a Song?

Songs have different parts. Some parts tell a story, and some parts repeat back again and again. When we listen closely, we can hear when something repeats. This helps us follow the music and sing along!



What Is a Chorus?

A chorus is the part of the song that repeats. It usually has the same words and melody every time. The chorus is the catchiest part and the easiest to remember! If you hear a part more than once, it's probably the chorus.

What Is a Verse?

A verse is the part that changes. The music may stay the same, but the words are different. Verses help tell the story of the song.

Why Is This Important?

When we understand which part is the verse and which part is the chorus, it helps us follow the pattern of the song. This makes listening, singing, and performing much easier and more fun!

Fill In The Blanks

Fill in the blanks with the correct answer from the word bank.

WORD BANK

story

chorus

words

music

- 1) The part of a song that comes back again and again is called the _____.
- 2) The verse helps tell the _____ of the song.
- 3) The _____ in the verse can be the same, but the _____ are different.
- 4) The _____ is the part of the song that usually changes.
- 5) The chorus often has a strong and _____ melody.

Word Search

Find the words in the word search.

Verse	Melody
Song	Pattern
Repeat	Chorus
Story	Catchy

T	D	P	X	T	X	H	S	S	Q	H	J			
S	M	G	Q	X	V	N	I	D	Q	D	N	E		
U	M	J	J	O	M	E	L	N	E	R	Q			
R	E	K	O	T	S	K	H	L	R	E	R			
O	F	B	F	L	U	I	V	E	I	E	Q	T	E	
H	C	A	T	C	H	Y	B	Q	R	B	B	I	T	P
C	W	B	O	U	Q	P	N	U	O	A	G	W	A	E
G	A	I	K	Z	B	S	E	L	Q	N	V	C	P	A
S	T	O	R	Y	X	Y	P	D	H	E	E	W	E	T

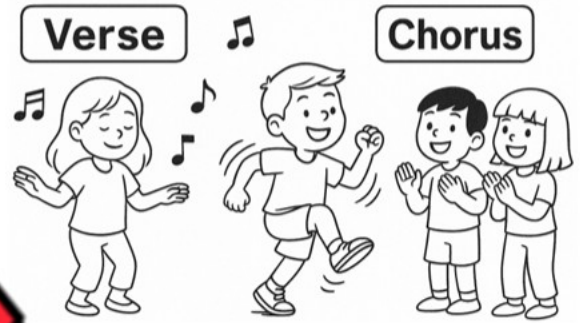
Activity: Verse or Chorus?

Objective Where are we learning more about?

Students will learn the form of a song by learning to hear the difference between verses and choruses. They will match each part with a different movement and perform while singing.

Materials What do we need for our activity?

- ✓ A simple song with a clear verse and chorus (e.g., This Little Light of Mine)
- ✓ Music player or live accompaniment (optional)
- ✓ Open space for movement



Instructions How do we complete the activity?

- 1) **Learn the Song:** Teach the class a simple song with at least one verse and one chorus. Sing it slowly, one part at a time.
- 2) **Assign the Movements:**
 - 1) **Verse** = Sway side to side or March slowly in place
 - 2) **Chorus** = March or clap in rhythm or Stomp loudly and jump a big jumpPractise each movement until students can perform them easily.
- 3) **Sing and Move Together:** Sing the full song. Students perform the verse and switch for the chorus. Please encourage the children to sing and move at the right time.
- 4) **Guess the Part:** Sing the song again, but this time don't tell them which part you're starting with. Let them listen and choose the correct movement.
- 5) **Freeze and Think (Challenge Round!):** During the song, pause and say "Freeze!" Students freeze and whisper: "Verse" or "Chorus." Then continue singing.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Knows the Song	Sings the verse and chorus parts confidently.
Shows Verse Movement	Shows correct movement during each verse.
Shows Chorus Movement	Uses the correct movement during each chorus.
Switches at the Right Time	Changes movement when the part of the song changes.
Stays Focused and Participates	Joins in the whole time and follows the teacher and music carefully.

Song

Use the song below for the activity.

This Land Is Your Land

Chorus:

This land is your land, this land is my land
From Bonavista to Vancouver Island
From the Arctic Circle to the Great Lake waters
This land was made for you and me

Verse 1:

As I walked that ribbon of highway
I saw one more that endless skyway
I saw my mother's golden valley
This land was made for you and me

This land is your land, this land is my land
From Bonavista to Vancouver Island
From the Arctic Circle to the Great Lake waters
This land was made for you and me

Verse 2:

I've roamed and rambled, and I found my steps
To the sparkling sands of her diamond shores
And all around me, a voice was calling
This land was made for you and me

Chorus:

This land is your land, this land is my land
From Bonavista to Vancouver Island
From the Arctic Circle to the Great Lake waters
This land was made for you and me

Peer-Assessment

Rate your friend's performance.

My name is _____.

Whose performance are you rating? _____

Criterion	Rating Description	Rate (Colour the stars)
Knew the Chorus and Verse	They could tell the difference between the verse and the chorus.	☆☆☆☆☆
Did the Right Movements	They did the right movement for the verse and the chorus for the chorus.	☆☆☆☆☆
Stayed Focused	They paid attention to the teacher and changed actions at the right time.	☆☆☆☆☆
Moved with Energy	They moved with energy and followed the class rhythm.	☆☆☆☆☆
Sang with the Group	They joined the singing parts with confidence and matched pitch when possible.	☆☆☆☆☆
Helped Friends	They were kind, shared ideas, and helped others remember what to do.	☆☆☆☆☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Knows the Lyrics	Did not sing or didn't know the lyrics	Sang a little but not clearly	Sang most parts clearly	Sang all parts with confidence
Shows Verse Movement	Did not show movement during verses	Tried but used wrong movements	Showed correct movement sometimes during verses	Showed the correct movement in every verse
Shows Chorus Movement	Did not show movement during choruses	Tried but used wrong movements	Showed correct movement sometimes during choruses	Showed the correct movement in every chorus
Switches at the Right Time	Changed too late or too early most of the time	Changed sometimes	Usually switched at the right time	Always switched right on time with the music
Stays Focused and Participates	Didn't join or was distracted	Participated with many reminders	Participated most of the time	Stayed focused and joined in the whole activity

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

Music Gets Loud and Soft

What Are Dynamics?

Dynamics are how loud or soft music is. Sometimes music is very quiet, like a whisper. Other times, it's loud, like thunder! Loud and soft sounds help make music exciting.



Why Are Dynamics Important?

When music gets louder or softer, it helps tell something. A soft sound might feel calm or sleepy. A loud sound might feel excited. Musicians use dynamics to help tell a story with music.

How Do We Show Dynamics?

We can show dynamics in many ways. We can use our voices, getting louder or softer. We can move our hands big and wide for loud sounds or small and slow for quiet sounds. We can even draw lines going up or down to show how music changes.

Let's Try It!

Next time you hear music, listen for the quiet and loud parts. Try moving your body to match the sound. That's how we show dynamics!

True or False

Is the statement true or false?

1) Music is always loud like thunder.	True	False
2) A soft song can make you feel calm or sleepy.	True	False
3) Volume is a way to show how loud or soft music is.	True	False
4) Dynamics are about how fast the music goes.	True	False
5) Musicians use volume to help tell a story.	True	False

Questions

Answer the questions below

1) Why do musicians use volume?	
2) How does loud music make you feel?	

Draw

Draw two pictures: one showing loud music and one showing quiet ones.

Quiet Music	Loud Music

Activity: Drawing the Music!

Objective

What are we learning more about?

Students will learn the concept of dynamics by listening to music and showing the changes in volume through drawing. They will learn how music can get louder (crescendo) or softer (decrescendo) and express these changes using crayons and movement.

Materials

What do we need for our activity?

- ✓ Crayons (at least 2 colors)
- ✓ Large sheet of drawing paper
- ✓ Audio device with speaker
- ✓ A song that clearly crescendos and decrescendos (e.g., "The Surprise" by Haydn or "Morning Mood" by Grieg)



Instructions

How do we complete the activity?

- 1) **Listen First:** Sit quietly and listen to the song carefully. Try to notice when the music gets louder or softer.
- 2) **Draw the Sound:** When the music gets **louder**, draw a line that **grows bigger** (thicker or higher). When the music gets **softer**, draw a line that **gets smaller** (thinner or lower).
- 3) **Try a Movement Match** (Challenge): As the music plays again, get up and try using your hands or body to show the change in sound:
 - Move **higher or bigger** when it's getting louder.
 - Move **lower or smaller** when it's getting softer.
- 4) **Compare and Share:** After drawing and moving, talk with a partner. Did you hear the same changes in the music? What did it feel like?

Tips

Use the tips below to help in your drawing.

Tip	How It Helps
Listen for Changes in the Music	Helps you know when to switch movements from A to B.
Watch the Teacher	If you're not sure, the teacher's moves can guide you.
Use Big Movements	Makes it easier to show each section and stay focused.
Stay in Your Own Space	Keeps everyone safe while moving to the music.
Think Like a Form Detective	Helps you guess which part is coming next, A or B?

Songs

Play the tunes below for the

Song Title	Composer/Artist	Why It's Helpful
<i>Morning Mood</i>	Edvard Grieg	Starts softly, grows louder, then descends and fades gently.
<i>The Surprise Symphony (2nd Mvmt)</i>	Joseph Haydn	Features gentle, rhythmic build-ups and sudden "surprises".
<i>Hall of the Mountain King</i>	Edvard Grieg	Grows louder and louder (crescendo), then returns to the original sections.
<i>Peter and the Wolf (Finale)</i>	Sergei Prokofiev	Alternates between soft storytelling music and bold, loud parts.
<i>Dance of the Sugar Plum Fairy</i>	Pyotr Ilyich Tchaikovsky	Has quiet beginning, builds in the middle, then softens again near the end.

Reflection

Answer the questions below.

1) How did you know when the music got louder?

2) How did you know when the music got softer?

3) Was it easier to draw when the music was louder or softer?

Colouring

Colour the picture below.



Activity: Tempo Toss

Objective What are we learning more about?

Students will learn about duration and tempo by tossing a beanbag or soft ball to the beat of music. They will practise moving with a steady beat and adjusting to changes in speed (fast and slow).

Materials What do we need for our activity?

- ✓ One beanbag or soft ball
- ✓ A speaker or music player
- ✓ A playlist of songs with different tempos (fast and slow)



Instructions How do we complete the activity?

- 1) **Warm-Up:** Begin by clapping a steady beat together as a class. Say "ta" for each beat to help students feel the rhythm.
- 2) **Partner Toss Practice:** In pairs, students stand back-to-back with space between them. Begin tossing the beanbag back and forth on the teacher's steady beat (start with a slow tempo).
- 3) **Music Toss Game:** Play a song with a slow, steady tempo.
 - 1) Students toss the beanbag back and forth to match the beat.
 - 2) After 20–30 seconds, switch to a faster tempo song.
 - 3) Students adjust the speed of their toss to stay on the beat.
 - 4) Repeat with different tempos (include one with a clear transition from slow to fast or vice versa).
- 4) **Challenge Round:** Call out "freeze" at random, then resume music with a new tempo. Students must listen and instantly adjust the speed of their toss.
- 5) **Extension Twist (Optional):** For an added challenge, students must move their feet to the beat (side steps or on-the-spot marching) while tossing.

Peer-Assessment

Rate your friend's (partner pair) performance.

My name is _____.

Who are you rating? _____

Criterion	Rating Description	Rate (Colour the stars)
Tossed to the Beat	They tossed the beanbag or ball to the steady beat of the music.	☆ ☆ ☆ ☆ ☆
Changed Tempo Well	They changed the tempo when the music got slower.	☆ ☆ ☆ ☆ ☆
Focused and Listened	They listened carefully to the tempo and worked with their partner.	☆ ☆ ☆ ☆ ☆
Moved Safely	They tossed gently and moved so no one got hurt.	☆ ☆ ☆ ☆ ☆
Completed All Challenges	They tried all the fast and slow tempos during the activity.	☆ ☆ ☆ ☆ ☆
Helped Others	They shared, gave tips, and encouraged their partner or group.	☆ ☆ ☆ ☆ ☆

Making Music with Words

What Is Rhythm?

Rhythm is a pattern of sounds in music. Just like clapping to a song, rhythm helps us know when to start and stop sounds.

Words Can Be Rhythmic

We can turn words into rhythm. When we speak, some words are short and some are long. In music, we use short and long sounds like “ta” (for one beat) and “ti-ti” (for two quick beats).

Example:

- “Apple” = ti-ti
- “Pear” = ta
- “Watermelon” = ti-ti ti-ti



Telling Stories with Rhythm

We can clap or tap out the rhythm of a story. If we say, “I saw a cat,” we could clap: ta ta ta. If we say, “The big brown bear,” we clap: ta ti-ti ta. Using rhythm makes stories more fun and musical!

Why It Matters

Using rhythm to tell stories helps us listen, count beats, and have fun with music!

Fill In The Blanks

Fill in the blanks with the correct answer from the word bank.

WORD BANK

ng

words

nm

syllables

- 1) When we _____, we can match _____ to beats.
- 2) We can turn _____ into music using _____.
- 3) Music and words can be put together to make a fun _____.
- 4) A rhythm pattern can be made from _____ we say.

Colouring

Colour the picture below



Activity: Write Your Own Verse

Objective What are we learning more about?

Students will be able to perform a short verse using familiar rhythms and pitch patterns ("mi," "so," and "la"). They will build confidence in making music together and sharing it with others.

Materials What do we need for our activity?

- ✓ Known classroom song (e.g., "Rain, Go Away" or "Twinkle, Twinkle, Little Star")
- ✓ Optional: percussion instruments (e.g., tambourine, hand drum)



Instructions How do we complete our activity?

- 1) **Listen Together:** Sing a well-known classroom song together once or twice. Talk about how the song is built using rhythms and pitch.
- 2) **Create New Lyrics:** As a class, choose a topic (e.g., pizza, pets). Use rhythm syllables ("ta," "ti-ti") to create a new verse that fits the melody of the original song but with new words on the chosen topic.
- 3) **Add Simple Notes:** Use "mi," "so," and "la" to help build a melody that matches your words. Sing it slowly together as you build.
- 4) **Practise and Add Movement (Optional):** Add small actions or movements to match the beat of your verse. Practise your new verse with the original song.
- 5) **Perform and Share:** Sing your new verse for another class or group. Invite them to clap along or sing with you!
- 6) **Challenge (Optional):** Try making a second verse using different rhythms or starting notes!

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Adds	Helps create a new line or verse using familiar words or ideas.
Uses "mi," "so," and "la"	tries to use the pitch notes "mi," "so," and "la" when singing or singing.
Stays on	Keeps a steady rhythm when clapping or performing the new verse.
Works with the Group	Shares ideas and listens to others during the group performance.
Performs with Confidence	Performs the class song or performing the verse for another class.

Do's & Don'ts Follow the do's and don'ts below for a better performance.

Do's	Don'ts
Help your group write a new line for the song	Don't talk over others or ignore their ideas.
Use "mi," "so," and "la" in your new verse	Don't make sounds that don't match the song.
Keep a steady beat while clapping or singing	Don't rush or slow down.
Listen carefully when others are performing	Don't interrupt during the performance.
Have fun and try your best	Don't worry if your idea isn't used every time.

Name: _____

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Curriculum Connection
C1.1, C1.3, C1.4

Short Answer

Write the new verse your group added to the song.

Blank lines for writing the new verse.

Drawing

Draw a picture of something from the verse you added.

Blank space for drawing a picture of something from the verse.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Adds	Did not help build a new line or help others.	Helped a little but needed lots of help.	Shared a simple idea for the new line.	Shared a clear idea and helped build a new line with the group.
Uses "mi," "so," and "la"	Did not use them.	Tried but used them incorrectly.	Used some pitch notes correctly.	Used all pitch notes clearly and correctly in the verse.
Stays on Beat	Lost the beat or clapped off rhythm.	Stayed on beat but needed help.	Stayed mostly on beat while performing.	Always stayed on beat with clear rhythm.
Works with the Group	Did not listen or share ideas.	Shared but did not listen.	Shared and listened sometimes.	Shared great ideas and listened carefully to others.
Performs with Confidence	Did not join the class performance.	Joined but looked uncomfortable or shy.	Performed with the group but not confidently.	Performed proudly and confidently with the class.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Same Song, Different Sound

What is Musical Style?

Musicians play music sounds. Even if two people play the same song, it can sound very different. One person might play it slowly and softly. Another person might play it fast and loudly. These differences are part of musical style.



Why Do Styles Sound Different?

Musical styles change with the person and the instruments they use. A guitar might sound calm, while drums can sound loud and strong. Some music sounds happy, and some sounds sad. This is why musical style can change the mood.

How Music Makes Us Feel

Different musical styles make us feel different emotions. A soft song can make us feel calm. A fast song can make us feel excited. Everyone feels music in a different way, and that is okay!

Let's Listen and Share

When we listen to music, we can talk about what we feel and hear. Sharing our thoughts helps us learn more about musical style.

Fill In The Blanks

Fill in the blanks with the correct word from the word bank.

WORD BANK

instruments

different

style

calm

tempo

- 1) Music can sound _____ depending on who plays it.
- 2) A musical _____ is how a song is played and felt.
- 3) A slow and soft song can _____.
- 4) The same _____ can feel _____ when the _____ or _____ change.

Colouring

Colour the picture below.



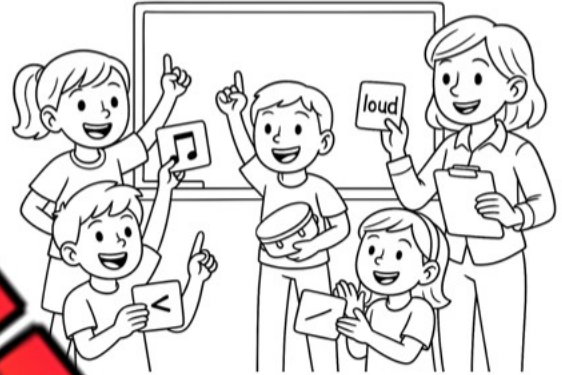
Memory Game: Symbol to Sound Match-Up

Objective What are we learning more about?

Students will demonstrate their understanding of music symbols, terms, and instruments by matching them to their meanings or sound categories. They will practise identifying pitch, duration, and timbre.

Materials What do we need for our game?

- ✓ A set of cards with musical symbols or instrument names (e.g., "crescendo", etc.)
- ✓ Matching cards with definitions or descriptions ("two eighth notes", "louder", "a percussion instrument")
- ✓ Optional: simple percussion instruments for sound demonstration





Steps How do we play the game?

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards (provided).
2. Have each group lay all the cards face down on a table or the floor.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
4. If a student finds a match, they remove those cards from the game and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

Cards

Memory Game Cards

Job	Natural Resource
	One eighth note
	Two eighth notes joined together
Drum	percussion instrument played by hitting
Crescendo	Gets louder slowly
Piano (p)	Play softly

Cards

Memory Game Cards

Job	Natural Resource
Fort (f) (f)	Play loudly
Triangle	A metal instrument that rings when struck
Violin	A stringed instrument played with a bow
Flute	A woodwind instrument you blow into to make sound
Quarter Note (♩)	One beat

Cards

Memory Game Cards

Job	Natural Resource
Carillon	A percussion instrument which jingles
Legato	Play smoothly and connected
Staccato	Play short and detached
Trumpet	A brass instrument played by blowing and pressing
Xylophone	A percussion instrument with wooden bars

PERVALENT