What we are learning…

in 2nd Grade Music

March

The second grade music students are becoming more proficient in their music reading skills. Sight reading a song requires that they music understand the relationship of the beat and rhythm, understand the function of the music staff, and derive the rhythm and pitch of the song we are singing from the printed notation. This skill is a major goal in becoming musically literate.

In studying rhythm, we use the rhythmic symbols of quarter note ( q), eighth notes ( sq), half notes ( w), and quarter rests ( Z ). Using these rhythms in combination with various meters of 2 and 4 beats per measure is the focus of rhythm study. Students need to be able to look at a song’s rhythm and derive the song’s name from the rhythm symbols alone.

The more we identify the pitches of the songs we sing the more accurate our pitch matching becomes while singing. The second grade students now can identify and sing the pitches ***so, mi, la,*** and ***do***. The addition of ‘**do**’ to our pitch repertoire brings a vast new are of music learning. Locating pitches on the staff and understanding their relationships on the line and spaces lay the foundation for all further music reading skills. We will continue to practice ‘**do**’ this year and have begun preparing for the naming of the fifth pitch.

We have been looking at songs written on the music staff. We are reinforcing musical notation with symbols that we know, which include: measure, bar line, double bar line, repeat sign, meter sign, quarter note, eighth notes, quarter rest and half note.

The game songs we have been using are: “Knock the Cymbals”, “Wallflowers”, “John Kanaka”, “Mouse, Mousie”, and “Sorida”. Moving together to a steady beat is still a skill that we continue to practice.