



# Music

Student Activity Book

Piano



Eighth notes

Child singing





# Core Knowledge Music: Grade 2

Student Activity Book

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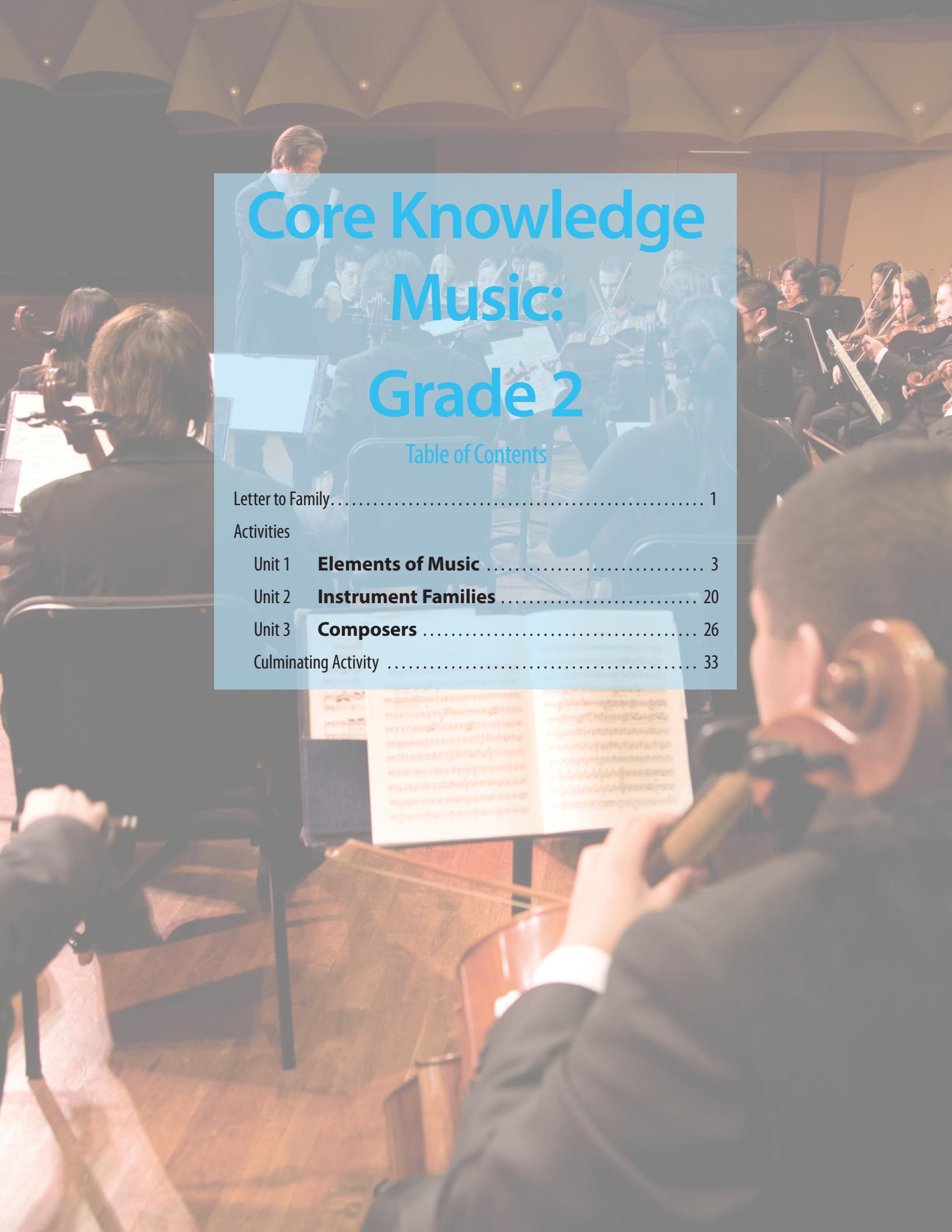
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# Core Knowledge Music: Grade 2

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**Core Knowledge Music**  
**Grade 2**  
**Student Activity Book**

This Activity Book contains pages that accompany many of the lessons from the Teacher Guide for Grade 2 Music. Each activity is identified by the unit and lesson number in which it is used. The Activity Book is a student component, which means each student should have an Activity Book.

Dear Family Member,

It is exciting to start the new year—a warm welcome to you and your student.

This year, your student will be using a music program called Core Knowledge Music (CKMusic). It is an innovative set of K–8 instructional materials developed by the Core Knowledge Foundation, including an Activity Book for student use and many opportunities for interacting with music and creating music in the classroom.

In Grade 2, students will continue to explore all forms of musical participation while beginning to learn the basic foundations of reading musical notation. The goal is for students to enjoy the pleasures of music and in the process gain a deeper understanding of it. Grade 2 students will continue to develop preferences, opinions, and reasons why they prefer one musical selection to another.

The three units of study in Grade 2 CKMusic are as follows:

### **1. *Elements of Music***

Music is made up of several basic elements: rhythm, melody, harmony, form, dynamics, and timbre. Students will study these elements throughout their Core Knowledge Music education. In Grade 2, students will review and extend their learning about rhythm, melody, form, dynamics, and tempo. They will also begin their studies of notes on the staff, rhythmic notation, and solfege (do-re-mi) syllables. They will learn the lyrics and melodies to traditional folk songs such as “Erie Canal” and “John Henry” as well as classical music such as *The Four Seasons* by Antonio Vivaldi. They will also learn the words to American patriotic music such as “The Star-Spangled Banner” and “This Land Is Your Land.”

### **2. *Instrument Families***

Students will learn that instruments can be classified into families depending on how they make sound. Students will focus on the woodwind, brass, string, percussion, and keyboard families of instruments in Grade 2.

### **3. *Composers***

Students will begin their biographical studies of notable composers and their works. In Grade 2, students will learn about Antonio Vivaldi, Johann Sebastian Bach, and Ludwig van Beethoven.

Throughout the year, students will be listening, singing, performing, moving, and improvising to the music in class.

Please let us know if you have any questions.



## The Tempo of My Life

Think about something you like to do and what music you think could go with it. Would the tempo be fast or slow? Write your ideas in the chart.

What I Like to Do	Fast or Slow Tempo?

Draw a picture of one of your ideas. Write a sentence to go with it.



NAME: \_\_\_\_\_

## John Henry Swings His Hammer

Read about John Henry. Then answer the question and color the picture.

## John Henry Swings His Hammer

When John Henry uses his hammer, you can hear the sound for miles. First, you hear his swing. It sounds like the wind. Swoooooosh! Then you hear his hammer hit steel. Clang! Over and over and over. Swoooooosh. Clang. Swoooooosh. Clang. Swoooooosh. Clang.

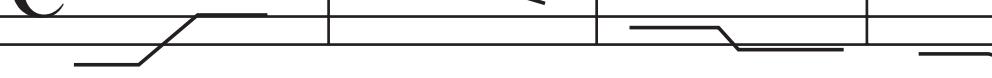
How is the sound of John Henry's hammer like the long and short sounds in music?

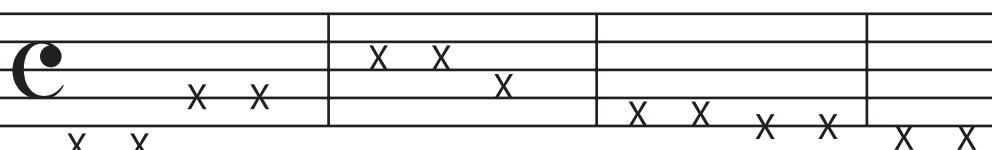


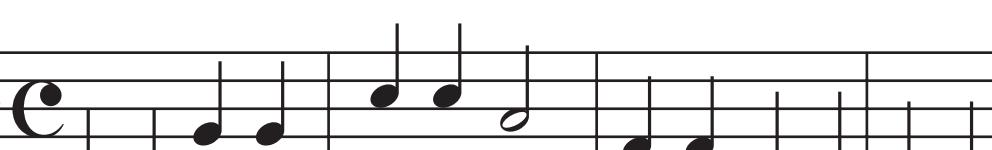
# Melody Listening Guide

Follow along with the melody of “Twinkle, Twinkle, Little Star.”

1.   
2.   
3. 

1. 

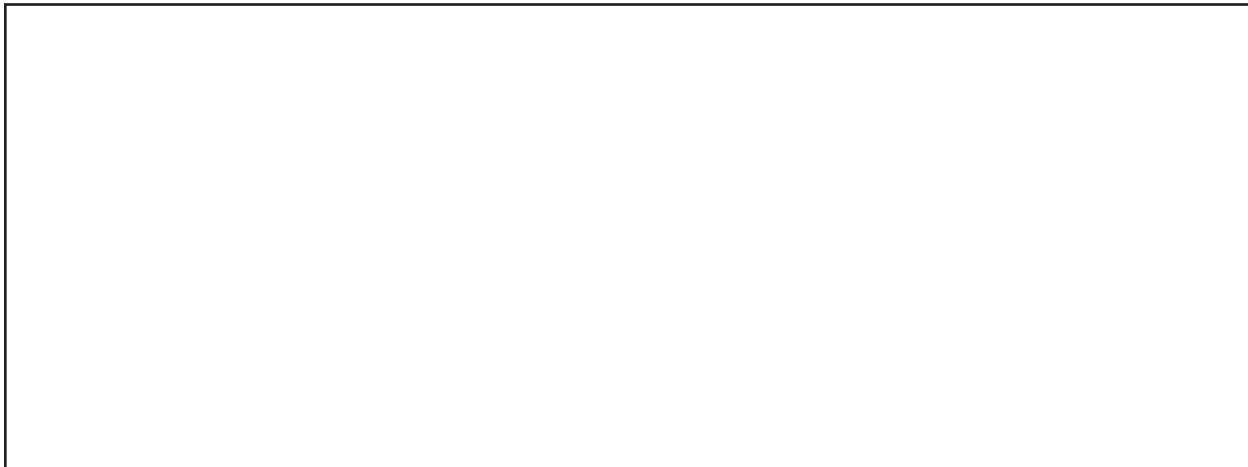
2. 

3. 

Twin - kle, twin-kle, lit - tle star, how I won-der what you are.

## “De colores”

1. What do you like that is colorful? Draw and write about something colorful.



---

---

2. Listen to the melody of “De colores.” Hum along.

How do you feel when you hear and hum this melody? Draw and write to show how the melody makes you feel.



---

---

## Higher or Lower Pitch?

Your teacher will play two pitches. If the second pitch sounds higher, draw an arrow pointing up. If the second pitch sounds lower, draw an arrow pointing down.

1.

---

4.

---

2.

---

5.

---

3.

---

6.

---



## Rounds

“Row, Row, Row Your Boat” is a familiar round. Work with a small group to sing or play the song as a round. Perform the round for the class.

Musical notation for the first line of the song. The key signature is G major (one sharp), and the time signature is common time (4/4). The melody consists of quarter notes and eighth notes. The lyrics are: Row, row, row your boat,

Musical notation for the second line of the song. The melody continues with quarter notes and eighth notes. The lyrics are: gent - ly down the stream, \_\_\_\_\_

Musical notation for the third line of the song. The melody continues with quarter notes and eighth notes. The lyrics are: Me - ri - ly, me - ri - ly, me - ri - ly, me - ri - ly,

Musical notation for the fourth line of the song. The melody continues with quarter notes and eighth notes. The lyrics are: Life is but a dream. \_\_\_\_\_

## Repetition

1. Read the lyrics for the first part of “Erie Canal.” Underline the two lines that repeat.

*I've got a mule and her name is Sal*

*Fifteen years on the Erie Canal*

*She's a good old worker and a good old pal*

*Fifteen years on the Erie Canal*

2. Write your own lyrics to the same melody. Two of the lines should repeat, just like the “Erie Canal” lyrics. Draw a picture to go with your new lyrics.

---

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---

---

NAME: \_\_\_\_\_

## Verse and Refrain

It's your turn to write a song with a verse and a refrain! You can use the melody of one of the songs you sang today or make up your own. Write your lyrics here. Then share your new song with others.

**Title:** \_\_\_\_\_

## Verse:

---

---

---

---

## Refrain:

---

---

---

---

---

NAME: \_\_\_\_\_

Unit 1 Lesson 13

Soft and Loud,

*Piano and Forte*

## ***Piano and Forte***

What do you think of when you hear soft music? What about loud music? Write what you think about as you listen to the dynamics in the music. Draw pictures to go with your writing.

**When I hear *piano* (soft) music, I think about . . .**

---

---

**When I hear *forte* (loud) music, I think about . . .**

---

---

## Getting Louder, Getting Softer

Work in a small group. Take turns playing a rhythm that gets louder and softer on your instruments.

Then answer the questions.

1. **How did you use dynamics on your instruments?**

---

---

2. **Use colors and lines to show music getting louder and getting softer.**





## Whole Notes and Half Notes

1. Follow the directions in the table to clap and count whole notes and half notes.

Whole note = 4 beats each	Half note = 2 beats each
Clap on "1," whisper "2, 3, 4."	Clap on "1," whisper "2"; and clap on "3," whisper "4."

2. Now clap and count the rhythms below.

a.  |  ||

**C = Clap**  
**W = Whisper**

**C1 W2 W3 W4      C1 W2 W3 W4**

b.   |  ||

**C1 W2 C3 W4      C1 W2 W3 W4**

c.   |   ||

**C1 W2 C3 W4      C1 W2 C3 W4**



## Quarter Notes and Eighth Notes

1. Follow the directions in the table to clap and count quarter notes and eighth notes.

Quarter note = 1 beat each	Eighth note = $\frac{1}{2}$ beat each	
Four quarter notes, each with a stem pointing down.	Four eighth notes, each with a stem pointing down. The first note has a vertical bar above it, and the second note has a horizontal bar above it.	Four eighth notes, each with a stem pointing up. The first note has a horizontal bar above it, and the second note has a vertical bar above it.
Clap on each note: "1, 2, 3, 4."	Clap on each note, counting "1 and 2 and 3 and 4 and."	

2. Now clap and count the rhythms below.

a.

| ||

C1 C2 C3 C4      C1 C2 C3 C4      C = Clap  
W = Whisper

b.

| ||

C1 C+ C2 C+      C3 C+ C4 C+      C1 C2 C3 C4

c.

| ||

C1 W2 W3 W4      C1 C+ C2 C3 C4



## The Sound of Silence

- Follow your teacher's directions, using the table to clap and count the notes and rests.

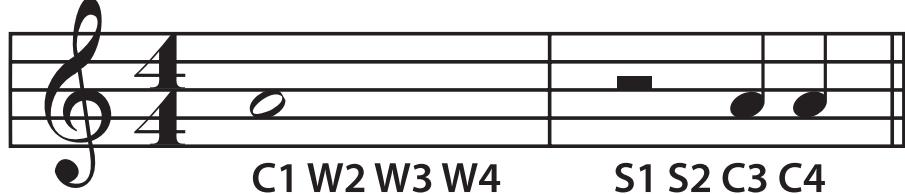
Whole note and whole rest = 4 beats each	Half note and half rest = 2 beats each	Quarter note and quarter rest = 1 beat each	Eighth note and eighth rest = $\frac{1}{2}$ beat each
			
Clap on "1", whisper "2, 3, 4"; silence on "1, 2, 3, 4."	Clap on "1," whisper "2"; silence on "3, 4."	Clap on each note "1, 2"; silence on "3"; clap on "4"	Clap on "1," silence on "and"; clap on "2," silence on "and"; clap on "3," silence on "and"; clap on "4," silence on "and."

- Now clap and count the rhythms below.

a. 

**C = Clap**  
**W = Whisper**  
**S = Silence**

b. 

c. 



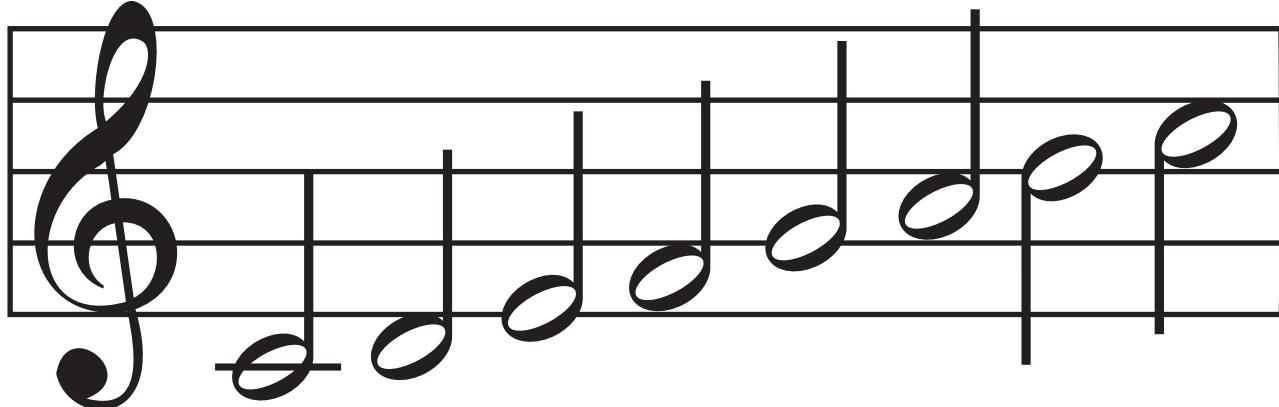
## Name the Notes

1. Write the letter name of each note on the line above the staff.

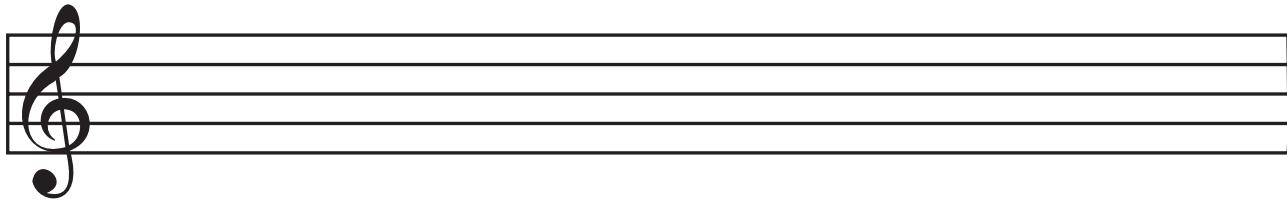
Middle

C

A



2. Draw notes in any order on the staff. Then write the letter name of each note you drew.



NAME: \_\_\_\_\_

Unit 1 Lesson 18  
Scales and Do-Re-Mi  
Syllables



## Do-Re-Mi

1. Write the do-re-mi syllable for each note, starting on the line below the staff.

do \_\_\_\_\_

la \_\_\_\_\_

2. Draw notes in any order on the staff. Then write the do-re-mi syllable for each note you drew. Use the C-major scale above to help you.

## Instruments and Their Sounds

Listen to the sound each instrument makes. Write words that describe the timbre of the sound.

Violin



Viola



Cello



## Unit 1 Assessment

rhythm	tempo	melody	steady beat	round
repetition	harmony	dynamics	pitches	timbre

1. Listen to “Canoe Song.” Describe the song. Use two or more words from the box in your description.

---

---

clef	notation	rest	scale
solfège	staff	verse	

2. Complete the sentences.

A \_\_\_\_\_ is a series of notes in order of pitch.

A \_\_\_\_\_ is the symbol for silence in musical notation.

3. Circle the note that lasts for two beats.



4. Fill in the letters of the scale that are missing.

## The Woodwinds

1. Listen to the sound. What instrument do you hear? Circle it.



2. Listen to the sound. What instrument do you hear? Circle it.



3. Look at the instruments. Which one is not a woodwind? Draw an X on it.



## The Brass

1. Which brass instrument would you like to learn to play? Circle it.



2. Why do you think this instrument would be fun to play? Write your answer and draw yourself playing the instrument.

---

---

---

## The Strings

How are the instruments in the string family the same and different? Choose two string instruments. Complete the chart.

List two string instruments:

Same	Different

NAME: \_\_\_\_\_

## Percussion

**Invent your own percussion instrument!**

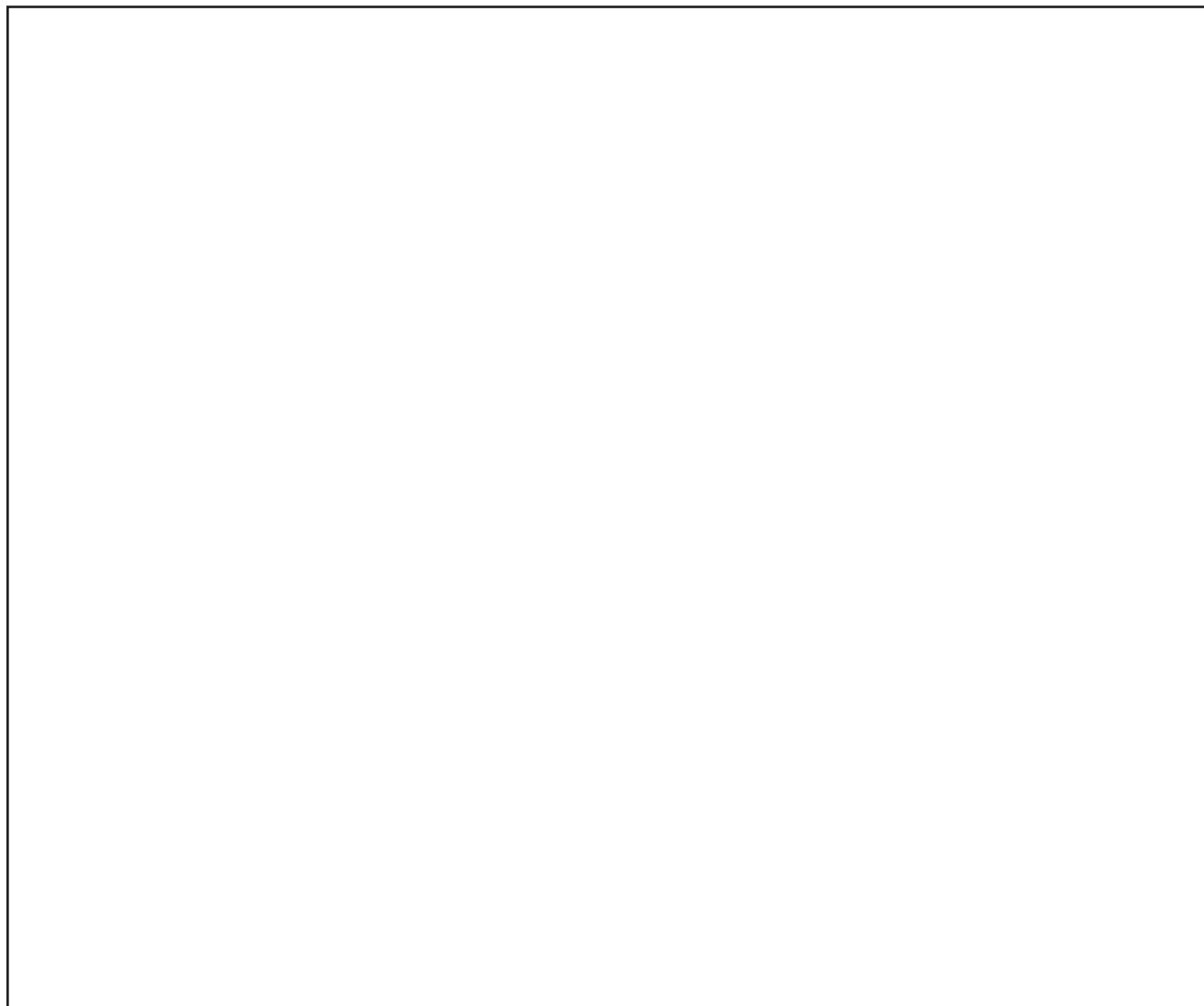
**Name your instrument and tell how to play it.**

My instrument is called \_\_\_\_\_

You play it by \_\_\_\_\_

---

**Draw your new percussion instrument.**



## Keyboard Instruments

Circle the keyboard instruments.



## Unit 2 Assessment

1. Listen to the music your teacher plays. What instrument do you hear?

---

2. Listen to the music your teacher plays. What instrument family do you hear?

---

3. Complete the sentences with words from the word box.

brass	keyboard	percussion	string	woodwind
-------	----------	------------	--------	----------

To play \_\_\_\_\_, you hit or strike the instrument.

The violin is the smallest of the \_\_\_\_\_ family.

There are both black and white keys on the \_\_\_\_\_ of a piano.

A clarinet is part of the \_\_\_\_\_ family.

\_\_\_\_\_ players buzz their lips into the mouthpiece of the instrument.

4. Circle the string instrument that can play the lowest pitches.



Violin



Cello



Double bass



Viola

5. Circle the percussion instrument that can play different pitches.



Maracas



Xylophone



Triangle



Cymbals



## Meet Antonio Vivaldi

### Read about Antonio Vivaldi.

Antonio Vivaldi was a composer. He lived during the Baroque period in music.

Vivaldi was born in 1678. He lived in Venice, Italy. He spent most of his life teaching music at a school for girls. Part of his job there was to compose music for the girls' orchestra to play. He composed several pieces each month!

Vivaldi was also a Catholic priest. At the school, people called him "The Red Priest" because he had red hair.

Vivaldi was a great violinist. He wrote many pieces that showcased his violin skills. He also composed music for singers and religious music.



Complete the sentences with words from the word box.

teacher

violin

Italy

operas

Antonio Vivaldi lived in \_\_\_\_\_. He played the \_\_\_\_\_. He was a composer, priest, and \_\_\_\_\_.

## The Music of Antonio Vivaldi

Your teacher will play music from Vivaldi's *The Four Seasons*.

Listen to the music of each season. Then draw to show what each selection makes you think about that time of the year.



Spring	Summer
Autumn	Winter



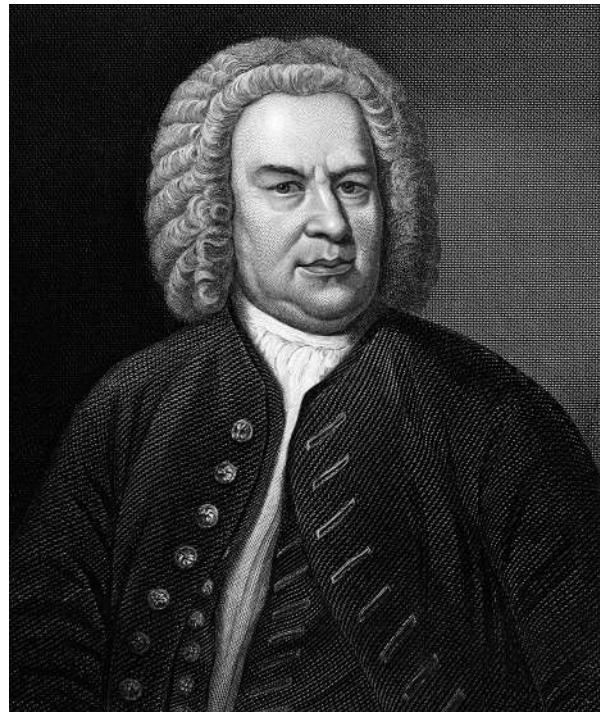
## Meet Johann Sebastian Bach

## Read about Johann Sebastian Bach.

Johann Sebastian Bach was a composer during the Baroque period in music. He is one of the greatest composers in Western music.

Bach was born in 1685 in Germany. There were many musicians in his family! When he was young, he learned to play the keyboard. He became a church musician. He composed many pieces for church choirs. He also wrote many pieces for instruments.

Bach's music was often very carefully put together. Every note was written before the piece was played. But he also improvised, or made up music as he was playing. He even wrote pieces that let certain musicians within the group of performers improvise as part of the piece!



Write three facts you learned about Johann Sebastian Bach.

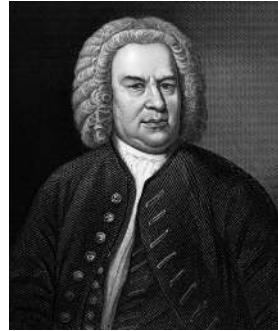
NAME: \_\_\_\_\_

## Unit 3 Lesson 2

### Johann Sebastian Bach

# The Music of Johann Sebastian Bach

Your teacher will play Bach's Toccata and Fugue in D Minor. Listen to the music and think about a story it could tell. Then write your story idea on the lines. Draw a picture to go with your story idea.





## Meet Ludwig van Beethoven

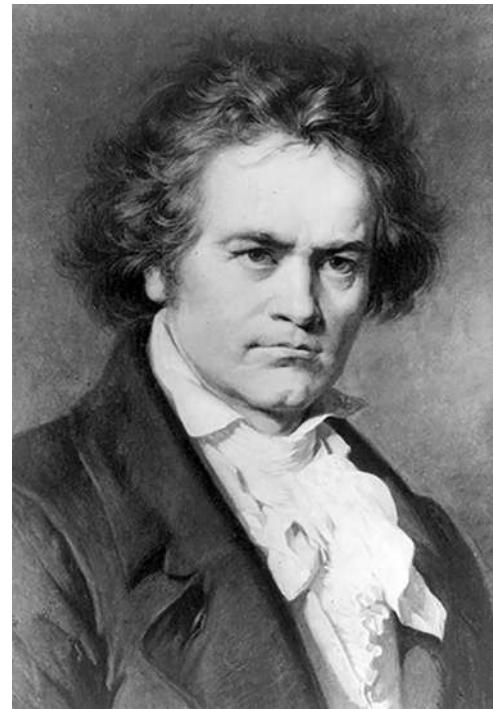
### Read about Ludwig van Beethoven.

Ludwig van Beethoven was a composer during the Classical period of music. His later work led the way to the Romantic period.

Beethoven was born in 1770 in Germany. He learned to play keyboard instruments, including the organ. He also played the viola.

He began to lose his hearing in his twenties. After a while, he could not hear at all. But he kept composing music. He could still imagine the sound.

Beethoven wrote nine symphonies. A symphony is a long piece that an orchestra plays. His Ninth Symphony is very famous. But he was never able to hear this famous piece!



Complete the sentences with words from the word box.

organ

hearing

Germany

viola

Ludwig van Beethoven lived in \_\_\_\_\_. He played the

\_\_\_\_\_ and the \_\_\_\_\_. He lost his

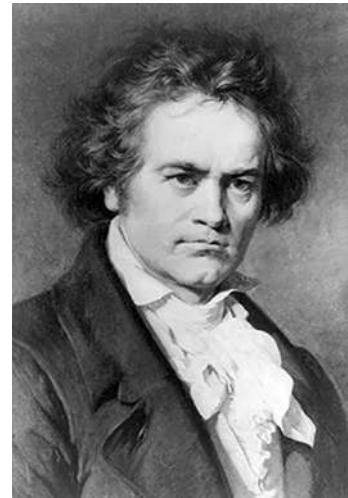
\_\_\_\_\_, but he kept writing music!

# The Music of Ludwig van Beethoven

## What is your opinion of Beethoven's music?

**Use the OREO method to write your opinion: Opinion, Reason, Example, Opinion.**

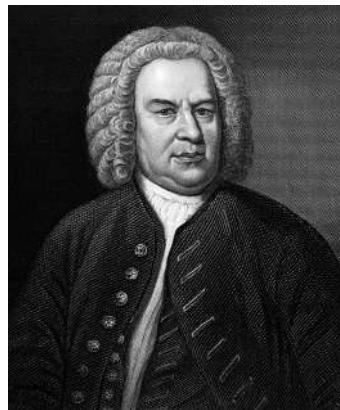
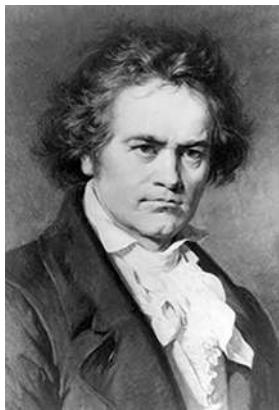
1. State your opinion.
2. Use the word **because** to give a reason.
3. Give an example from the music you listened to.
4. State your opinion again.



I think Beethoven's music \_\_\_\_\_

because \_\_\_\_\_

## Unit 3 Assessment



Complete the sentences with words from the word box. Choose carefully! There is one extra word that you will not use.

church

concerto

composer

hear

seasons

1. A \_\_\_\_\_ is someone who writes music.
2. Vivaldi wrote violin concertos about the \_\_\_\_\_.
3. Beethoven wrote music even though he could not \_\_\_\_\_ it.
4. Bach wrote many pieces of music for his job at a \_\_\_\_\_.
5. Listen to the music. Use words and pictures to describe the feelings in the music.

# My Music Learning Presentation Planner

**Use the chart to plan your presentation. As you plan, remember to use ideas and information from all three units.**

## My presentation is about ...

## An idea from Unit 1:

## An idea from Unit 2:

### An idea from Unit 3:

Write the text of your presentation on the lines or on your own paper.





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A comprehensive program in visual arts and music: integrating topics in theory and performance, encouraging creativity, and exploring different cultural expressions and concepts specified at each grade level in the *Core Knowledge Sequence* (Content and Skill Guidelines for Grades K–8)

**Core Knowledge GRADE 2**

units in this volume include:

**Elements of Music  
Instrument Families  
Composers**

**See Core Knowledge Visual Arts Grade 2 for more  
information about Grade 2 Visual Arts units.**

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