

Holy Names Music Curriculum - Grade 2

	Materials	Element	Skill development	Games	Additional Materials
1	<i>We Are Dancing</i>	ta ti-ti	review with beat, rhythm, RN and write R. Change R to match next song, Ss read and ID.		
	<i>Lucy Locket</i>	s-l-s-m	sing and draw M. Review with MN, add HS, as T writes under R.		
		beat/rhythm	read ta ti-ti patterns from flash cards, S(s) improvises patterns, others echo		
2	<i>Burnie Bee</i>	s-m/s-l-s-m	derive MN for each motive		Walsh #12
	<i>Old Mr. Woodpecker</i>	s-m-d-Z	read 1st phrase from staff and ID, compare 2nd phrase (same), then 3rd - do! Read w/ MN and memorize song.		
	<i>We Are Dancing</i>	ostinato	Review with RN, then perform with ta ti-ti ostinato		
3	<i>Bounce High</i>	s-l-s-m	sing with MN from tone set on board		Walsh #16
	<i>Little Robin Redbreast</i>	s-sl-s-m	IH as T pts to tone set. ID and sing with MN. Put motives in order, sing		
	<i>Bell Horses</i>	ta ti-ti ta Z	review with beat, R, derive R for each motive and write		
4	<i>Doggie, Doggie</i>	s-ml-s-m	IH and draw M. Derive MN for each motive		
	<i>Little Sally Water</i>		read 1st half on staff and ID, memorize		
	<i>Great Big House</i>	ostinato	Sing with ti-ti ta ostinato, then with ta ti-ti. Then together (1/2 & 1/2)		
5	<i>Little Sally Water</i>	s-ml-s-m	read from HS and ID		Walsh #17
	<i>Ickle Ockle</i>		read from stick notation (SN). Transfer motive to staff		
	<i>I See the Moon</i>	R part-work	clap R of Ickle Ockle while hearing I See the Moon. Try together in parts.		
6	<i>I See the Moon</i>	s-md	sing and draw M. Review pitches, then sing w/ MN and HS. Find 1st motive, read other s-m-d and s-d		Walsh #30
	<i>Mouse, Mousie</i>	s-md/s-d	read song from staff. Repeat, conducting. Sing in canon		
			Ss play s-m-d motives on bells, class sings with MN		
7	<i>Hot Cross Buns</i>	m-r-d	sing and draw M, review MN and HS.	Oats and Beans	
	<i>Frog in the Meadow</i>		read from tone ladder, sing with HS. Echo m-r-d patters from HS		
	<i>Kodaly 333, #52</i>		read from SN, take turns by motive		
8	<i>Hot Cross Buns</i>	m-r-d	review with MN. Repeat, IH m-r-d Z motives	Mail Myself to You	Walsh #73
	<i>Let Us Chase the Squirrel</i>	d-r-m	read from SN. Transfer 1st motive to staff		
	<i>Kodaly 333, #52</i>		review, reading from staff. Add ta ti-ti ostinato.		
9	<i>Closet Key</i>	m-r-m	sing and draw M while looking at tone ladder. sing with MN & HS. T writes 2nd motive on staff, compare/change to 4th motive	Sally Go Round the Sun	Walsh #75
	<i>Bow Wow Wow</i>		read song on staff and ID. Sing with text as T adds 4 beat meter ostinato. Ss sing text and perform ostinato,		
	<i>Sea Shell</i>	half note prep	sing and keep beat. Discover new rhythm that lasts for 2 beats		
10	<i>Kodaly 333, #52</i>	r-m	read from HS and ID		Walsh #74
	<i>Mary Had a Little Lamb</i>		read (new) song from staff with MN and HS and ID. Sing text. Memorize		

Holy Names Music Curriculum - Grade 2

	<i>Phoebe</i>	half note prep	sing and keep beat, listening for new R. Learn hand motion for half note.		
11	<i>Starlight</i>	m-r-m	echo (mrd, drm, mrm, msm) from MN, then from loo. Combine mrm-msm, ID song. Read and fill in missing motive.		Walsh #80
	<i>Hush Little Baby</i>	half note prep	sing and keep beat, listening for new R. review with hand motion. Find on which beats R occurs, using beat		
12	<i>Starlight</i>	ms-mr-d	review w/MN, ID another song that ends this way	Obwisana	
	<i>Great Big House</i>	m-r/m-s-l	ID song, read w/MN from SN (hum on missing mm (3-4). Fill in missing MNs, memorize, add 2 beat meter ostinato		
	<i>Sea Shell</i>	half note pres	learn name of new R and how it's		
13	<i>Let Us Chase the Squirrel</i>	d-r-m	sing song with 2 beat meter ostinato. Review/sing with MN. Sing with MN and 2 beat ostinato. Perform in canon after 2 beats.		Walsh #81
	<i>Sailor, Sailor</i>	r-m-r-d	read as T points to tone ladder		
	<i>Suo-gan</i>	r-d-r/r-m-d	read from HS (sing d-r-m, IH other). Read aloud from HS, then learn text.		
	<i>Phoebe</i>	half note	review w/RN, read R with 2 beat meter ostinato, add barlines		
14	<i>Great Big House</i>	m-r/m-s-l	review w/ MN & HS. Layer 2 beat R ostinati: ti-ti ta, ta ti-ti, ta Z.		Walsh #82 2-part
	<i>Little Sally Water Pease Porridge Hot</i>	repeat	read LSW and PPH. Notice 1st two motives are the same, introduce		
	<i>Here Comes a Bluebird</i>	half note	sing and keep beat, listening for half note; clap R and IH RN, perform w/		
15	<i>Here Comes a Bluebird</i>	half note	read 1st half and ID, then 2nd half to see if it is the same. If M & R not exact repeat, can't use repeat sign.		Walsh #88
	<i>Ring Around the Rosie</i>	repeat	sing w/MN, put motives in order, any repeat, how to write?		
	<i>Bow Wow Wow</i>	do pentatonic	sing and draw M. Sing with MN from tone ladder, introduce do pentatonic		
16	<i>Suo-gan</i>	r-m-d	read from HS, review w/ text.		
	<i>Kodaly 333 # 49</i>	r-m-d	read from staff, chain sing		
	<i>Sailor, Sailor</i>	r-m-r-d	Ss & T take turns w/MN, by motive.		
	<i>Bye, Bye Baby</i>	half note	echo R motives with half note, read from flash cards. Find R motive in		
17	<i>Phoebe</i>	half note	read R and ID. T changes R to next song		
	<i>Sea Shell</i>				
	<i>Valentine</i>	r-m	write missing M in SN, transfer r-r-m to staff, do pentatonic?		
	<i>Great Big House</i>	do pentatonic	sing w/ MN, collect notes and create tone ladder, do pentatonic?		
18	<i>Great Big House</i> <i>Sea Shell</i> <i>Valentine</i>	Q & A	sing songs w/ text, T singing 1st phrase, Ss singing 2nd, discover Q & A in music		
	<i>Bow Wow Wow</i>	do pentatonic do drone	read R, derive M and write under R. review do pentatonic, sing MN w/ do		
		ta, ti-ti, half	sing RN from motives played on		
19	<i>Valentine</i> <i>Let Us Chase the Squirrel</i> <i>Bye, Bye</i>	Q & A	Sing songs in Q & A (T/Ss), review concept. Repeat, w/ MN. Notice A ends on do, Q ends above do.		
		half note	improvise patterns w/ half note for class to echo and write		
20	<i>Great Big House</i>	Q & A	Sing as Q & A (1/2 & 1/2 class). In SN, fill in missing M for 2nd phrase.		
	<i>Kodaly 333 #49</i>		read on staff. O & A? 2 Ss perform O &		

Holy Names Music Curriculum - Grade 2

	<i>Rocky Mountain</i>	ostinato	echo R patterns w/ RN, write one to use as ostinato w/ RM		
21	<i>Let Us Chase the Squirrel</i>	1st & 2nd ending	read on staff, ID, review and perform as Q & A. introduce 1st & 2nd endings		Walsh #90
	<i>Rocky Mountain</i>	d-m-s-l	find and perform Q & A (in chorus). Derive MN for chorus		
	<i>Sea Shell</i>	half note	read R patterns from flash cards, repeat while singing song		
22	<i>Hush Little Baby</i>	melodic ostinato	sing and keep beat to find half notes, sing and tap R, then sing with RN. Use last motive as M ostinato with song.	Ida Red	Walsh #91
	<i>Rocky Mountain</i>	d-m-s-l	review chorus with MN		
	<i>Mockingbird</i>	l-s-m-d	read motives from tone ladder, include l-s-m-d. Find in song on staff. Read		
23	<i>Valentine</i>	1st & 2nd ending	after review of endings, read song & ID		
	<i>Kodaly 333 #50</i>	repeat	read. Then solos on 1st motive, class performs repeat		
	<i>Mockingbird</i>	4 meter prep	sing song with 4 meter body ostinato		
24	<i>Bye, Bye Baby</i>	half note	sing and tap R, sing with RN as T writes. Rocking, is in 2, sing RN and conduct, Ss add bar lines	Who's That?	
		r-s	T adds MN for motives 1 & 3, Ss derive MN for motives 2 & 4		
	<i>Button You Must Wander</i>	r-s	listen for r-s, find text it happens on		
	<i>Kodaly 333 #239</i>	half note 1st & 2nd	read R, then M w/ HS		
25	<i>Starlight</i>	do pentatonic scale	sing w/ text & do drone, then with MN & drone. ID do pentatonic. Ss sing scale. Repeat as T adds canon after 2 beats. Switch.		Walsh #92
	<i>Button You Must Wander</i>	r-s	sing and draw M, listen for # of phrases. Repeat to listen for form. put flash cards (staff) in order, sing w/		
	<i>White Sails</i>	r-s	read (new) song on staff, learn words.		
26	<i>White Sails</i>	r-s	review w/ text, then w/ MN, fill in last motive on worksheet.		
	<i>Sea Shell</i>	rhythm canon	read from SN, add rhythm canon		
	<i>Kodaly 333 #228</i>	Q & A	read in SN, clapping R for last motive (which is missing M). Ss improvise last motive, then read Kodaly's		
27	<i>Chiney Doll</i>	s-r	isolate last motive, compare to s-m-r-d.	Pourquoi	
	<i>Kodaly 333 #237</i>	s-r	find and read motives w/ s-r, then read exercise.		
	<i>Button You Must Wander</i>	half note	read rhythm and ID. Review and write MN for last 2 phrases, transfer last motive to staff		
28	<i>Valentine</i>	Q & A	read song from SN and ID Q & A.	Old Sow	
	<i>Dvorak</i>		change gradually to Dvorak, each time T reading Q as Ss read A		
	<i>Hot Cross Buns</i>	4 meter prep	sing and follow T in 4 meter ostinati; discover groupings and improvise other ostinati		
29	<i>Kodaly 333 #237</i>	s-r	review song, perform w/ ta ti-ti ostinato	Hey-a Yung-a	
	<i>Kodaly 333 #223</i>	s-r; Q & A	read exercise (look for s-r first), notice Q & A, repeat w/ conducting		
		r-s	After r-s echoes, Ss improvise motives with r-s, then write one on staff		

Holy Names Music Curriculum - Grade 2

	<i>Down Came a Lady</i>	4 meter prep	sing w/ RN from board, perform w/ 4 meter ostinati, mark strong beats		
30	<i>Dvorak</i>	Q & A	Listen and ID song. T sings Q w/ MN, Ss sing A. Listen further to notice what happens to theme.		Walsh #104 2-part
	<i>White Sails</i>	R part-work	Read/review song on staff. Repeat as T claps R of 2nd part. Ss describe relationship to 1st part. Ss perform in 2 parts (1/2 sing 1st part, 1/2 claps R		
	<i>Bow Wow Wow</i>	4 meter	sing with RN from board and perform 4 meter ostinato, mark strong beats, introduce 4 meter, w/ bar lines and 4		
31	<i>Down Came a Lady</i>	4 meter	add bar lines to R, after singing RN and performing 4 meter ostinato		
	<i>Button You Must Wander Bow Wow Wow Sea Shell Rocky Mountain Valentine</i>	do pentatonic	read motives from flash cards and ID songs--do pentatonic?		
	<i>Hush Little Baby</i>	la, prep	sing and draw M, review review known notes, listen for new note. What notice?-lower than do. Whie drawing, sing w/ MN and hum on new note to		
32	<i>Hot Cross Buns Bow Wow Wow</i>	4 meter	Ss sing songs w/ RN and 4 meter ostinato: read HCB from board, change to next song and ID.		
	<i>White Sails</i>	r-s	song in 2 parts (2nd, R only) on board. Read M and ID, perform 1/2 & 1/2, then try doing both (after T		
	<i>Phoebe</i>	la, prep	song is in SN, with last notes of each motive missing. sing MN and hum on missing notes to listen for new note;		
33	<i>Bow Wow Wow</i>	4 meter	add barlines on staff - worksheets		
	<i>Rocky Mountain</i>	d-m-s-l	review MN of chorus, create tone ladder		
	<i>Cumberland Gap</i>	la, - name	sing and draw M to listen for new note. Sing MN and hum on new note, review that it is lower than do. Step or skip? Learn name of new note, place on tone ladder and review HS		
	<i>Here Comes a Bluebird</i>	4 meter	Sing Mn and tap meter ostinato, then add barlines on staff.		
34	<i>Kodaly 333 #222</i>	s-r	read, notice AABA form		
	<i>Hush Little Baby</i>	la, on staff	review MN & HSforf new note and sing with MN & HS. Place new note on staff. Use last motive as M ostinato.		
	<i>Bow Wow Wow</i>	conducting in 4	sing with RN and 4 meter ostinato. Learn conducting pattern for 4. sing in canon while conducting		
35	<i>Phoebe</i>	la, - read	read song from staff and ID, perform as Q & A as conduct - memorize,	Walk Daniel	
	<i>Down Came a Lady</i>	4 beat R ostinato	perform 4 beat R patterns as sing Down Came a Lady		
	<i>Jim Along Josie</i>	la,	find low la in this song and sing w/ MN		
36	<i>Cumberland Gap</i>	la, - write	review w/ MN and HS, sing from staff, fill in missing note, memorize and write last motive		
	<i>Here Comes a Bluebird</i>	4 meter	write missing m (ta-ta ti-ti ti-ti:. sing and clap R. Repeat from SN, clapping		
	<i>Kodaly 333 #252</i>	drm sl	read exercise, w/o last motive. Ss improvise last motive, then read K's.		
37	<i>Kodaly 333 #252</i>	ostinato	review exercise, add ta ti-ti- ostinato	Down in the Valley	

Holy Names Music Curriculum - Grade 2

	<i>White Sails on the Sea</i>	2 part work	T adds second part as Ss sing song, listen for relationships, w/ text, then MN. T can lead Ss w/ HS, switching		
	<i>Down Came a Lady</i>	conducting in 4	after singing with improvised ostinati, review conducting pattern w/ this song		
38	<i>Skin and Bones</i>	d-l,	derive MN of last motive		
	<i>Cock Robin</i>	4 meter ostinato la drone, l,-d	sing songw/ 4 meter ostinato, then w/ low la drone, derive M for last phrase, using tone ladder		
	<i>Alabama Gal</i>	syncopa prep	sing and clap R while stepping beat		
39	<i>Cock Robin</i>	l,-d	SN for last 2 phrases, review/fill in M for last phrase.	All 'Round the Brickyard	
	<i>My Paddle</i>	syncopa prep	review known Rs, find new R that lasts 2 beats, and has 3, uneven, sounds.		
	<i>White Sails on the Sea</i>	2 part on staff	read song on staff in 2 parts		
40	<i>Hill and Gully Rider</i>	syncopa prep	find and review new R, notice where words fall in relation to beat icons	All Around the Race-	
	<i>My Good Old Man</i> <i>Cock Robin</i>	l,-d-m, l,-m	derive M for 1st phrase, then last; find last phrase on staff. Read other phrases (<i>Cock Robin</i>) ID and put in		
41	<i>My Good Old Man</i>	la pentatonic	Read w/ MN as T pts to tone set. Id song. How many notes? Final? Do		
	<i>Jim Along Josie</i>	do pentatonic	read Jim along Josie from tone ladder--pentatonic? La pentatonic or do? Compare feeling		
	<i>Alabama Gal</i>	syncopa prep	compare new R to ostinato of eighth notes to find where sounds happen,		
42	<i>My Paddle</i>	syncopa - present	review new rhythm, see with tie, then as ti ta ti, and name		
	<i>Cock Robin</i>	m-l, la pentatonic scale	read from tone ladder, sing with la drone. Add so to create la pentatonic, sing scale with drone		
	<i>White Sails</i>	2 part w/ low la	review second part, perform in 2 parts, w/ MN from memory		
43	<i>Alabama Gal</i>	syncopa	review with RN, then write new R in missing mms. sing w/ RN and conduct		
	<i>Hill and Gully Rider</i>	syncopa w/ melody	Read R of chorus and ID. Sing RN and draw M. Derive MN and write below R		
	<i>Cock Robin</i>	m-l,	review with MN		
44	<i>Land of the Silver Birch</i>	syncopa	read R & ID (text only for last phrase) erase motives with syncopa, memorize		
	<i>Skin and Bones</i>	r-l,	review last motive, tone ladder, derive MN for first motive		
	<i>Kodaly 333 #148</i>	m-l, r-l,	read exercise, then backwards?		
45	<i>My Paddle</i>	syncopa	echoes, then read R patterns, step beat and clap R		
	<i>Land of the Silver Birch</i>	syncopa w/ melody	ID that ends on la, derive MN for first motive, then for motives with syncopa		
	<i>Kodaly 333 #151</i>	syncopa	read R (and clap), then add 1st note of each motive, then 2nd, then all.		
46	<i>Button You Must Wander</i>	l-s-d	derive MN for 3rd phrase, write below R. Change to l-sl-sm-d		
	<i>Land of the Silver Birch</i>	syncopa	find motive, read song on staff, repeat for fluency		
		ostinato w/ syncopa	perform song with syn-co-pa ostinato, then try a 4 beat ost w/ syncopa		
	<i>Old Mr. Rabbit</i>	l,-d	isolate last move, derive R and write, then derive M and write below R		
47	<i>Outshine the Sun</i>	syncopa	derive R of chorus	Circle Round the Zero	
	<i>Owlet</i>	syncopa + mel	read R, then M of 1st phrase and ID		

Holy Names Music Curriculum - Grade 2

	<i>Old Mr. Rabbit</i>	low la	sing w/ MN from tone ladder, add other known notes and sing		
	<i>Down Came a Lady</i>	so, prep	sing and draw M, find new note, lower than I,? Sing with MN and hum to		
48	<i>Outshine the Sun</i>	syncopa + mel slur - intro	review and write R of chorus, then derive M for each motive--notice word "shine" that moves from r-m; check Great Big House--word "high"	Charlie Over the Ocean	
	<i>Jim Along Josie</i>	low la	read from HS and ID. Create tone ladder		
	<i>I've Been to Harlem</i>	so, name & HS	read last phrase as T pts to notes on ladder, ID. Sing and draw beginning to listen for new note. Sing w/ MN and hum, how much lower, learn name & HS, place on tone ladder.		
49	<i>Courting Song</i>	r-l,	echo motives (new song) w/ MN & HS, then from IH.	Wind Up the Apple Tree	
	<i>All "Round the Brickyard</i>	d-l,-d	derive M for last motive dd l,d Z		
	<i>Alabama Gal</i>	review name & HS	ID from humming. Derive MN for 1st motive, then listen for new note, add MN to R, and perform MN & HS.		
	<i>Down Came a Lady</i>	so, on staff	read from staff (w/o s,), determine where it goes on staff		
50	<i>Courting Song</i>	la pentatonic	listen to recording, then read from SN	Creek Duck Dance	
	<i>Creek Duck Dance</i>	l,-d ostinato	use last phrase as ostinato with song, derive MN		
	<i>My Paddle/Rocky Mountain</i>	rhythm part-work	read R of My Paddle, then clap R of song while singing Rocky Mountain		
51	<i>Kodaly 24 Little Canon #6</i>	l, 2-part	echo motives, sing from HS	Who Built the Ark?	
	<i>Alabama Gal</i>	syncopa + mel	read R and ID. form of R? Form of M? Which are same? Sing MN and write, then other motives		
	<i>Down Came a Lady Hold My Mule</i>	m-d-l,-s, r-d-l,-s,	review last motive w/ MN, find on staff, read other motives (for Hold My		
52	<i>Dog and Cat</i>	r-d-l,-s,	read from HS and ID. Write tone set, S leads from tone set.		
	<i>I've Been to Harlem</i>	d-l,-s,	read first half from staff and ID, play game	Amasee	
	<i>All Around the Race Track</i>	m-d-l,-s,	derive R and MN for "show me your motion," write on staff		
53	<i>Angel Band</i>	s,-l,-d	echoes, then read song from tone ladder	All Around the Racetrack	
	<i>Kodaly 24 Little Canon #6</i>	l, part-work	read from HS, sing in canon w/ T from HS		
		l, drm	improvise motives using titi titi ta-a, each student copying previous, then improvising new motive		
54	<i>Angel Band</i>	s,-l,-d	sing and review MN, S leads from tone ladder	Mary Wore Her Red	
	<i>Once I Had an Old Grey Mare</i>	s,-l,-d so pentatonic	read from SN and ID. Collect notes. How many? Ending note? Scale?		
	<i>Riddle Song</i>	so pentatonic	listen for feel of song		
55	<i>Kodaly 24 Little Canon #6</i>	l, part-work	sing in canon, 1/2 & 1/2 of class		Walsh #122 2-part
		la pentatonic 2-part scale	sing in canon w/ T, then 1/2 & 1/2, Ss leading		
	<i>Sioux Lullaby</i>	half rest pres	read 1st phrase of (new) song from staff (with repeat) add text, then sing as T adds middle section.		

Holy Names Music Curriculum - Grade 2

56	<i>Sioux Lullaby</i>	d-l,-s, half rest	read song on staff, repeat w/ drum beat, accenting downbeats. Sing w/	Ekha Mota	
	<i>Creek Duck Dance</i>	syn-co-pa	derive & write R of last 2 motives, sing text and clap while others sing song		
	<i>My Paddle</i>	canon	read R, sing w/ R canon, then 2-part R canon w/ IH		
57	<i>Down Came a Lady</i>		review w/ MN and create tone ladder	Chikama Craney Crow	
	<i>Shake That Tree</i>	s,-l,-d	derive MN for "shake that tree"		
	<i>Once I Had an Old Grey Mare</i>	s,-l,-d	derive & write first motive		
58	<i>Land of the Silver Birch</i>		review first phrase w/ MN		
	<i>Kodaly 333 #203</i>	l,-m	read, then memorize		Walsh #126 2-part
	<i>My Paddle</i>	syncopa & mel	derive MN for 2nd and 4th motive, write in SN. Sing w/ MN, in chain		
59	<i>Hear the Blackbird Sing</i>	whole rest	read new melody-learn words; notice s-d', transpose to s,-d,	Al Citron	
	<i>Scotland's Burning</i>	s,-d	listen for s,-d, derive MN by motive, add under R		
	<i>Old McDonald</i>	d-s,-l,-s,	sing and draw melody of 1st motive, derive MN		
60	<i>Scotland's Burning</i>	s,-d	review song with MN, write tone set, sing in canon	Dance to Your Daddy	
	<i>Al Citron</i>	s,-d	read song as T points to tone set, ID song. Sing with MN and HS w/o looking at tone set.		
	<i>What Makes the Wildcat Wild</i>	s,-d dotted half	Read song on staff, first with RN after noticing new R, then with MN.		Lady, Come Down and See
61	<i>Hear the Blackbird Sing</i>	d-s,-l,-s,	Read from HS, then sing with text. Repeat as T adds 2nd part on text. Derive MN of 2nd part. Repeat in 2	Just from the Kitchen	
	<i>Dance to Your Daddy</i>	d-s,-d	Read first 3 phrases in SN, ID song; derive MN for d-s,-d-m motive and		
	<i>Train is a Comin'</i>	dotted half note	review new R, read w/ RN, ID song. Clap and sing RN, then sing RN and		
62	<i>Train is a Comin'</i>	dotted half note	review, singing RN and conducting.	Jolly Miller	
	<i>I am Standing in the Shoes</i>	upbeat- name	sing and conduct; repeat, listening to see if song begins on downbeat--find		
	<i>Hill and Gully Rider</i>	upbeat prep	read chorus from staff and ID. Sing MN and conduct, then sing verse to discover if it also begins with		
	<i>Dog and Cat</i>	s, improvisation	read from HS, write tone set, improvise motives using syn-co-pa ta		
63	<i>Fox and the Hare</i>	upbeat prep	read RN from board and ID song. Sing w/ 4 meter ost, listening for upbeat. Mark strong beats.	I Lost My Mistress' Dairy Key	
	<i>Wind Up the Apple Tree</i>	r-l,	read 1st part of song, ID and play game. Sing second part, does it sound finished? What MN for this part of		
	<i>Kodaly 333, #86</i>	r-l, d-s,	read song on staff, sing in chain		Kodaly 333, #92
64	<i>I am Standing in the Shoes</i>	upbeat pres	sing RN w/ 4 meter ost from board, add barlines, meter.		
		s,-d	notice 1st & 4th phrases are the same. Isolate, and derive MN, write under R		
	<i>Train is a Comin'</i>	d-s,	Read R from SN and ID, sing with RN. Notice 1 & 4 phrases are same, 2nd is similar but higher, 3rd has missing motive (m mr d s,)--derive and add		
	<i>Riddle Song</i>	s,-l,			

Holy Names Music Curriculum - Grade 2

65	<i>Fox and Hare</i>	upbeat	sing with 4 meter ost., repeat with RN and add bar lines on worksheet		
	<i>Old Mr. Rabbit</i>	separate tis	sing from score, notice separate tis and why they are used		
	<i>Scotland's Burning</i>	s,-d	Read from HS and ID, perform in canon; if 2 parts is good, add 3rd.		
66	<i>Hill and Gully Rider</i>	upbeat	Read MN from staff and ID, repeat w/ 4 meter ost., noticing how upbeat		
	<i>Kodaly 333, #178</i>	d-s,	Read from SN, sing & conduct, then memorize		
	<i>Cock Robin</i>	internal upbeat	sing with 4 meter ost., find phrase with upbeat		
67	<i>Kodaly 333, #178</i>	d-s,	Read from HS, sing; sing as T add R ost: ta ta titi titi; ID ostinato, 1/2 and		
	<i>Al Citron</i>	s,-d upbeat	Sing text with 2 meter ost. to notice upbeat. Then review w/ MN to find s,-		
	<i>I am Standing in the Shoes</i>	s,-d upbeat	read from staff--another song with s,-d upbeat		
68	<i>Cock Robin</i>	internal upbeat	Read R for 1st 2 phrases and ID. Derive R for 3rd & 4th, write R, add		
	<i>Hear the Blackbird</i>	part-work	Read through from score, sing in 2		
69	<i>Once I Had an Old Grey Mare</i>	s,-l,-d	Read on staff and ID. Ss improvise 4 beat ostinati to perform with song.		