

Teacher's Guide

The second grade set of worksheets is the middle set of three which are primarily concerned with character recognition. This set is further advanced in that the pupil is involved in freehand work instead of tracing and coloring. It also is more advanced in that the rests are included as a new set of characters. The characters studied in second grade are covered more rapidly, giving time for the rests toward the end.

This second set also includes new concepts such as more involvement in writing the syllable names of the shapes and the names of the notes and rests. Second grade also relates the numerical names to the shapes. Another new concept is the numbering of the lines and spaces with emphasis on the difference between whether a note is on a line or in a space. It also emphasizes the differing characteristics of the notes and rests.

Concepts such as writing the scale on the staff in the key of C, order of ascending and descending scales, purpose of notes and rests, and note value, are reserved for the third set, which is designed for third grade.

You will want to acquaint your second graders well with singing up and down the scale. Advance the drill of the scale by using longer musical ideas for practice instead of four tones as suggested in the first grade teacher's guide. Flash card drill is valuable in riveting the characters in their memories. For the scale, you could try some note reading of songs in the appendix of *Growing in Music*, Book One of the *Christian Music Series*.

Following is a suggested weekly guide for using the second grade set of worksheets.

First to Tenth Week—Introduce a new shape weekly and follow with reviews and test. Emphasize the numbers of the scale. In flash card drill have the students answer with a number instead of a name sometimes. Use flash cards on a regular basis. Using numbers as well as syllables will add interest since the names were drilled thoroughly in first grade. Mention the feeling of each syllable as you introduce the shape: *Do*—firm, restful; *Re*—arousing; *Mi*—calm, gentle; *Fa*—desolate; *Sol*—bright, joyous; *La*—sad; *Ti*—sharp, piercing; *Do*—firm, restful, conclusive. Portray the feeling by your expressions when you illustrate for the class. Create excitement through your interest and enthusiasm.

Each week spend time with a musical idea for scale drill. Following are several suggestions to get you started. These ideas could be put on posters for convenient drill: *Do Mi Fa Sol Fa Mi*; *Do* (High) *Sol La Sol Fa Mi*; *Do Fa Mi Re Do Mi Do*. A new idea every three weeks should be sufficient. Along the way, practice the consecutive order of the scale ascending and descending. Individual recital adds excitement and helps to evaluate each student's progress. Sometimes you should practice jumping to each tone from *Do*.

The worksheet grade should reflect how neatly and carefully the student has drawn the shapes and written the syllable. Make sure you call attention to the numbering of the lines and spaces of the staff occasionally. Later, the numbers are omitted on some worksheets to see if they are learning the concept.

Eleventh to Nineteenth Weeks—Introduce a new note each week. Emphasize the short sentences to the right at the top of the worksheet. Tell them the purpose of a note and that as you add more characteristics the value or length becomes shorter. Demonstrate note value for them. While they are not expected to remember these ideas, they should hear you say them. The worksheets do not require the student to remember the spelling of the different names of the notes, but it will not hurt to call attention to the spelling.

Each week call attention to the fact that some notes are made on the lines and some in the spaces. Also explain the fact that some stems go up and some go down. The breaking point is the third line of the staff. The fact that there are five lines and four spaces should be sinking in by now. Reference is also made to the idea of measures. You should comment on that when it shows up. Make sure the students call the stems and flags by their names.

Drill regularly with flash cards, keeping one set of note shapes with the cards on note values. Continue drilling the scale by introducing new musical ideas. Add variety by pulling musical ideas from a song. Later as you sing the song they will recognize the musical idea. For example, break up "Jesus Loves Me" into musical ideas by taking the notes for one phrase at a time. Finally put the phrases all together and sing the song.