TN Department of Education

Sample Lesson: Grade 2 – Perform, Create, and Connect Domains	
Song Title	Poem – Black Cat
Standard(s)	**2.GM.P3.B -** Using body percussion or instruments, perform, alone and with others, with expression and skill **2.GM.Cr1.A -** Use pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise rhythmic/melodic patterns and movement **2.GM.Cn2.A -** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life
Unpack the standard to set learning targets	
What will the students **know**?	The concept of major and minor
What will the students **understand**?	Students will understand the relationship between tonality and/or tempo and the mood of a piece
What will students be able to **do**?	Play a steady beat poem on xylophones, exploring the bars but ending on specified pitches.
Consider what the learning will look like	
Presenting Content How will students engage with the content?	Barred instruments
Activities, Space, and Materials What level of choice will students have?	Ideally, at least one barred instrument for every two children
Academic Feedback What feedback will students get from the teacher about their learning? How will students give feedback to each other? How will students give feedback to the instructor?	
Connections	
Literacy	Poetry - connection between the text and musical expression
Program Reflections and Assessment	

Standards:

2.GM.P3.B - Using body percussion or instruments, perform, alone and with others, with expression and skill
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Lesson Guidance:

The Black Cat Poem lesson is essentially a steady-beat exercise with a focus on tonality, but notice how it accomplishes at least three different standards. This activity requires at least one barred instrument for every two children. Set up in G pentatonic (no Fs or Cs). The students play the poem *Black Cat,* ending each line on the given note (consider a gentle fermata roll).

1. First have the students play it with these ending notes; although using the pentatonic scale, it will sound like major tonality.

   Black Cat - author unknown

   A cat as black as blackest coal (D)
   Is out upon his midnight stroll, (G)
   His steps are soft, his walk is slow, (D)
   His eyes are gold, they flash and glow. (G)
   And so I run and so I duck, (D)
   I do not need his black-cat luck. (G)

2. Now have the students play it with these ending notes, which is La based pentatonic; now it will sound very similar to minor tonality. (Again, the students should play a gentle fermata roll on each ending note.)

   A cat as black as blackest coal (B)
   Is out upon his midnight stroll, (E)
   His steps are soft, his walk is slow, (B)
   His eyes are gold, they flash and glow. (E)
   And so I run and so I duck, (B)
   I do not need his black-cat luck. (E)

3. The students have now accomplished the Perform and Create standards. The heart of this lesson is the Connect Standard, which happens at this point:
4. Place the students into groups of 4 or 5. Have them discuss which way of playing the poem seemed to fit the text best. The expectation is for the group to be able to articulate why they made their choice.
5. Go around the room and have each group share their decision and their reasoning.
6. Explain to the class that the differences they discovered can be described as major and minor. As a class, determine which way to perform the poem (it is also possible to “combine” the two, for example playing the first four lines in La Pentatonic, but the last two lines in Do pentatonic.)
7. Consider playing some recorded examples of major and minor music to further demonstrate the effect tonality has on music.
8. Extension - perhaps pick a student to be a conductor to lead through the poem, going faster and slower to further bring out the text. This then brings out another talking point about how to influence the expression of music, this time with tempo.

Resource Created by Jason Glashauser