

Music in Our Lives



It's Sarah's birthday today. She's wearing her favourite dress! She's going to school with her mum and she's studying maths in the car.

After her maths test it's time for break! Now Sarah's playing in the playground.



In the afternoon, Sarah has a birthday party. She loves dancing!

1 Listen to the story. Then sing and dance along.



REVIEW

The **beat** is the rhythm of the music.



Suddenly, the lights go out and Sarah's dad comes in with the cake. Everybody sings *Happy Birthday!*



Shhh! It's bedtime and Sarah's mum's singing her a lullaby. Goodnight!

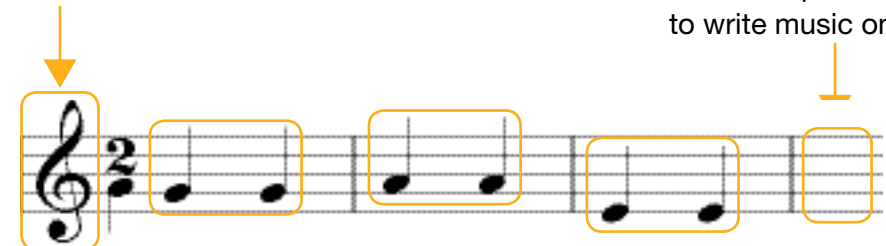
Music is an important part of our lives. Music helps us to **learn** things, for example, maths. We also listen to music to **play** or **dance**. Sometimes, we listen to music to **celebrate** events and special dates, like birthdays. And music, like a lullaby, also helps us to **relax**.



2 Look at the score and remember some musical symbols.

Treble clef:
always at the start
of the stave

Stave:
the five lines
and four spaces
to write music on



Sol or G notes:
on the second
line of the stave

La or A notes:
in the second
space of the stave

Mi or E notes:
on the first line
of the stave

Notes and Rests

1 Listen and sing along. Then find the note values and rests in the picture.



A





Hear the notes, hear the rests,
Listen as they play.
Long notes, short notes
And then silence.
Hear the notes, hear the rests,
Listen as they play... Hey!

B

Listen to the music.
It's a lot of fun.
Some notes are short,
And some are very long.
And the rests
Sound the very same.
Listen to the long,
And the short ones once again.



To show the **duration** of notes, we use **musical symbols**. We also use symbols to show the duration of **rests**:

Name	Note value	Rest	Value
crotchet			one beat
quaver			half a beat

REVIEW

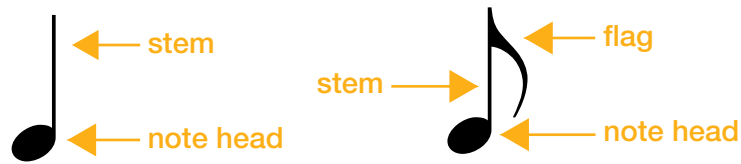
When quavers appear in a **pair**, we write them like this:



and together they last one beat.

REVIEW

The parts of a note:



2 Listen and play along with body percussion.



A

Activity A consists of two staves of music in 2/4 time. The top staff has a melody of quarter notes: C4, D4, E4, F4, G4, A4. The bottom staff has a rhythm of eighth notes: L, R, L, R, L, R, L, R. To the left of the staves are icons: a hand pointing up, a person tapping their feet, and the letters 'R' and 'L' below the foot-tapping icon. The word 'Repeat.' is written at the end of the staves.

B

Activity B consists of two staves of music in 2/4 time. The top staff has a melody of quarter notes: C4, D4, E4, F4, G4, A4. The bottom staff has a rhythm of quarter notes: C4, D4, E4, F4, G4, A4. To the left of the staves are icons: hands clapping and a person tapping their feet. The word 'Repeat.' is written at the end of the staves.

3 Write a new body percussion rhythm in your Activity Book. Then listen and play along.



Activities 2 & 3: Notes and Rests CD 1, track 4.

4 Listen and follow the duration of the notes in the melody.



A large graphic showing rhythmic patterns on a staff. The top two staves show blue shapes: vertical bars, horizontal bars, and circles. The middle two staves show red shapes: vertical bars, circles, and horizontal bars. The bottom two staves show blue shapes: vertical bars, horizontal bars, and circles. The shapes represent different durations of notes and rests.

REVIEW

Sounds can be high or low. That property of sound is the **pitch**. We show it with musical notes. There are two different ways to name the notes:

- Do, Re, Mi, Fa, Sol, La, Si.
- C, D, E, F, G, A, B.

Activity 4: Waltz by C. M. von Weber CD 1, track 6.

German Dance

1 Listen and follow the beat of the music. Pay attention to the changes in dynamics.

Form ABA



A

Repeat.

Repeat.

END

Detailed description: Section A is a graphic score for a violin and drum. It consists of two rows of eight boxes each. The first row shows a violin and a drum with a single stick. The second row shows two violins and a drum with two sticks. The sequence of boxes in the second row is: two violins (sticks on the left), two violins (sticks on the right), two violins (sticks on the left), two violins (sticks on the right), violin and drum (stick on the left), violin and drum (stick on the right), violin and drum (stick on the left), and violin and drum (stick on the right).

B

Repeat.

Repeat.

Detailed description: Section B is a graphic score for a violin and drum. It consists of two rows of eight boxes each. The first row shows a violin and a drum with a single stick. The second row shows two violins and a drum with two sticks. The sequence of boxes in the second row is: two violins (sticks on the left), two violins (sticks on the right), two violins (sticks on the left), two violins (sticks on the right), violin and drum (stick on the left), violin and drum (stick on the right), violin and drum (stick on the left), and violin and drum (stick on the right).

Repeat everything until **END**.