



# Level 1 Lesson 2

## Activity 1: Rhythm – Revision

 Click on this audio icon to hear "Hot Cross Buns" being sung with the words five times.

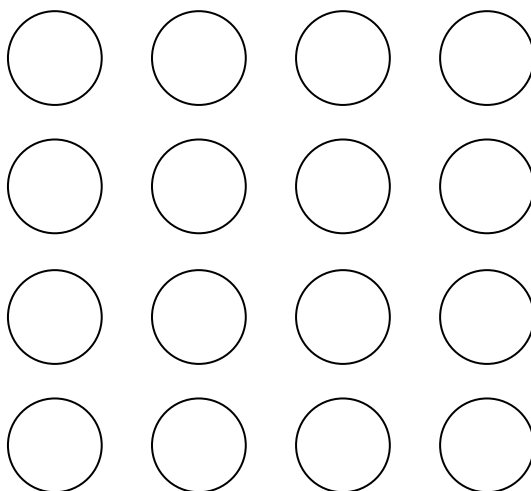
Once you have listened several times, begin singing along with the song, pointing to these beat circles.

Write one, two or no strokes inside each beat circle showing the rhythmic pattern of "Hot Cross Buns".

 Finally, sing the song in rhythm names while quietly tapping the beat.

Click on this audio icon to hear "Hot Cross Buns" being sung twice in rhythm names.

### Beat Circles



## Activity 2: Rhythmic Sightreading

Using the instructions for Rhythmic Sightreading given in Level 1, Lesson 1, page 2, read **Rhythmic Sightreading 2** below, while tapping the beat.


Click on the audio icon below to hear the rhythm being read in rhythm names if required.

### Rhythmic Sightreading 2



## Activity 3: Pitch

The high and low sounds in music are called **pitch**.



 Click on this audio icon to hear "Catch a Flea" being sung with the words. As you listen, point to the rhythmic pattern of this song below and determine how many different pitches there are in this song.

### Catch a Flea Rhythmic Pattern






## Activity 4: The Staff

The **staff** (or **stave**) is the group of five lines and four spaces on which notes are written.

Notes can be placed either in a space:  or on a line: 

When notes are written on a staff, there are rules to follow for the direction of the stem:

	Stems for notes above the middle line are written down before (the notehead).		Stems for notes below the middle line are written up after (the notehead).		Stems for notes on the middle line may go up or down.
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Click on this video to learn about the staff.

## Activity 5: The Treble Clef

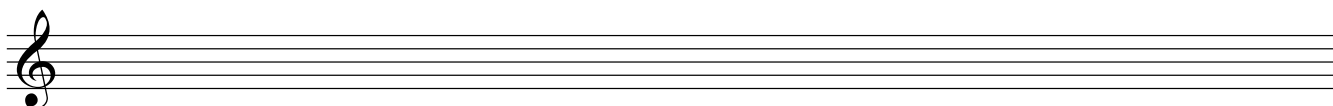


A **treble** or **G clef** is a sign placed at the start of a piece of music, showing that the music has been written for treble or high voices or instruments.

## Level 1 Lesson 2 - Worksheet


Questions 3 to 6 can be found in the *Musicianship & Aural Training for the Secondary School, Level 1 Books*, page 4.

**Question 3: Writing** Using the blank staff below write seven more neat treble clefs.



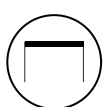
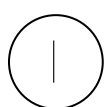
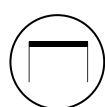
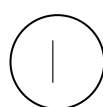
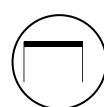
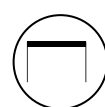
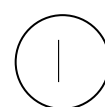

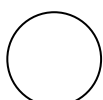
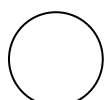
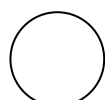
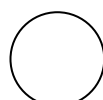
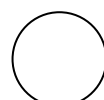
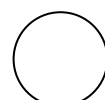
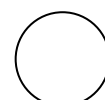
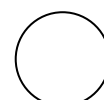
**Question 4: Rhythmic Alterations.** Follow these instructions to complete this question.

Sightread the following rhythm, given in the Original Rhythm beat circles, by reading it in rhythm names, in your head then out loud, while tapping the beat.

 Click on this audio icon to hear the **altered** rhythm for **Question 4: Rhythmic Alterations** played three times. Each playing will be preceded by four beats of click track.


As you listen, copy any unaltered rhythms and write any **altered rhythms** into the empty beats circles.

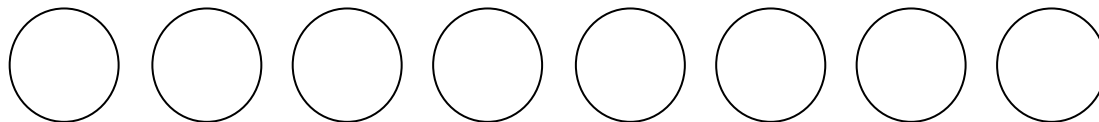
During the final playing, tap and inner hear the rhythm names for the Altered Rhythm you have written and make any corrections required.

Original Rhythm:								
Altered Rhythm:								


## Level 1 Lesson 2 - Worksheet continued

**Question 5: Rhythmic Dictation.** Use the instructions for **Rhythmic Dictation** given in Level 1, Lesson 1, page 3 to complete this question.

 Click on this audio icon to hear the rhythm for **Question 5: Rhythmic Dictation** played five times. Each playing will be preceded by four beats of click track.




**Question 6: Pitch Recognition.**

 Click on this audio icon to hear six pairs of notes. Each pair will be played twice. Write either "HL" (high note then low note) or "LH" (low note then high note) for each pair of notes you hear in the space provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**Listening Activity.**

 Click on this audio icon to listen to **The Young Person's Guide to the Orchestra by Benjamin Britten** and answer questions **1.** to **6.** using *Musicianship & Aural Training for the Secondary School*, Level 1, page 111 and/or your own research.

1. When did Benjamin Britten compose the **Young Person's Guide to the Orchestra**? \_\_\_\_\_

2. Why did Benjamin Britten compose the **Young Person's Guide to the Orchestra**? \_\_\_\_\_

3. What did Benjamin Britten originally call the **Young Person's Guide to the Orchestra**? \_\_\_\_\_

4. Who composed the theme that the **Young Person's Guide to the Orchestra** is based on? \_\_\_\_\_

5. What was the name of this original theme? \_\_\_\_\_

6. What do these two composers have in common? \_\_\_\_\_

 Click on this audio icon to listen to **The Moor's Revenge by Henry Purcell** and answer questions **7.** to **9.**

7. Circle the words below that describe the melody of **The Moor's Revenge**.

Simple    Complex    Dramatic    Uses lots of steps    Uses lots of leaps    Smooth    Jagged

8. Circle the words below that describe this rhythm of **The Moor's Revenge**.

Simple    Complex    Driving    Repetitive    Relaxed    Jerky    Clear    Unclear

9. Circle any words below that you could use to describe the mood of **The Moor's Revenge**.

Cheerful    Friendly    Dignified    Dreamy    Dramatic    Jubilant    Mystical