


# Level 1 Lesson 14

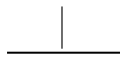
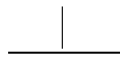
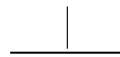
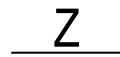












## Activity 1: Form Revision

 Sing **What's the Time?** pointing to these beat lines.  
 (Click on the audio file to hear this song sung with the words if required).


Beat lines represent the beat in the same way as beat circles previously represented the beat.


Complete the rhythmic shorthand of this song on the beat lines then write letters in the boxes beside each phrase to show the rhythmic form of this song.

### What's the Time? - Form

				<input data-bbox="1422 488 1497 573" type="checkbox"/>
				<input data-bbox="1422 600 1497 685" type="checkbox"/>
				<input data-bbox="1422 712 1497 797" type="checkbox"/>
				<input data-bbox="1422 824 1497 909" type="checkbox"/>

## Activity 2: A New Rhythm.....or Not?

 Click on this video icon to learn about this new rhythm.





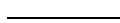
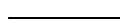










 Part of the rhythm of **Drunken Sailor** has been written for you on these beat lines.  
 (Click on the audio file to hear this song sung with the words if required).



Sing the song as you point to the beat lines.




Sing the song a second time writing a stroke where you hear a sound (word) on a blank beat line.


You will have written three strokes on each beat line, showing **three (unequal) sounds** on a beat.


### Drunken Sailor

				<input data-bbox="1422 1167 1497 1256" type="checkbox"/>
				<input data-bbox="1422 1279 1497 1368" type="checkbox"/>
				<input data-bbox="1422 1391 1497 1480" type="checkbox"/>
				<input data-bbox="1422 1503 1497 1592" type="checkbox"/>

This rhythm is made up of a longer note at the start of the beat followed by two shorter notes.  
 It is a combination of two known rhythms: a quaver - **ti:**  and two semiquavers - **tika:** 

 +  = 

 = three unequal sounds on a beat.  
 Its rhythm name is **ti-tika**.

 Complete the rhythmic shorthand of **Drunken Sailor** on the beat lines above, write letters in the boxes beside each phrase to show the rhythmic form of this song, then sing the song using rhythm names. (Click on the audio file to hear this song sung with the rhythm names if required).

### Activity 3: Sightreading

Follow the instructions given in previous lessons to sightread the following rhythm and melody. Click on the audio icons to hear the rhythm being read in rhythm names and the melody sung in solfa if required.


#### Rhythmic Sightreading 11

#### Melodic Sightreading 9


Andante

### Level 1 Lesson 14 - Worksheet

Questions 49 to 52 can be found in the *Musicianship & Aural Training for the Secondary School*, Level 1 Books, Page 28.


 **Question 49: Rhythmic Recognition.** Click on this audio icon to hear these three rhythms being played in a different order from that seen below. You will hear four beats of click track before each playing begins. Write a number in each box beside each rhythm showing the order they are played in.

**Question 50: 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 50: Rhythmic Dictation** played five times. Each playing will be preceded by four beats of click track.

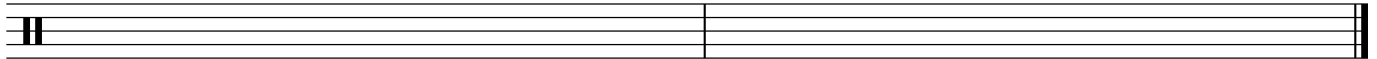
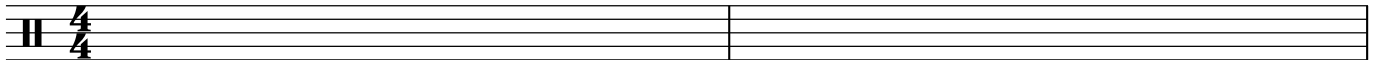
## Level 1 Lesson 14 - Worksheet continued

### Question 51: Aural Interval Recognition.


 Click on this audio icon to hear four intervals played twice each. They will be either a step (*do* to *re* or *re* to *mi*) or a skip (*mi* to *so*). Identify each interval as a step or a skip in the spaces provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

### Question 51: Composition. Compose a four bar rhythm using any known rhythms and rests.



**Listening Activity.** This listening activity can be found in the *Musicianship & Aural Training for the Secondary School*, Level 1 Books, Page 116.

 Click on this audio icon and listen to the "Dance of the Sugar Plum Fairy" from **The Nutcracker Suite** by Pyotr Ilyich Tchaikovsky.

In the ballet, this music is played during a scene where Clara and the Prince have returned to the Land of Sweets (where the Prince is ruler). The Prince tells the Sugar Plum Fairy how he was saved by Clara from the Mouse King and is transformed back into a Prince.

1. What family of instruments is playing at the very beginning of this excerpt?

\_\_\_\_\_

2. What technique are they using to play in this manner?

\_\_\_\_\_

3. What is the time signature of this dance?

\_\_\_\_\_

4. What unusual instrument plays the melody?

\_\_\_\_\_

5. What does this unusual instrument name (it is a French word) mean?

\_\_\_\_\_

6. What orchestral family does it belong to?

\_\_\_\_\_

7. Describe the timbre of this instrument?

\_\_\_\_\_