











Level 1 Lesson 16

Activity 1: Revision


Fire in the Mountains – Form


 Sing **Fire in the Mountains** with the words and complete the rhythm on the beat lines below.
 (Click on the audio file to hear this song sung with the words if required).

_____			_____	<input type="checkbox"/>
_____		_____		<input type="checkbox"/>
_____				<input type="checkbox"/>
_____	_____	_____		<input type="checkbox"/>


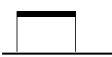




 Sing through again in rhythm names and write letters in the boxes beside each phrase to show the rhythmic form of this song. (Click on the audio file to hear this song sung with the rhythm names if required).

Activity 2: A New Variation on an Old Rhythm

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

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

Hey Jim-a-Long



		_____	
		_____	

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.


This rhythm is made up of two shorter notes at the start of the beat followed by a longer note.

It is another combination of two semiquavers - **tika:**  and a quaver - **ti:** 

$$\text{tika} + \text{ti} = \text{tika-ti}$$

 = three unequal sounds on a beat.

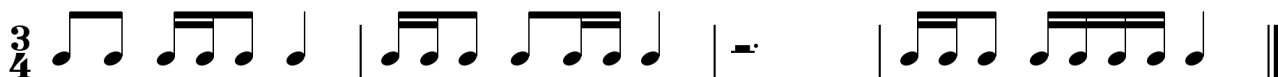
Its rhythm name is **tika-ti**.

 Complete the rhythmic shorthand of **Hey Jim-a-Long** on the beat lines above, 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 12

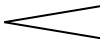



Melodic Sightreading 10




Activity 4: Performance Indications

Words that indicate volume (how loud or soft the notes should be played) are called dynamics.

1. ***p*** (short for the Italian word ***piano***) means soft.
2. ***f*** (short for the Italian word ***forte***) means loud.
3.  means gradually get louder (the Italian word meaning the same is ***crescendo***).
4.  means gradually get softer (the Italian word meaning the same is ***decrescendo***).

Level 1 Lesson 16 - Worksheet

Questions 58 to 61 can be found in the *Musicianship & Aural Training for the Secondary School, Level 1 Books, Page 32.*

 **Question 58: 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.



