

WORKSHEET ACTIVITIES UNIT 1**Worksheet activity 1 (*Musical styles*)**

Listen as five different types of music are played to you and identify their styles, selecting your answers from the list. (*Note:* Not all of the styles are represented.)

- 1 rock 3 African 5 classical 7 electronic
2 folk 4 jazz 6 military

1 _____ 2 _____

3 _____ 4 _____

5 _____

Worksheet activity 2 (*Instrumental types*)

Name instruments that make their sounds by:

- 1 hitting _____
2 blowing _____
3 scraping _____
4 plucking _____
5 electronic means _____

Worksheet activity 3 (*Sound qualities*)

Explain how the pairs of sounds played to you differ.

1 _____

2 _____

3 _____

4 _____

Worksheet activity 4 ('A Little Duck')



1 Identify which of the five methods of vibration listed on page 6 are used to create the sounds.

2 a Give a word to describe the duration of most of the sounds.

b Explain why the composer used this type of duration. (What was he trying to depict?)

3 Suggest a reason why the oboe is used for the duck.

4 Identify another sound source that pictures the bird.

5 Identify the first word that is sung in harmony.

6 Explain what happens to the pitch of the vocal sounds used for 'smoking chimney stack'.

7 Suggest why you think the composer wrote the song as a tango. (What effect was he trying to create?)

Worksheet activity 5 (*'The Elephant'*)



1 What does the 'oom-pah-pah' effect at the start suggest?

Why does the composer do this?

2 Why is the sound of the double bass ideal for depicting the elephant?

3 How do the two 'fairy melodies' differ from each other in pitch and duration?

4 How is the final section different from the first?

5 Which of the four qualities of musical sounds do you think is mainly responsible for creating the humour in the piece?

Explain your answer.

Worksheet activity 6 (*Instrumental types and sound qualities*)

1 Describe the way each of the instruments below makes its sound (for example, hitting or blowing).

1 Guitar _____

2 Saxophone _____

3 Xylophone _____

4 Violin _____

5 Keyboard _____

2 Write the words we use to name the following sound qualities. Write a letter above each dash.

Length: _ _ _ _ = _ _ _ _ =

Loudness or softness: = = _ _ _ _ _

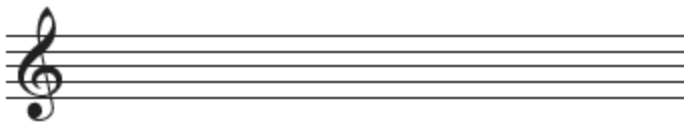
Highness or lowness: _ _ = = _ _ _

Tone colour: _ = _ = = _

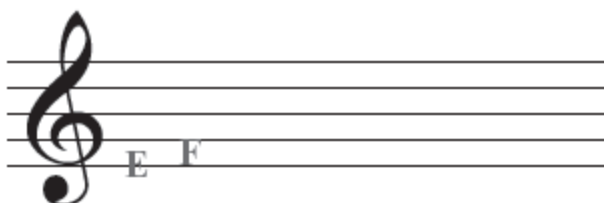
3 Some letters have two dashes under them. Rearrange these nine letters to make an important word found in this unit.

Worksheet activity 7 (*Pitch notation*)

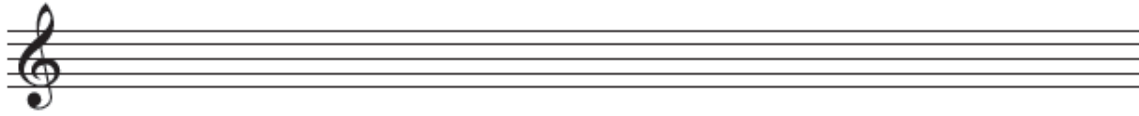
1 Draw some treble clefs on this staff as neatly as you can.



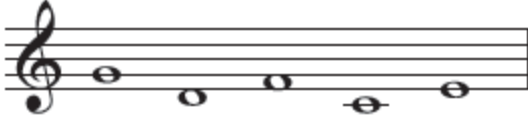
2 Write the letter names of the lines and spaces on the staff below. The first line and space are given for you.



- 3 Write semibreves on the staff to spell out these words:
 a BAGGED b DEAF c AGED d BEADED



- 4 Write notes an octave above the given notes.



- 5 Supply the missing words in the following story. They are spelt out by the notes following the story.

One morning ₁ ₂ did not feel well. The colour in his cheeks

had ₃ ₄ ₅ and he had ₄ ₅ stomach ache. 'I wish I

were ₆ ₇ ₈,' he groaned. ₇ ₈

his ₉ ₁₀ to fetch the doctor. After what seemed an ₁₀ ₁₁,

Dr ₁₁ ₁₂ arrived and examined the boy. Closing his ₁₂ ₁₃ on the

 ₁₃ ₁₄ of the ₁₄ ₁₅, the doctor explained that ₁₅ ₁₆ had food

poisoning. 'It must've been all that ₁₆ ₁₇, ₁₇ ₁₈ and

 ₁₈ ₁₉ you had at the ₁₉ ₂₀ of Spades

 ₂₀ ₂₁ last night,' Mr ₂₁ ₂₂ said to his son. 'I told you at the

time not to ₂₂ ₂₃ your ₂₃ ₂₄,' he ₂₄ ₂₅.

The image shows a musical score for the piece 'In The Hall Of The Mountain King'. It consists of five staves of music, each containing five measures. The notes are numbered 1 through 24, corresponding to the measures. The music is written in a treble clef and features a sequence of notes that generally ascend in pitch, with some descending lines, creating a sense of tension and movement.

Worksheet activity 8 (*'In The Hall Of The Mountain King'*)

Work out how the composer depicts the following ideas:

1 a chase

2 an ever-increasing number of trolls

3 the collapse of the cave

Worksheet activity 9 (*'In The Hall Of The Mountain King'*)

Complete the table with words that describe the elements of the music at the beginning and then at the end.

	BEGINNING	END
Pitch		
Dynamics		
Duration		
Texture		
Tempo		

Worksheet activity 10 (*Indicating beats*)

Place ×s under the words and syllables in these verses to indicate where the beats occur. Each verse is in quadruple metre and each line has two bars. (Thus you should have eight ×s per line.) Note that some words are held for two beats. For these you will need two ×s.

1 Sing a song of six-pence a pock-et full of rye,

Four and twen-ty black-birds baked in a pie.

When the pie was o-pened the birds be-gan to sing,

Was-n't that a dain-ty dish to set be-fore the king?

2 Baa baa black sheep, have you an-y wool?

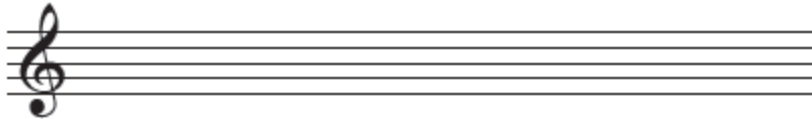
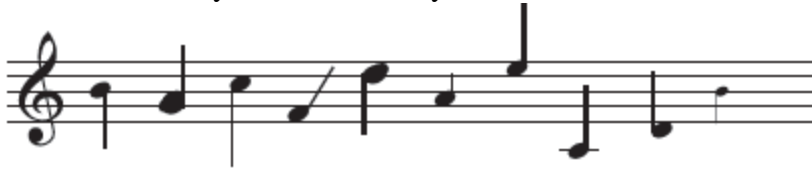
Yes sir, yes sir, three bags full.

One for the mas-ter and one for the dame,

And one for the lit-tle boy who lives down the lane.

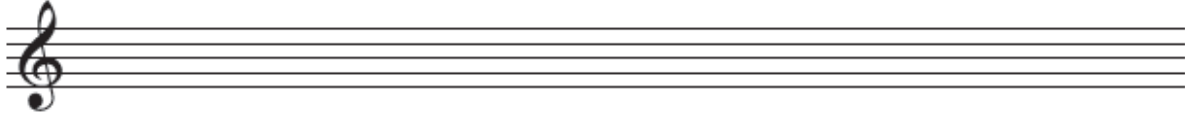
Worksheet activity 11 (Notes)

1 Rewrite correctly these incorrectly drawn notes.

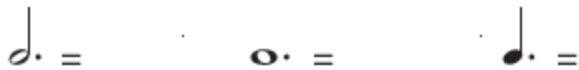


2 Write these notes on the given staff:

- a G on a line as a crotchet
- b E in a space as a dotted semibreve
- c F in a space as a quaver
- d C in a space as a dotted minim
- e G above the staff as a quaver
- f D on a line as a semibreve
- g A as a dotted crotchet
- h D below the staff as a quaver
- i B on a line as a dotted minim
- j middle C as a crotchet



3 Replace each of the dotted notes with two tied notes making the same total value.



4 Insert ties wherever possible in this melody.



5 Add the required number of notes to fill the bars.



4 What mood or emotional state is suggested by the music of section 2?

5 How is the 'sudden drop' in section 3 achieved?

6 What change of dynamics is heard at the end?

What do you think this change depicts?

Worksheet activity 14 (Rests)

1 All of these rests are incorrectly drawn. Rewrite them correctly.



2 Complete each bar with one rest.



3 Complete the bars with the required notes and rests, in the order stated.



1 note and 1 rest

1 rest and 1 note

1 rest
and 2 notes

3 notes and 1 rest

Worksheet activity 15 ('Hosanna')

Complete the table with information on the pitch and timbre of the voices heard in 'Hosanna' as well as the mood created by these voices.

	CHORUS	CAIAPHAS	JESUS
Pitch			
Timbre			
Mood			

Musical structure

Listen once more to the song 'Hosanna' for repetition and contrast. If we use the letter A for sections that are repeated, and the letters B and C for sections that are contrasting, which of the following would represent the structure of the song?

- ABCA
- ABACA
- ABAC

Worksheet activity 16 ('Ballet Of The Chickens In Their Shells')

Structure:

Write words that would best describe the following:

1 Pitch _____

2 Dynamics _____

3 Duration _____

4 Timbre _____

5 Texture _____

6 Tempo _____

7 Mood _____

Worksheet activity 17 ('Variations')

Listening guide

0:00	<i>Introduction</i>	Repeated bass pattern with rhythmic figures on piano and drum kit (bass drum and _____)
0:09	<i>Variation 1 (ABB)</i>	Unaccompanied _____ plays the A section with _____ highlighting particular notes; bass and drums join in the section
0:36	<i>Variation 2 (AB)</i>	Cello plays the theme with electric _____ and then _____ notes (in the B section)
0:54	<i>Variation 3 (AB)</i>	_____ plays a jazzy variation of the theme with many added notes in the B section
1:12	<i>Variation 4 (ABB¹)</i>	Over a repeated bass line, now in _____ metre, _____ plays fragments of the A melody; _____ plays a variation of B with glissandos (slides); call-and-response between cello and _____ in the second B section, finishing with synthesiser, then piano; solo electric _____ introduces the next variation
2:02	<i>Variation 5 (AB)</i>	Solo cello plays a happy _____-metre melody in a country style with some _____ (slides), accompanied by handclaps, bass drum and cymbals

2:21	Variation 6 (BB ¹ B ²)	Variation of the _____ section only; the first time the cello does not play; the second time it plays only melodic fragments; the third time it plays a whole melody
2:48	Variation 7 (AB)	Similar to the _____ section of Variation 1 but with the piano playing the same notes as the cello; _____ plays the first half of the B section; cello plays the remainder, with all instruments playing the final _____ notes

Worksheet activity 18 ('Honor To Us All')

- 1 How many times do you hear the pentatonic melody? _____
- 2 How has the melody been varied the third time?

- 3 How has the melody been varied the last time?

- 4 What word could be used for the section at the end (consisting of repetitions of 'Please bring honour to us')?

Worksheet activity 19 (Song phrase structures)

- 'Honour To Us All' _____
- 'Arirang' _____
- 'Cape Cod Chantey' _____
- 'The Skye Boat Song' (chorus) _____

Worksheet activity 20 (*Steps and leaps*)

- 1 Find a bar in 'Click Go The Shears' where the notes all move by step. _____
- 2 Find a bar where the notes all move by leap. _____
- 3 In which bar do you see an octave leap? _____

Worksheet activity 21 (*'All My Loving'* Listening guide)

0:00 Verse 1

0:25 Verse 2

0:50 Chorus

1:01 Bridge

1:15 _____

1:39 _____

1:51 _____

- 1 What instrumental accompaniment is used?

- 2 How many voices sing the verse melody at the start? _____ Are the voices singing in unison or in harmony? _____

- 3 What do you hear in the chorus?

- 4 What do you hear in the bridge? _____ Apart from the contrasting melody, how is this section different from the previous sections?

5 How do the voices sing the repeat of verse 1 (after the bridge) differently from the first time it is heard?

6 On which section is the coda based?

7 What is the overall structure or form of the piece? (Use the letters A, B, C and so on for the verse, chorus and bridge.)

8 How would you describe the contour of the melody? Give a reason for your answer.

9 Why did the composers choose this particular melodic contour? (How does it relate to the lyrics?)

Worksheet activity 22 (*'The Raiders March'*)

1 Underline the musical element that applies to the piece from each of the following alternatives:

Rhythm: even and regular/dotted and jerky

Tempo: brisk/slow

Melodic contour: smooth/angular

Timbre: bright/dark

Dynamics: soft/loud

Texture: thick/thin

2 Select one of the following that best describes the basic form of the piece:

binary, ternary, rondo _____

3 Give letters to represent the actual structure of the piece.

4 Describe the mood of the music.

Worksheet activity 23 (Melody writing)

Using the notes of the C major scale, complete the missing four-bar phrases in the following short melodies to produce the required structures. When you have finished, play the melodies to make sure they sound satisfactory. The last note has been given in each case. (*Note:* For varied and new phrases, use rhythms similar to those in the given phrases.) Remember that an effective melody has a mixture of steps and leaps and should be easy to sing.

1 A-B-A-B¹

2 A-A¹-B-B¹

3 A-B-A¹-C

Worksheet activity 24 (*Triads*)

Build triads on the following notes:



Worksheet activity 25 (*'Boys From The Bush'*)



1 Which of the three vocal textures – solo, harmony and unison – is heard in the first verse?

2 On which words do you hear harmony in the chorus?

3 On which words do you hear harmony in the second verse?

4 What happens after the second chorus?

5 How is the third chorus different from the first two? _____

What effect does this change produce?

6 What two vocal textures are heard in the fourth and last chorus (2:12)?

7 Apart from the drums, what do all the backing instruments have in common?

Worksheet activity 26 (Revision)

1 Write the pitch letter names under the following notes. The first has been done for you.



2 Fill in the missing spaces in this table with the required information.

NOTE	ENGLISH NAME	AMERICAN NAME	REST
	semibreve		
		half note	
	crotchet	quarter note	
	quaver	eighth note	
	semiquaver		

3 Complete the bars with the required notes and rests, in the order stated.



4 Match each rhythmic pattern with the corresponding line of words.

a C

b C

c C

d C

- i Old King Cole was a merry old soul.
- ii Baa, baa, black sheep, have you any wool?
- iii What shall we do with the drunken sailor?
- iv Nick nack paddy wack, give a dog a bone.

5 Notate the four-beat rhythmic patterns above these words. The first bar has been done for you.

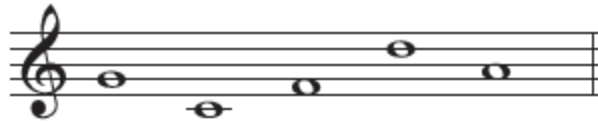


Ki-wi-fruit and ap-ples; grapes,plums,wa-ter-mel- ons;man-goes and pears.

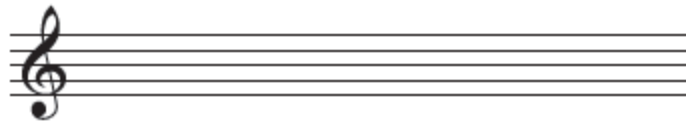
6 Write notes an octave above the given notes.



7 Build triads on the given notes.



8 Write the F pentatonic scale one octave descending in minims.



9 Answer the questions on the following music.



a What is the metre of the music?

b What is the name given to the first note? _____

In which bar does its value belong? _____

c In which bars do you see semiquavers? _____

d In which bar do you see a crotchet rest? _____

e What are the long curved lines above the music called? _____

What do they indicate? _____

f What is the name given to the short curved line under the first two notes of bar 1?

What does it indicate?

g What is the combined length of the second and third notes in bar 3?

h Between which notes in bars 1–3 do you see a leap?

i In which bars do you see an octave leap?

j What are the brackets and numbers '1' and '2' over the last two bars called?

What do they indicate?
