

2nd TERM

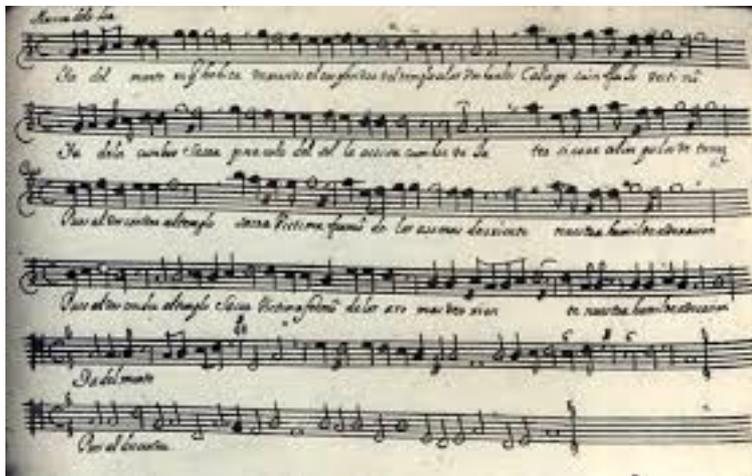
UNIT 2: READING AND WRITING MUSIC

1. INTRODUCTION:

Activity 1: Work in pairs. Look at the 5 images below. What do they have in common?

Expressions to use:

All the pictures are..; The difference are....



人人人生來自由，
在尊嚴和權利上一律平等。
他們有理性和良心，
請以手足關係的精神相對待。

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

Νὰ μοῦ τὸ πάρος, ἔπειτα μοῦ, τρεῖς βίγλες θὰ σοῦ βάλω,
τρεῖς βίγλες, τρεῖς βιγλάτορες κι οἱ τρεῖς ἀντρειωμένοι.
Βάζω τὸν ἥλιο στὰ βουνά καὶ τὸν αἰτὸ στὸς κάμπους,
τὸν κύρ βοριά τὸ δροσερὸ ἀνάμεσα πελάγῳ.
'Ο ἥλιος ἐβασίλευσε κι ὁ αἰτὸς ἀποκοιμήθη
κι ὁ κύρ βοριάς ὁ δροσερὸς στὴ μέσσα του πηγαίνει :
Γιέ μου, (καὶ) ποῦ 'σουν χτέες προχτές, ποῦ 'σουν τὴν ἄλλη νύχτα ;
Μῆνα μὲ τ' ἄστρα μάλωνες, μῆνα μὲ τὸ φεγγάρι ;
Μῆνα μὲ τὸν ἀγγερινό, ποῦ 'μαστε ἀγαπημένοι ;
Μήτε μὲ τ' ἄστρα μάλωνα, μήτε μὲ τὸ φεγγάρι,
μήτε μὲ τὸν ἀγγερινό, ὅπου 'στε ἀγαπημένοι.
Χρυσὸν ὑγερὸν ἐβιγλιζα στὴν ἀργυρὴ του κοῦνια.

A. Pussow 213, GCLXXXIV.

١ - لكل إنسان حق التمتع بكافة الحقوق والحريات
الواردة في هذا الإعلان، دون أي تمييز، كالتمييز
بسبب العنصر أو اللون أو الجنس أو اللغة أو الدين أو
الرأي السياسي أو أي رأي آخر، أو الأصل الوطني أو
الاجتماعي أو الثروة أو الميلاد أو أي وضع آخر، دون
أية تفرقة بين الرجال والنساء.

They are all different languages.

Activity 2: Complete the following text with words from the box.

**Words, symbols, code, duration,
written, sound, language.**

Music is a kind of 1 _____ . It serves to express feelings and emotions without 2 _____.

Like other languages, music can be 3 _____. It uses a specific 4. _____ that every musician should understand.

Different 5 _____ are used to represent the pitch, 6. _____ and dynamics of the 7. _____

A piece of written music is called a score.

Solution:

1. language;

2. words;

3. written;

4. code;

5. symbols;

6. durations;

7. sounds.

2. PITCH SYMBOLS:

Activity 1: Work in groups of four. Each student will read one definition, find the symbol in the score below and label it. Tell the rest of your group what your symbol is used for. Do you know the names for these symbols in Spanish?

Staff: Music is written on it. It consists of five lines and four spaces between the lines.

Treble clef: It is placed at the beginning of every musical line.

Notes: Symbols to represent the different musical sounds

Ledger lines: Short lines above or below the standard five lines to give more information.

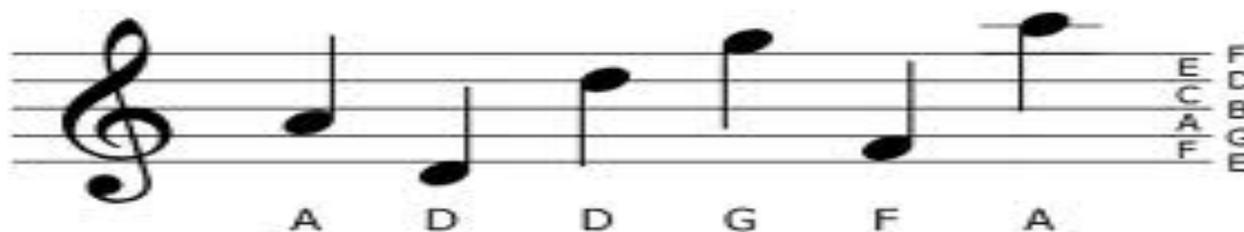
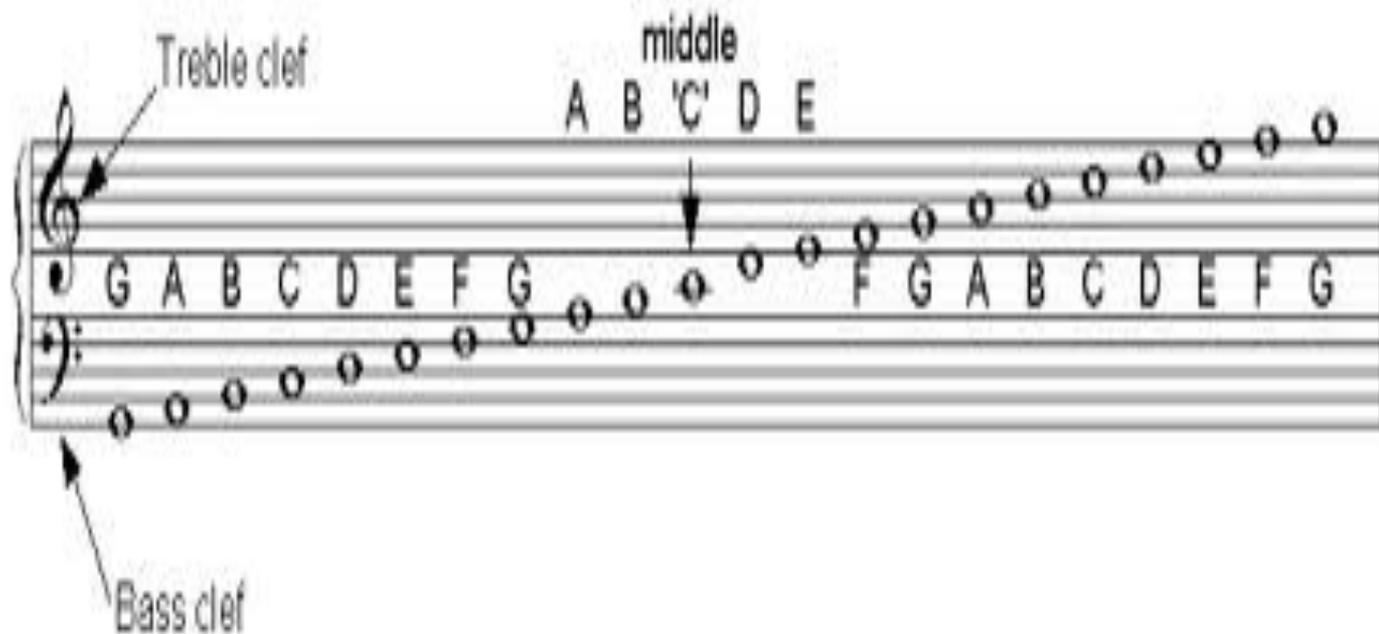


Fig.3 Treble Clef Example

2.1. Notes in the treble and bass clef:

In English, every musical note has a letter name. The first 7 letters of the alphabet are used to name the 7 basic musical notes: A, B, C, D, E, F, G.

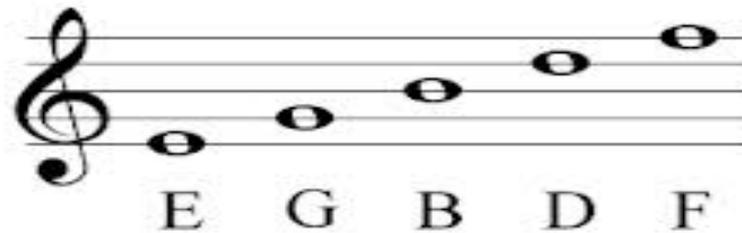
<https://www.youtube.com/watch?v=uCZ3qOnNOsk>



2.2.LETTER NAMES:

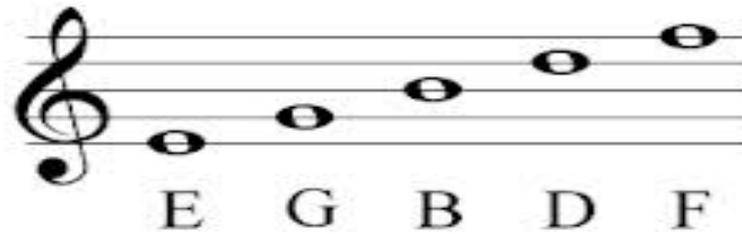
<https://www.youtube.com/watch?v=OWg93bDamcU>

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



2.2.LETTER NAMES:

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



Activity 1: Match the English names for notes with the Spanish ones. (in loud)

A

Sol

B

Mi

C

Re

D

Fa

E

La

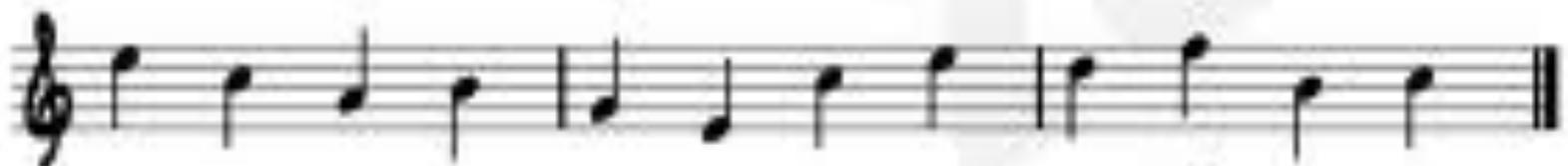
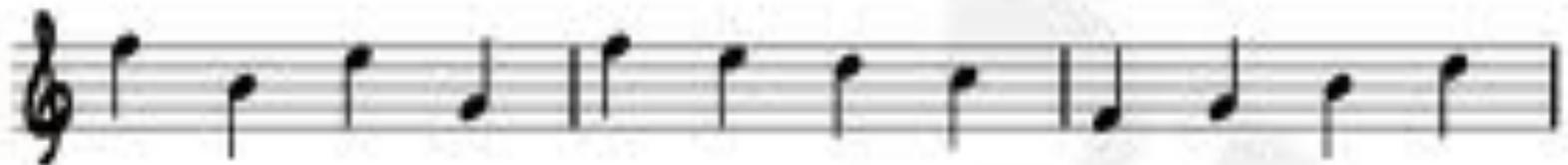
F

Si

G

Do

Activity 2: Name the notes



Solution:

E G D A

EDAE

DABF

FEFE

GCBD

EACB

FBEG

FEDC

FGBD

ECAB

GECE

DFBC

Activity 3: Complete the following story. First, write the names of the notes to form words. Then, listen to your teacher/assistant reading the story and fill in the gaps.

(on the photocopy)

Activity 5: You use letters names to form different words. Try to make three English words using the musical letters names. (A, B,C, D, E, F,G)

DEAD

BAD

BAG

FEED

BEEF

BABE

AGE

DAD

BEE

CAFE

ADD: we use add when we have one thing and we put another thing with it.

CAB: Car public to transport the people.

FEED: To give food.

BED. Place into you can rest.

CAGE: where we put animals.

Bass

clef:

Bass Clef

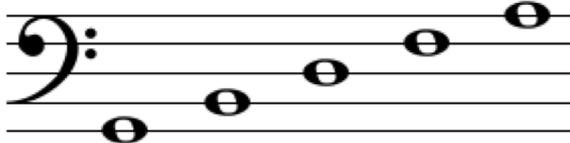


Bass Clef Notes



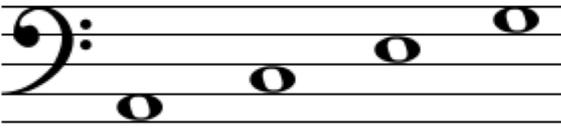
G A B C D E F G A

Line Notes:



G B D F A

Space Notes:



A C E G

Activity 6: Spelling fun in **bass clef**. They spell words.

SPELLING FUN

Name the following notes. They spell words.



Solution:

ADD

CAB

DABBED

CAGE

FEED

GAGE

GAB

BED

CAB

Fragment 1:

Notes higher up the 1 _____ have a 2 _____ pitch. Notes lower 3 _____ have a 4 _____ pitch. As there are only nine positions within the stave to write 5 _____, other symbols are used to show how high or 6 _____ the sounds are. Clefs are used for this purpose. Notes on the stave sit differently for each 7 _____.

Fragment 2:

The treble clef is used for 1 _____ sounds, for example the ones played by a 2 _____, flute, or the right half on a 3 _____. It is also known as G 4 _____ because it shows that G is placed on the 5 _____ line (where the curl of the clef starts)

Fragment 3:

The bass 1 _____ is used for 2 _____ sounds, for example, the ones 3 _____ by cello, tuba, or the left hand of a piano. It is also known as F 4 _____ because it shows that 5 _____ is placed on the fourth 6 _____ (just between the two dots).

Fragment 1:

Notes higher up the **1 STAVE** have a **2 HIGHER** pitch. Notes lower **3 DOWN** have a **4 LOWER** pitch. As there are only nine positions within the stave to write **5 NOTES** , other symbols are used to show how high or **6 LOW** the sounds are. Clefs are used for this purpose. Notes on the stave sit differently for each **7 CLEF** .

Fragment 2:

The treble clef is used for **1 HIGH** sounds, for example the ones played by a **2 VIOLIN** , flute, or the right hand of a **3 PIANO** It is also known as G **4 CLEF** because it shows that G is placed on the **5 SECOND** line (where the curl of the clef starts)

Fragment 3:

The bass **1 CLEF** is used for **2 LOW** sounds, for example, the ones **3 PLAYED** by cello, tuba, or the left hand of a piano. It is also known as F **4 CLEF** because it shows that **5 F** is placed on the fourth **6 LINE** (just between the two dots).

Answer these questions with complete sentences:

1. To play the flute, Which clef do we use for?
2. Could you say other words to name treble clef?
3. Why bass Clef is also know as F clef?
4. Which clef do we use for low sounds?
5. If you want to read/play a song with a piano, which clef will be used in the score?

1. For low sounds we use the bass clef.
2. To play the flute we use the treble clef.
3. We can also name treble clef as G clef.
4. Bass clef is also known as F clef because it shows that F is placed on the fourth line.
5. A stave consist of 5 lines and four spaces where the music is written.
6. To play a song with a piano we need the treble clef for the right hand and the bass clef for the left hand.

Activity: Work in groups of four. Each student will order the sentences of the different fragments. Then ask to your mates and compare the solutions. Finally make a document with the group solution
Order and number the sentences.

Fragment 1:

- ___ have a HIGHER pitch.
- ___ sit differently for each clef .
- ___ have a lower pitch.
- ___ As there are only nine positions
- ___ Notes higher up the stave
- ___ Other symbols are used to show
- ___ how high or low the sounds are.
- ___ Notes lower down
- ___ Clefs are used for this purpose.
- ___ within the stave to write notes ,
- ___ Notes on the stave

Fragment 2:

- ___ for example the ones played by a violin,
- ___ The treble clef

- ___ flute, or the right half on a piano
- ___ (where the curl of the clef starts)
- ___ it is also known as G clef
- ___ because it shows that G is placed
- ___ as G clef because
- ___ on the second line
- ___ is used for high sounds,

Fragment 3:

- ___ The bass clef
- ___ it shows that F is placed
- ___ for example, the ones played by
- ___ cello, tuba, or the left hand
- ___ is used for low sounds,
- ___ of a piano.
- ___ It is also known as
- ___ on the fourth line
- ___ (just between the two dots).
- ___ F CLEF because

Order:

Fragment 1:

- 2 ___ have a HIGHER pitch.
- 11 ___ sit differently for each clef .
- 4 ___ have a lower pitch.
- 5 ___ As there are only nine positions
- 1 ___ Notes higher up the stave
- 7 ___ other symbols are used to show
- 8 ___ how high or low the sounds are.
- 3 ___ Notes lower down
- 9 ___ Clefs are used for this purpose.
- 6 ___ within the stave to write notes ,
- 10 ___ Notes on the stave

Fragment 2:

- 3 ___ for example the ones played by a violin,
- 1 ___ The treble clef
- 4 ___ flute, or the right half on a piano
- 7 ___ (where the curl of the clef starts)
- 5 ___ It is also known as G clef
- 6 ___ because it shows that G is placed
- 7 ___ on the second line
- 8 ___ is used for high sounds,

Fragment 3:

- 1 ___ The bass clef
- 8 ___ it shows that F is placed
- 3 ___ for example, the ones played by
- 4 ___ cello, tuba, or the left hand
- 2 ___ is used for low sounds,
- 5 ___ of a piano.
- 6 ___ It is also known as
- 9 ___ on the fourth line
- 10 ___ (just between the two dots).
- 7 ___ F CLEF because

3. DURATION SYMBOLS

Music is a temporal 1. _____ – it is not static, it happens in time. The sounds of a 2. _____ follow a rhythm, related to the beat of the 3. _____.

Different symbols are used to represent the 4 _____. The duration of a sound is measured in “counts”. Different *note values* are used to show how 5. _____ each musical sound should last. Each note value is worth a specific 6. _____ of beats (four, two, one...)

3. DURATION SYMBOLS

Activity 1: Fill in the gaps.

1.

2.

3.

4.

5.

6.

3. DURATION SYMBOLS

Activity 1: Fill in the gaps.

1. ART

2. MELODY

3. SONG

4. RHYTHM

5. LONG

6. NUMBER

The symbols tell you how long Notes and Rest values are:

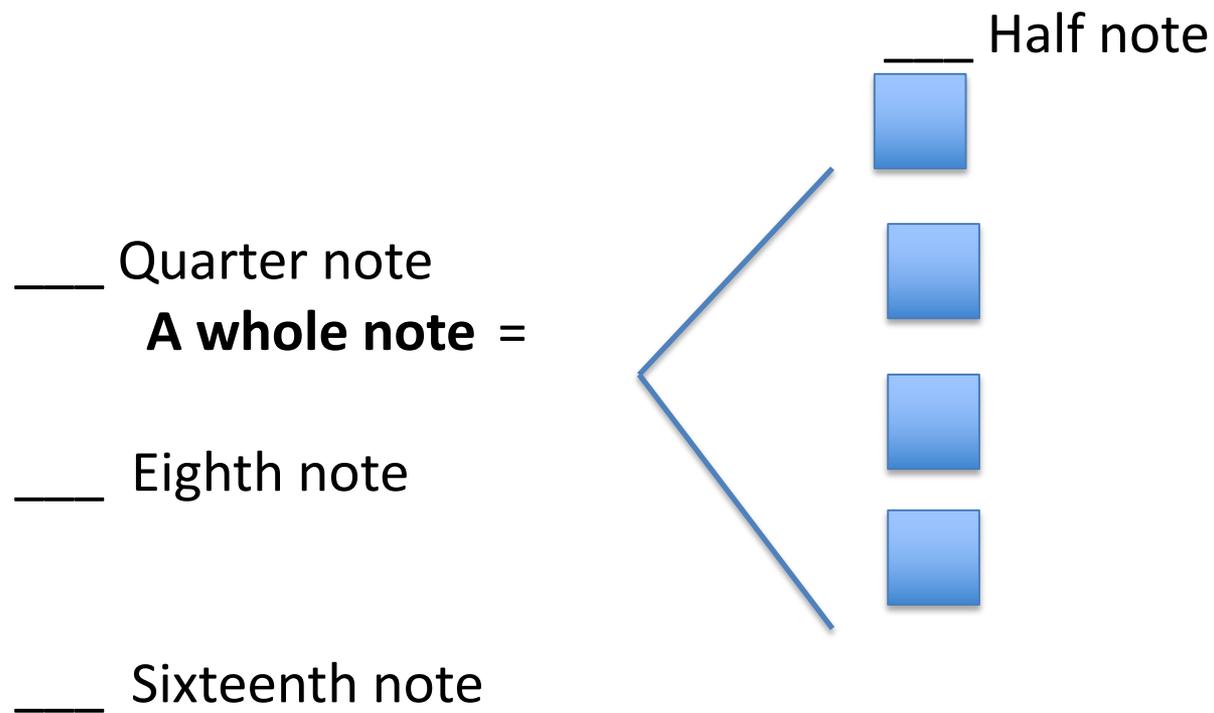
Note symbols tell you how many beats to hold a sound for.

Rest symbols tell you how many beats to hold a silence for.

Notes and rest have names, depending on how long they are.

ITEM	NOTE	REST	VALUE (number of beats)
Whole note/rest			4
Half note/rest			2
Quarter note/rest			1
Eighth note/rest			1/2
Sixteenth note/rest			1/4

Activity 2: Use the note pyramid to put the correct number in each box.



Activity 3: Test your partner, use American names.

Expressions to use:

1. How many **half note** is worth a **whole note**?

There are ____ **half notes** in a **whole note**

2. How many **beats** are there in a **half note**?

There is/are ____ **beat/s** in a **half note**

$\frac{1}{2}$ = a half

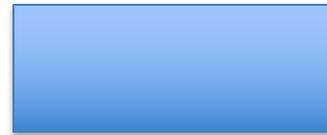
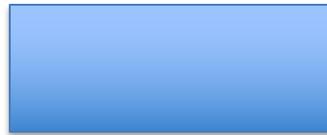
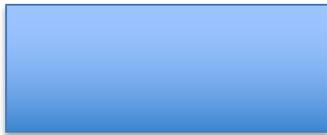
$\frac{1}{4}$ = a quarter

Activity 4: Solve the following musical sums.

1. $_ + _ = _$ 2. $_ + _ = _$ 3. $_ + _ + _ = _$

4. $_ + _ + _ = _$

Activity 5: Write some more musical sums. Swap with your partner and solve their sums. Correct your partner's work.



Activity 6: Solve the following musical sums.

1. $\underline{\quad} + \underline{\quad} = 3$ 2. $\underline{\quad} + \underline{\quad} = 6$ 3. $\underline{\quad} + \underline{\quad} + \underline{\quad} = 1 \frac{1}{2}$

4. $\underline{\quad} + \underline{\quad} + \underline{\quad} = 2 \frac{1}{2}$

Activity 7: Write some more musical sums. Swap with your partner and solve their sums. Correct your partner's work.



Activity 8: Solve the following sums of rests. Write some more and swap with your partner. Correct your partner's work.

1. $_ + _ = _$ 2. $_ + _ = _$ 3. $_ + _ = _$

1.



2.



3.



Activity 7: Put these frogs into pairs. Join the ones with the same number counts.

When you listen to music, you can hear a regular beat. Beats are organized in groups of the same number and these are called **bars**. The first beat of a bar is always stronger than the rest. If the strong beat comes every 3 beats, then the music you are listening to has three beats in every bar.

In written music, bars are separated by **bar-lines**. At the end of the composition, a **double bar-line** is used to show the end. There is always a **time signature** at the beginning of the piece. It goes to the right of the clef. It's written using two numbers.

Picture in pag 23, Reading and writing.

2.1.TIME SIGNATURE: MUSIC HAS A REGULAR BEAT

Activity 1. Work with the sentence above. Tap regular beats with your finger on the table. Follow these steps.

Step 1: Say the sentence with one syllable in each beat. When you finish the sentence, start again. Do not stop at the end of the sentence.

Mu- sic- has- a- re- gu- lar- beat- Mu- sic- has- a- re- gu- lar- beat- Mu- sic- has- a-...

Step 2: Repeat Step 1, but now mark a stronger beat every 4 beats, both with the finger and your voice.

MU – sic – has – a – RE – gu – lar – beat – MU – sic – has – a – RE – gu – lar – beat...

Step 3: Repeat Step 2, but now mark a stronger beat every 2 beats.

MU – sic – HAS – a – RE – gu – LAR – beat – MU – sic – HAS – a – RE – gu – LAR ...

Step 4: repeat Step 3, but now mark a stronger beat every 3 beats.

MU – sic – has – A – re – gu – LAR – beat – mu – SIC – has – a – RE – gu – lar – BEAT...

Activity 2. In groups of 6, walk around the classroom in time. Mark the beat with your feet and make stronger beats every 2, 3 or 4. Count aloud to help.

Activity 3. Listen to the following pieces of music.

You will notice stronger beats appearing at regular intervals (every 2, 3 or 4 beats).

Talk to your partner and decide whether the strong beat is every 2, 3 or 4. Write your conclusions below.

Expressions to use:

I think the strong beat comes every...

I agree/disagree with you because...

Music 1	The strongest beat comes every ...
Music 2	
Music 3	

Music 1: Radetzky March	The strongest beat comes every <u>two beats</u> : 2/4
Music 2: Cerf- volant	The strongest beat comes every <u>three beats</u> : 3/4
Music 3: La lista de Schindler	The strongest beat comes every <u>four beats</u> : 4/4

Activity 4: Listen to these pieces and decide when is the strongest beat: every 2, 3 or 4 beats.

Music 1	The strongest beat comes every ...
Music 2	
Music 3	

Solution: (CD 1, Música I, Ed. Casals)

Music 1:Minuet waltz, Chopin (nº 6)	The strongest beat comes every three
Music 2:We are the champions, Queen (nº 8)	The strongest beat comes every four.
Music 3:Novena sinfonía de Beethoven (nº 10)	The strongest beat comes every four.

Buscar por internet:

<i>Sevilanas para conquistar</i>	3/4
<i>My Heart Will Go On</i>	4/4
<i>«Fortuna imperatrix mundi». Carmina Burana</i>	3/4
<i>Propiñan de Melyor</i>	2/4

2.2.COUNTING THE BEATS

You are going to learn how to read different rhythms. It is easy, but it takes some time to get used to it, and requires practice. Here you will start without the note names.

We are going to work with the most common time signatures, called **simple time**

signatures: 2 3 4
 4 4 4

Activity 1: Read the following rhythms aloud, saying the number below each crochet, while marking the beat with your hand on the table. Repeat each rhythm over and over.

Picture: Material AICLE. 1o de ESO: *Reading and writing music*, pag 27.

Activity 2: Now, count quavers saying “1” and “and”, as shown below, while marking the beat with your hand on the table. Repeat each rhythm over and over.

Activity 3: Now, you are going to mix up crotchets and quavers. The numbers you say have to coincide with the number of beats. Remember to say only the number for a crochet, and a number + “and “ for quavers.

Picture: Material AICLE. 1o de ESO: *Reading and writing music*, pag 28.

Activity 4: Work in groups of three. Each student chooses a time signature (2/4, $\frac{3}{4}$ or 4/4). Create a four bar rhythm, using only crochets and quavers, and write the counts you have to say underneath. Then, share it with your group and practice the rhythms. **On your notebook**

Picture: Material AICLE. 1o de ESO: *Reading and writing music*, pag **29**.

Activity 5: Now, you are going to work with semiquavers. You have the pattern for **2/4/1** beat and a , 2 beat and a/

Activity 6: What about minims or semibreve?

4/4/ 1 (2) 3 (4)/ **4/4/ 1 (2) (3) (4)/**

Activity 7: Practice reading rhythms combining different note values. Here are some examples. Create some more. Work in groups of three.

On your notebook

Activity 8: Copy the rhythms from the last activity, replacing the crotchets and minims with their respective rests. Then, work in groups of three and practice the rhythms aloud. **On your notebook**

Activity 9: Now, copy the rhythms again but this time replace the first quaver of each group of two with its rest. Then, work with the same group and practice the rhythms aloud. **On your notebook**

Activity 10: Work in groups of four. Listen carefully. Your teacher will perform some two-bar rhythms with a percussion instrument. Write down the note values of each rhythm. Then, compare them with your group. If your rhythms are different, say them aloud, using the numbers like you did before. Then, you can probably decide which is correct. **On your notebook**

Activity 11: Work with the same group. Each student has to invent a two-bar rhythm in 2/4. Write it down on a different paper and do not show it to the rest of the group. In turns, perform the rhythm tapping with your fingers on the table. The rest of the group will write down the rhythm. Check your answers. **On your notebook**