



## Tone Set:

*m s*

## Reference:

Starlight  
(Catch a Song)

## Focus:

Visual representation of high/low at the minor 3rd **in** the lines.

## Foundation Work:

Before introducing this worksheet, the children will be familiar with the words *space*, *line*, *step*, *skip* and *copycat* and their application to the staff.

The following foundation steps may then be applied with the class:

- Sing the song Starlight
- Display an A3 copy of the student page. The children listen while the teacher hums the first 4 beats of the song.
- The teacher asks:
  - “How many stars do you see?” - 4
  - “Are they twinkling in spaces or lines?” - lines
  - “Which lines?” – 4th and 3rd lines
  - “What do we call sounds that are a skip apart in the Music House?” - copycats
  - “Which stars sound higher?” – 4<sup>th</sup> line stars
  - “Which stars sound lower?” – 3<sup>rd</sup> line stars

- The children sing: *high*                      *low*                      *high*                      *low*                      as the teacher points.
- The children sing again, representing high and low with the appropriate hand signs.
- The teacher plays the first 4 beats of Starlight on the chime bars using a wooden solfa ladder. This aurally and visually reinforces high/low and the distance of a skip.

## Directions:

- Sing the first 4 beats of the song with *high/low* while pointing to the star song shapes.
- Position plastic counters over the song shapes to reinforce the placement of high and low as ‘copycats’ in the lines.

## Materials:

Level 2 Take Note Music Student Book

A3 copy of the student page.

Permission is given by the authors to photocopy this page from the Student Book for this specific teaching purpose.

Wooden solfa ladder with chime bars  
Circular plastic counter

**Starlight**

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**Tone Set:**

*m s*

**Reference:**

Starlight  
(Catch a Song)

**Focus:**

Practise writing an 8 beat song with *so* and *mi* in the lines.

**Foundation Work:**

Before introducing this worksheet, the sounds high/low have been made conscious as *so* and *mi*. The following activities are segments from previous lessons:

- The 10 Starlight Song Shapes are placed within a straight line drawn on the board. Another line is drawn underneath this. The children sing the song in solfa as a chosen child moves the *mi* stars down into their position in the line below thus visually reinforcing *mi* is a skip below *so*.
- The children sing Starlight in solfa with hand signs while the teacher, or a chosen child, points to the Star Song Shapes.
- Using Staff Flashcards 2.C & 2.D demonstrate that Starlight can be represented in Music House lines as shown.
- Ask children to place magnetic counters in the Music House on the board to show the pattern of *so* and *mi* for Starlight in the lines.
- Show the rhythm of the song by placing the counters closer together for **Π**.

**Directions:**

- Sing Starlight as high/low and then with solfa while pointing to the notes on the page.
- Trace each note and then fill with lead pencil.

**Extension:**

1. Label each note with *s* or *m* above the Music House.
2. Reinforce the song with chime bars. One child plays *so*, another *mi*.
3. With a partner, sing the song in solfa with hand signs.
4. In pairs, both children show handsigns while one sings *so* and the other sings *mi*.

**Materials:**

Level 2 Take Note Music Resource Kit

10 x A6 Star Song Shapes

Staff Flashcards (no stems) 2.C & 2.D

Magnetic counters used as note heads in a Music House on the board.

Wooden solfa ladder with chime bars

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## Rhythm

1. | | П |

2. П П | |

3. П П П |

4. | П П |

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### Focus:

Dictation of known 4 beat rhythm patterns using | and П.

### Foundation Work:

Rhythmic dictation is best prepared by first reading and clapping rhythm patterns from Flashcards. The following activities, using Rhythm Flashcards from the five rhythms on page 4, are examples of segments from previous lessons:

- Which one? - Rhythm Flashcards 2.1 - 2.4 & 2.7 are placed in a column on the board and numbered one to five. The class clap and say the timenames. The teacher claps a rhythm and asks the children to show with their fingers in the air the number identifying the matching Rhythm Flashcard. In this way all children in the class are engaged.
- Match Rhythm Flashcards to Song Pictures.
- Groups of children and individuals are asked to clap a Rhythm Flashcard at sight with or without timenames.
- Echo – the teacher says and claps the rhythm, children echo.
- Clever Echo – the teacher claps the rhythm without saying the timenames, children clap the rhythm and say the timenames.

### Directions:

For each exercise:

- Teacher claps a known 4 beat rhythm pattern while the children point to the beat circles on their page.
- Children echo clap (inner hearing the timenames) before writing.
- Children write what they hear.
- Teacher checks the rhythm with the children and they clap and say the timenames.

### Extension:

Some rhythms may match a song on page 4. Write the song name or draw a song picture.

### Materials:

Level 2 Take Note Music Resource Kit

Rhythm Flashcards 2.1 - 2.4 & 2.7  
selected Song Pictures

### Note:

It is not necessary for the 4 rhythmic dictation examples to be completed within one lesson. Keep the writing segments of a lesson short and succinct. Rhythmic Dictations appear on pages 10, 20 and 26. It is suggested that these exercises are scattered throughout the year.

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### Tone Set:

Peas Porridge	<i>d m s</i>
Candle Burning	<i>d r m f s l</i>
1 2 3	<i>d m s l</i>
Mr Sun	<i>s l</i>

### Reference:

Peas Porridge	(KMI)
Candle Burning	(CAS)
1 2 3	(CAS)
Mr Sun	(CAS)

### Focus:

Independent rhythm writing of the first 4 beats of known songs containing **I n** and **Z**.

### Foundation Work

The four songs in this activity must be performed confidently and accurately by the children in both words and timenames, independently of the teacher.

The teacher may then engage the children in the following activity on the board:

- Song Pictures are placed in a column on the board. The children sing and clap the first 4 beats of a song and with the teacher derive the rhythm. The teacher, or a child, writes this on the board beside the corresponding Song Picture.

### Directions:

- Children independently write the first 4 beats of each song in the beat boxes provided.
- When complete, the teacher checks the answers with the children by working progressively through the songs and their corresponding rhythms with the aid of the Rhythm Flashcards and Song Pictures.

### Extension:

1. In pairs, one child claps a rhythm and asks the other to identify it. Swap.
2. In pairs, children play clever echo using the rhythms on the page. One claps the rhythm without saying the timenames, the other claps the rhythm and says the timenames.
3. The children are asked to sing a song from the page while performing one of the rhythm patterns as a 4 beat ostinato.

### Materials:

Level 2 Take Note Music Resource Kit

A5 Song Pictures

Peas Porridge Hot  
Candle Burning Bright  
1 2 3  
Mr Sun

Rhythm Flashcards 2.8 – 2.10

**Fill in the missing solfa**

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### Tone Set:

*m s l*

### Reference:

Bounce High (CAS)  
 Rain Rain (CAS)  
 Snail Snail (MIP)  
 Mill Song (MIP)

### Focus:

Practise writing the solfa to known *mi*, *so* and *la* songs in stick notation.

### Foundation Work:

Bounce High, Rain Rain, Snail Snail and Mill Song must be performed confidently and accurately by the children in both words and solfa, independently of the teacher.

This written activity assumes that *la* has been aurally and visually prepared and then made conscious using the song Snail Snail with the aid of the 11 A6 Snail Song Shapes.

The following activities are examples of segments from previous lessons:

- The teacher progressively holds up four Song Pictures and asks the children to sing the song in words and then in solfa with handsigns.
- Solfa Flashcards 2.1, 2.3, 2.6 - 2.8, 2.12 & 2.13 are placed randomly on the board. The teacher displays a Song Picture and asks an individual child to select the appropriate two matching Solfa Flashcards for the song.

### Directions:

- Fill in the missing solfa to these well known songs.
- Children check their work by singing each song in solfa with hand signs.

### Extension:

1. In pairs, one child shows the hand signs for a chosen song while keeping the solfa in his/her head. The partner is asked to identify the song. Swap.
2. Sing the song in solfa, inner hearing all the *mi*'s, *so*'s or *la*'s.
3. The teacher chooses two of the songs and divides the class into two groups, asking the children to sing the songs simultaneously as partner songs. Firstly in words and then in solfa.

### Materials:

Level 2 Take Note Music Resource Kit

A5 Song Pictures

Bounce High  
 Rain Rain  
 Snail Snail  
 Mill Song

11 x A6 Snail Song Shapes

Solfa Flashcards 2.1, 2.3, 2.6 - 2.8, 2.12 & 2.13

**Which One?**

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<b>1</b>	A       Z	B   ▭   Z	C   Z   Z
<b>2</b>	A ▭   ▭	B ▭ ▭ ▭	C ▭ ▭
<b>3</b>	A   Z ▭	B     Z	C   ▭ Z

**Focus:**

Aural identification of rhythms containing **I ▭** and **Z**.

**Foundation Work:**

The following activities are examples of segments from previous lessons:

- Regular aural and visual work with Rhythm Flashcards from Level 2.
- Rhythm practice using the ‘Which One?’ method as a class. See page 10.

**Directions:**

- Clap and say the timenames to rhythms 1A, B & C.
- Listen to the teacher perform one of these rhythms.
- Circle the letter of the rhythm which was performed.
- Repeat this process for the 2<sup>nd</sup> and 3<sup>rd</sup> line of rhythm patterns.

**Extension:**

1. The teacher claps A, B & C from a selected line, in a different order, asking the children to identify eg. B, C, A.
2. The teacher claps two 4 beat rhythms, one each from different lines, for identification eg. 1C & 3B.
3. The class give a two part rhythmic performance eg. Lines 1 & 2 are performed simultaneously using two different timbres.
4. The teacher selects one line of rhythm and divides the class into three groups to perform a three part canon, 4 beats apart.
5. Some of the rhythm patterns are from songs you know. Identify them and draw the song picture.

**Materials:**

Level 2 Take Note Music Resource Kit      selected Rhythm Flashcards and Song Pictures