



Workbook Preview



Ontario – Arts Curriculum

Grade 4 – Music

	Learning Experiences	Pages
C1.1	Sing and/or play, in tune, from musical notation, unison and two-part music with simple accompaniments from a wide variety of cultures, styles, and historical periods	18-20, 52-55, 71-73
C1.2	Apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect	18-20, 24-26, 28-30, 39-41, 71-73, 83-85, 94
C1.3	Create musical compositions for specific purposes and audiences	18-20, 33-35
C1.4	<p>Preview of 70 pages from this product that contains 121 pages total.</p>	3-20
C1.5		3-35, 7-79
C2.1		37-41, 45-48, 59-62, 77-79
C2.2	Identify the elements used in the music they perform, listen to, and create, and describe how they are used	16-17, 22-26, 30-35, 37-38, 22-48, 50-51, 57-73, 75-76, 81-87, 93-98
C2.3	Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members	21, 27, 36, 42, 49, 56, 74, 80, 92
C3.1	Identify the role of music in a community today and compare it to its role in a community of the past	52-55, 88-91
C3.2	Demonstrate an awareness, through listening, of the characteristics of musical forms and traditions of diverse times, places, and communities	52-55, 65-68, 88-91, 95-98

How to Read Music – Treble Clef

What is a Staff?

Music is something called a staff. A staff has five lines with four spaces between them. Each line or space stands for a different musical note. When we place notes on the staff, it tells musicians exactly which sound to play or sing. Think of it like a ladder!

Meet the Treble Clef

At the start of the staff is a special curly symbol called the treble clef. It tells us we are reading music for high sounds, like those in a recorder, violin, flute, or the right hand on a piano.

Remember the Lines: E G B D F

The five lines have these notes: E, G, B, D, F.

You can remember them by saying:

Every Good Boy Deserves Fudge.

Each word matches a note on the lines from bottom to top.

Remember the Spaces: F A C E

The four spaces spell a word: FACE.

F is the bottom space, A is next, C comes after, and E is at the top.

Why Learn This?

Reading music is like learning a secret musical language. Once you know the lines and spaces, you can play your favourite songs and even write your own music!

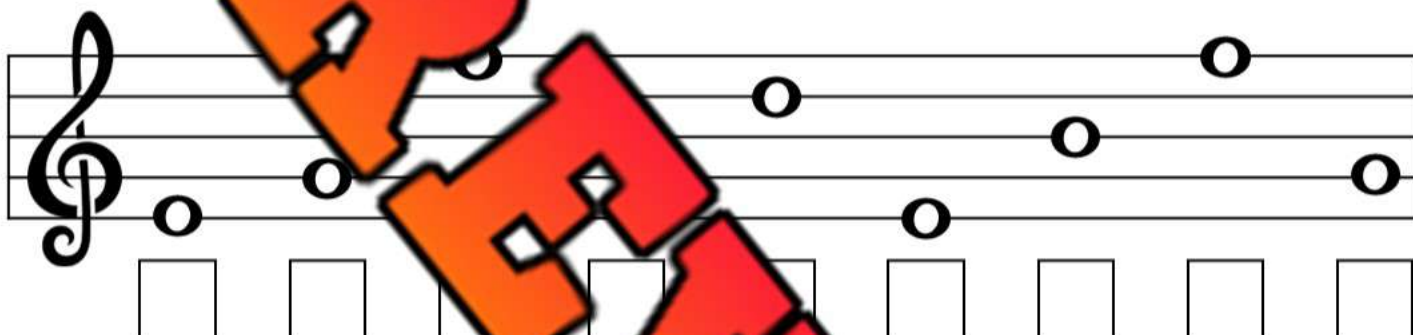
Part 1

Connect the lines to draw the staff below. Then draw the treble clef symbol at the beginning of the staff.



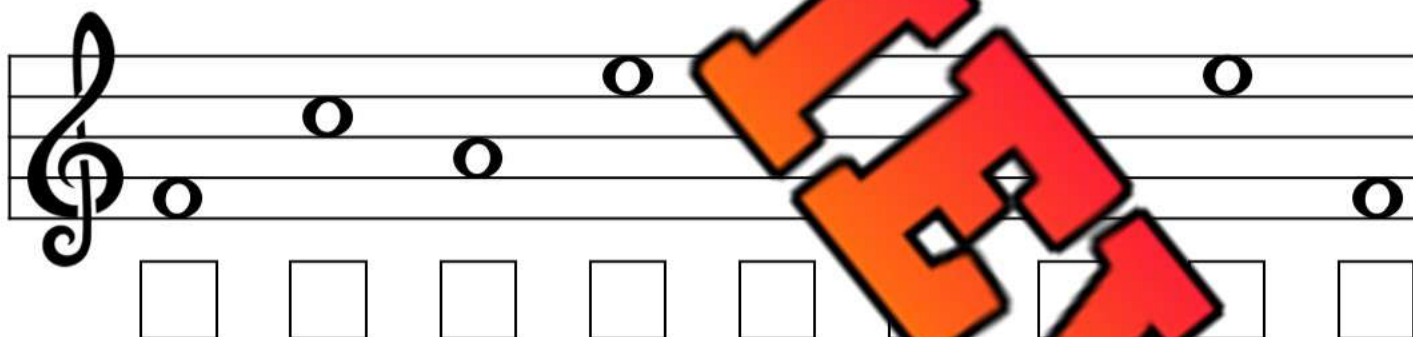
Part 2

Write each note's name underneath the notes shown on the staff.
Remember: **E**very **G**ood **B**oy **D**eserves **F**udge



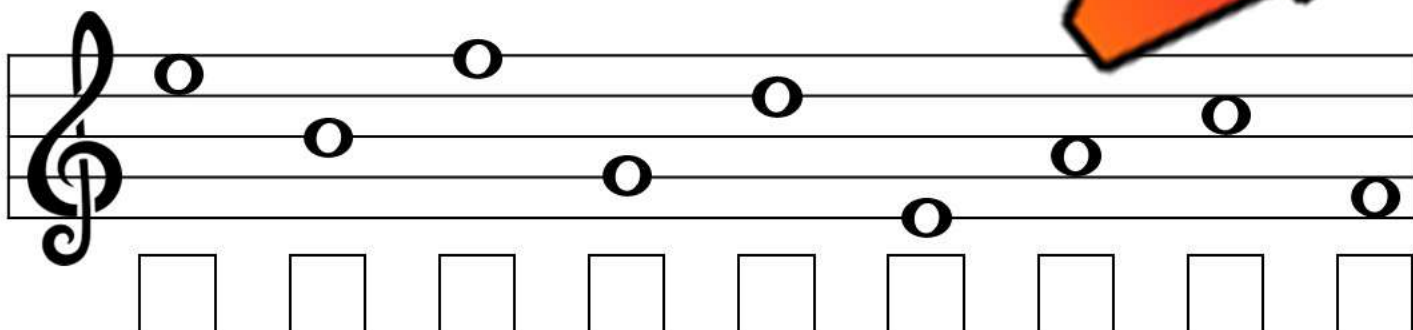
Part 3

Write each space note's name underneath the notes shown on the staff.
Remember: **E**



Part 4

Write each note's name underneath the notes

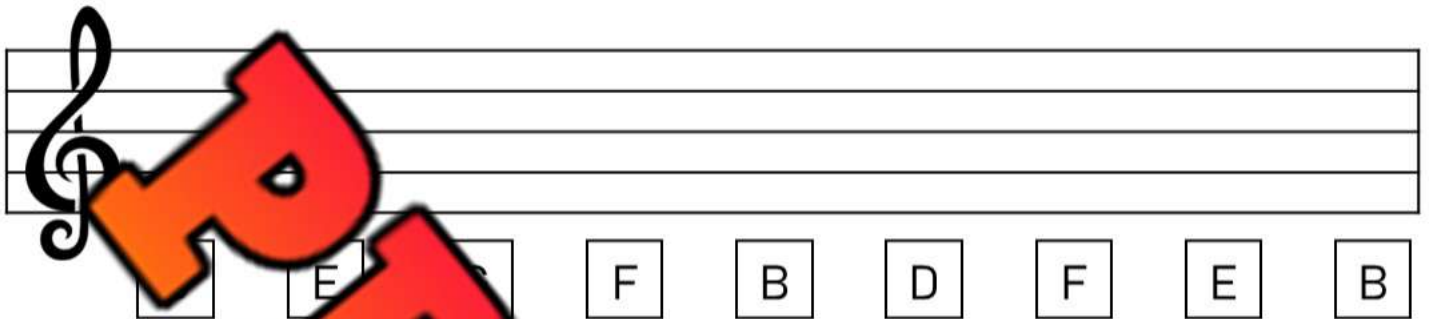


Name: _____

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Curriculum Connection
C1.5, C1.4

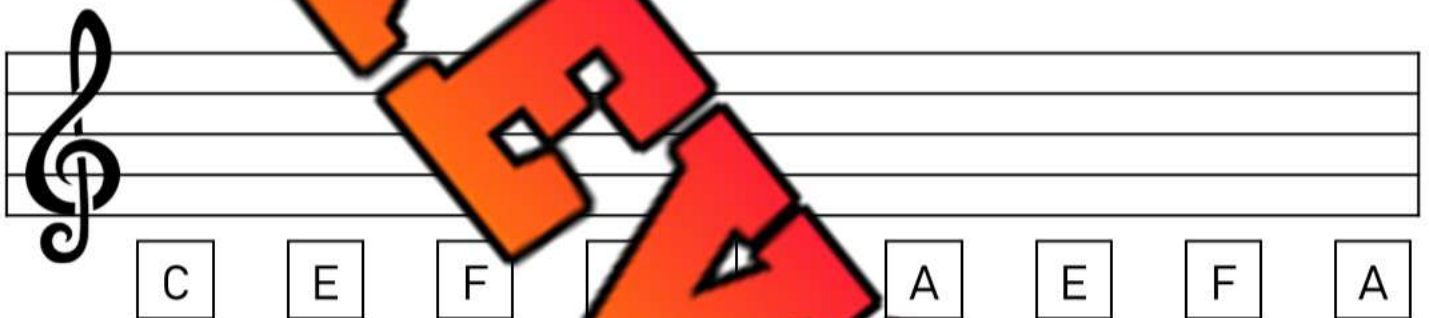
Part 5 Draw each line note on the staff



A musical staff with a treble clef. Below the staff, eight boxes contain the notes E, F, B, D, F, E, and B. The first box is empty.

E F B D F E B

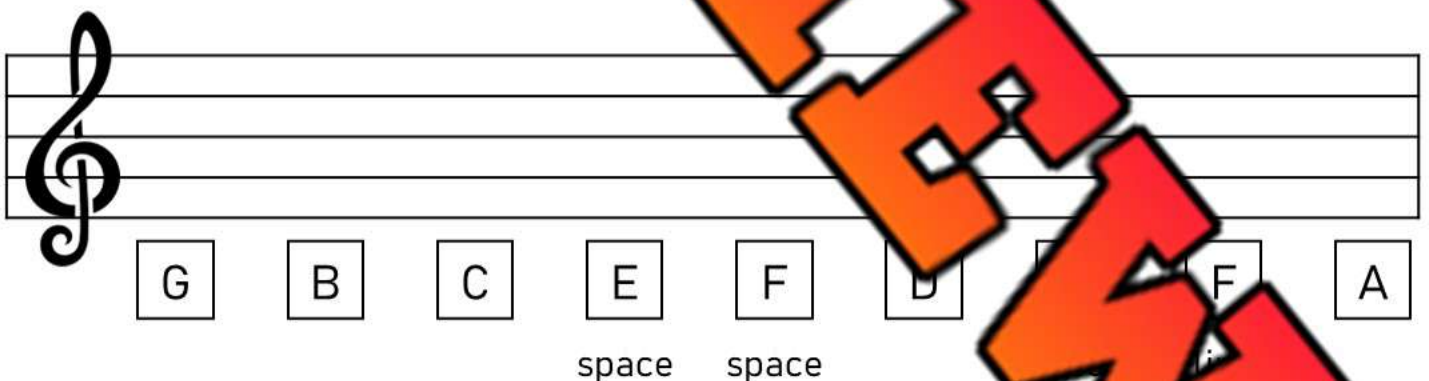
Part 6 Draw each note on the staff



A musical staff with a treble clef. Below the staff, seven boxes contain the notes C, E, F, A, E, F, and A. The first box is empty.

C E F A E F A

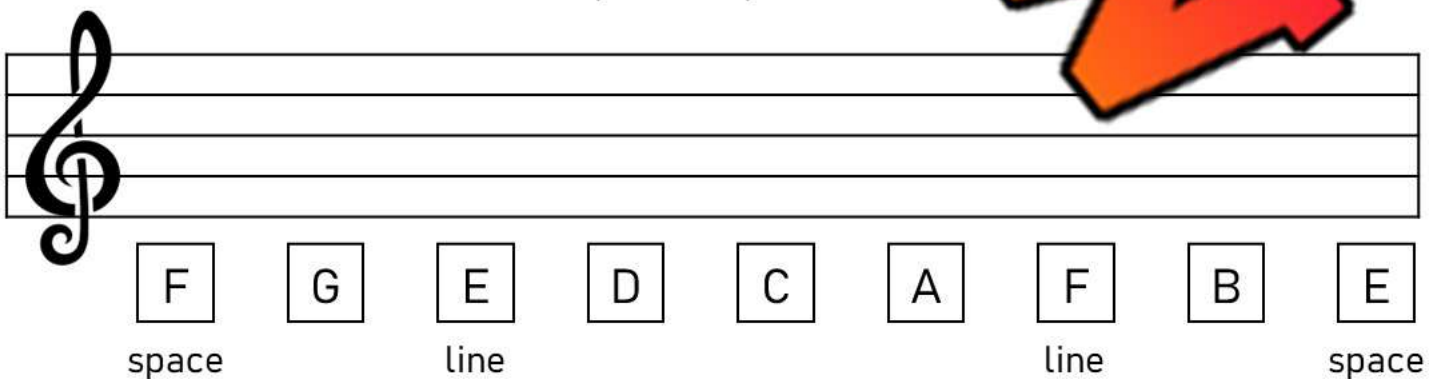
Part 7 Draw each note on the staff



A musical staff with a treble clef. Below the staff, nine boxes contain the notes G, B, C, E, F, D, F, and A. The first box is empty. The notes E and F are on lines, while G, B, C, D, and A are in spaces.

G B C E F D F A

space space



A musical staff with a treble clef. Below the staff, nine boxes contain the notes F, G, E, D, C, A, F, B, and E. The first box is empty. The notes F, A, and B are on lines, while G, E, D, C, and E are in spaces.

F G E D C A F B E

space line line space

How to Read Music – Bass Clef

Meet the Bass Clef

At the start of a staff, you'll see a special curly symbol called the bass clef (or F clef). It's used for reading music for lower sounds, like those on the left side of the piano, a tuba, a euphonium, trombone, or double bass.

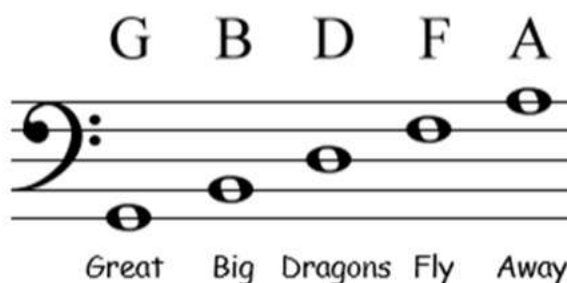
Remember the Lines: G B D F A

The five lines have these notes: G, B, D, F, A.

You can remember them by saying:

Great Big Dragons Fly Away

Each word matches a note on a line, from bottom to top.



Remember the Spaces: A C E G

The four spaces have these notes: A, C, E, G.

You can remember them by saying:

All Cows Eat Grass



Why Do We Need Both Clefs?

We use the treble clef for higher sounds and the bass clef for lower sounds.

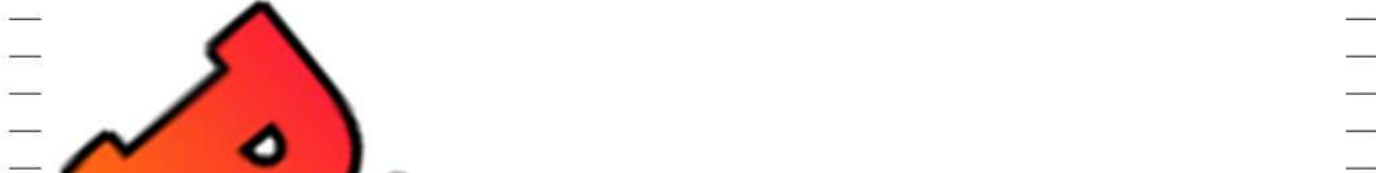
Having both makes it possible to read and play music that covers a wide range of notes, from very low to very high.

Why Learn This?

Reading music is like learning a secret musical language. Once you know the lines and spaces for the bass clef, you can play low-pitched notes, join in with bass parts, and even write your own music!

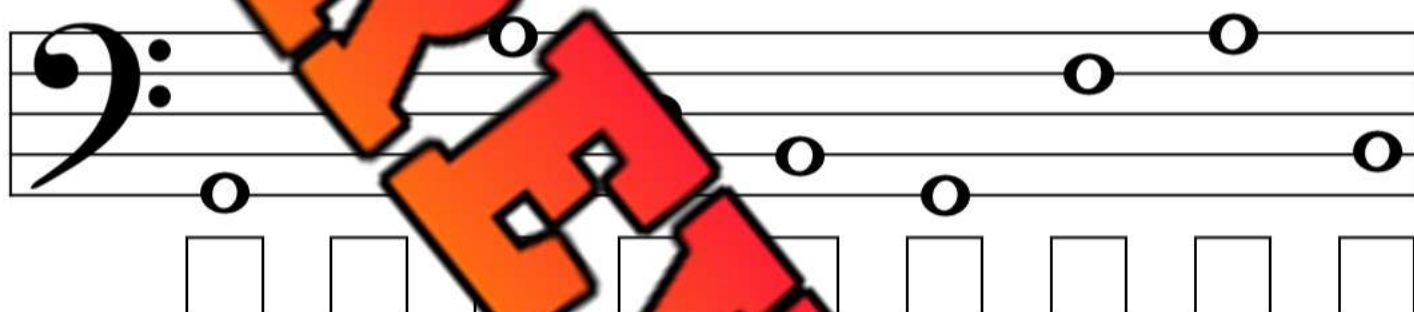
Part 1

Connect the lines to draw the staff below. Then draw the bass clef symbol at the beginning of the staff.



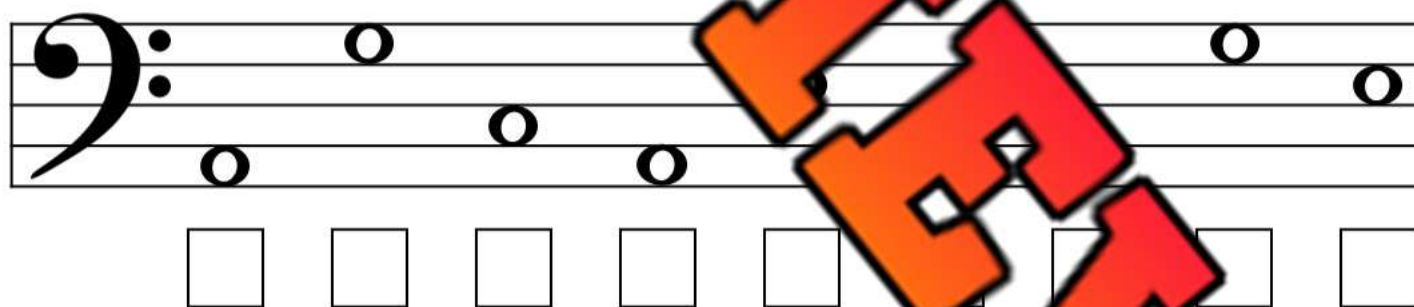
Part 2

Write each line note's name underneath the notes shown on the bass staff.
Remember: **G**reat **B**ig **D**ragons **F**ly **A**round



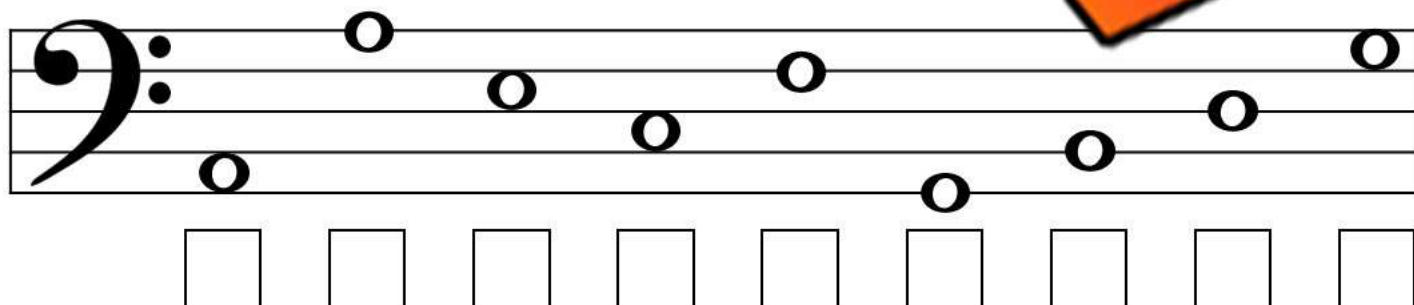
Part 3

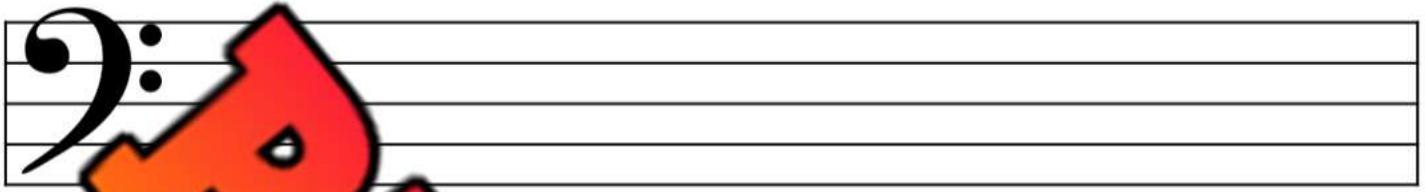
Write each space note's name underneath the notes shown on the bass staff.
Remember: **A**ll **C**ows **E**at **G**rass



Part 4

Write each note's name underneath the notes shown on the bass staff.




Part 5 Draw each line note on the bass staff

B A G B D D F A

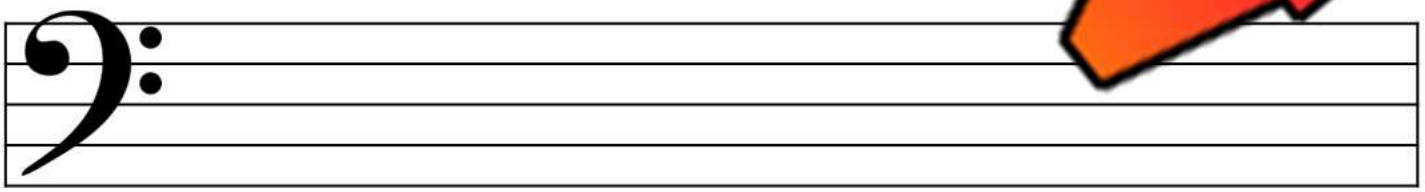
Part 6 Draw each note on the bass staff

G C E C E G E

Part 7 Draw each note on the bass staff

G G E B A D F A

space line space line



C E A G G D B A F

line line space space

Reading Ledger Lines

Ledger lines are short extra lines we add above or below the staff when a note is too high or too low to fit on the regular five lines. They work just like the lines and spaces you know — the pattern of notes continues in order. By counting up or down from the nearest note on the staff, we can figure out the name of any ledger line note. This way we can write and play every note we need.

Instructions

Write the notes below.

The image shows three musical staves with ledger lines and notes for identification. Each staff has a treble or bass clef and a key signature of one sharp (F#). The notes are placed on ledger lines above or below the staff, and each note has a corresponding empty box below it for the student to write the note name.

Staff 1 (Treble Clef): Notes are on the first line below, first space below, first line, first space, second line, second space, third line, and third space. Boxes are provided below each note.

Staff 2 (Treble Clef): Notes are on the first space below, first line, first space, second line, second space, third line, and third space. Boxes are provided below each note.

Staff 3 (Bass Clef): Notes are on the first line, first space, second line, second space, third line, third space, fourth line, and fourth space. Boxes are provided below each note.

Name: _____

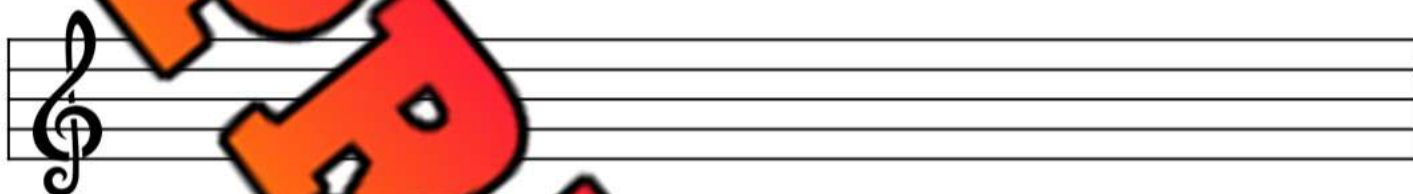
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Curriculum Connection
C1.5, C1.4

Using Ledger Lines

Instructions

Draw the notes on the staff. Use ledger lines so you can draw the notes without repeating any.



C

C

D

A

A

A



E

E

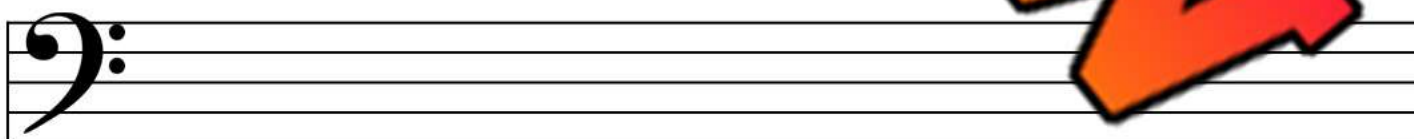
A

A

C

G

G



B

B

B

D

D

D

F

F

F

Basic Rhythms – Quarter, Half, Whole Notes

Notes can be different lengths:

- Quarter note
- Half note
- Whole note

Two half notes equal one whole note.

Four quarter notes equal one whole note.

Two quarter notes equal one half note.

Time signatures show how music is counted:

Top number – beats in each measure.

Bottom number – which note gets one beat.

In 4/4 time, there are 4 beats per measure and the quarter note gets 1 beat.



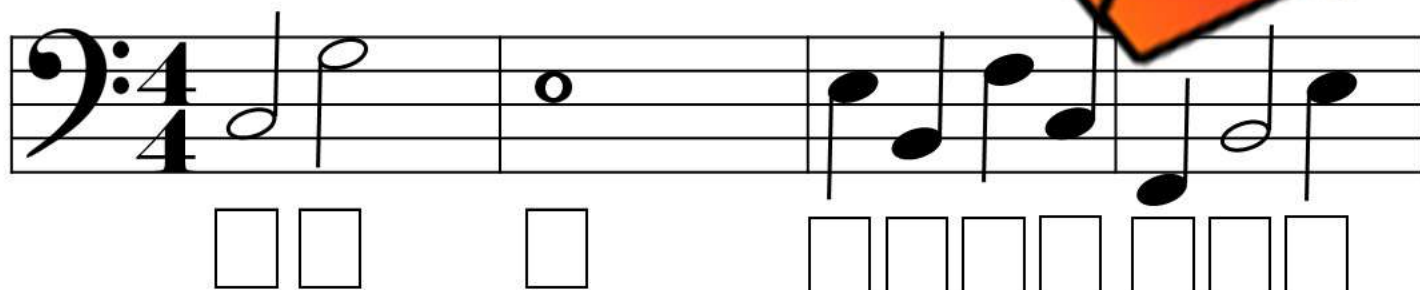
Instructions

Add the missing notes to match the time signature.



Instructions

Label the notes and the number of beats.



Playing Music – Mary Had A Little Lamb

The sheet music below is written for recorder in the key of G. If you follow the notes in order, you can play the song Mary Had a Little Lamb.

Instructions: Play the notes below.

Two staves of musical notation for the song 'Mary Had a Little Lamb' in 4/4 time, key of G. The first staff contains the first line of music, and the second staff contains the second line. Below each staff are empty boxes for labeling notes.

Instructions: Write the note name (E, D, C, G) below the notes.

Ma -	ry	had	a			lamb
lit -	tle	lamb	lit -	tle		
Ma -	ry	had	a	lit-	tle	lamb
his	fleece	was	white	as	snow	

Playing Music – Twinkle, Twinkle, Little Star

The sheet music below is written for recorder in the key of D major. It will play the tune of Twinkle, Twinkle, Little Star when followed carefully.

Instructions: Label the notes below.

Instructions

Write the note name below the notes.

Twin -	kle	twin -	kle	lit -	tle	star,
How	I	won -	der	what	you	are.
Up	a -	bove	the	world		high,
Like	a	dia -	mond	in	the	sky!
Twin -	kle	twin -	kle	lit -	tle	star,
How	I	won -	der	what	you	are.

Learning About Pentatonic Scales

What is a Pentatonic Scale?

A **pentatonic** scale is a group of five notes that sound very pleasant when played together. The word "penta" means five. These scales are found in music from all over the world, like African traditional flutes, Asian melodies, and even modern music too!



Why Are Pentatonic Scales So Popular?

Because they use only five notes, there are no "clashing" sounds. This makes them perfect for creating simple, beautiful music. Many songs for beginners use pentatonic scales because they are easy to remember and sound great.

Writing Notes on the Staff

You will practise writing the five pentatonic notes on a treble clef staff. This helps you see where each sound belongs. Remember, the treble clef is used for higher sounds, like your recorder.

Playing on the Recorder

Next, you will learn to play the pentatonic scale on your recorder. You can even try making up your own short melody using these five notes. This helps you understand pitch, note reading, and how music is built.

Let's Create Music!

With these five notes, you can start composing and sharing your own songs. Who knows? Maybe you'll create the next great melody!

Multiple Choice

Circle the letter that contains the correct answer.

- 1) What does the word "penta" in pentatonic mean?
- A. Three C. Seven
- B. Five D. Ten
-
- 2) Why are pentatonics used in music around the world?
- A. They are very simple C. They have ten different notes
- B. They only use five notes D. They sound pleasant and have no clashing notes
-
- 3) Which clef do we use to write pentatonic scales for a recorder?
- A. Bass clef C. Treble clef
- B. Alto clef D. Contrabass clef


Short Answer

Answer the

- 1) Name two places or cultures where pentatonic scales are used.



- 2) Why do pentatonic scales sound good when played over a major triad?



- 3) How can learning the pentatonic scale help you as a musician?

Activity: Compose & Play Pentatonic Melodies

Objective What are we learning more about?

Students will learn to play a pentatonic scale on their recorders and use it to create their own 8-beat melody. They will practise writing music on a treble clef staff, perform for a partner, and listening carefully to read and play music.

Materials What do we need for this activity?

- ✓ Recorder
- ✓ Pencil and blank treble clef staff paper
- ✓ Open space for pairs to perform from
- ✓ other
- ✓ Music stands (optional)



Instructions How do we complete the activity?

- 1) **Warm-Up Practice:** Play the pentatonic scale on your recorder as a class. Practise slowly and check finger positions.
- 2) **Compose Your Melody:** Write your own 8-beat melody using the pentatonic scale notes on the treble clef staff. Add soft (piano) and loud (forte) markings to explore dynamics.
- 3) **Perform for a Partner:** Play your melody while your partner reads the notation and tries to play it back. Then switch roles.
- 4) **Dynamics Challenge:** Try playing your melody quietly while your partner plays theirs loudly. Swap dynamics for the second round.
- 5) **Bonus Twist:** Create a “question and answer” in your melody. Your first 4 beats sound like a question, and your last 4 beats sound like an answer!

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Plays Melody	Plays the 5 notes of the pentatonic scale on the recorder with correct fingering.
Writes an 8-Beat Melody	Creates and writes an 8-beat melody neatly on the treble clef staff.
Uses Dynamics Effectively	Includes soft (piano) and loud (forte) parts in the composition to add expression.
Performs Melody Clearly	Plays the melody smoothly and at a steady tempo for a 30-second performance.
Reads Partner's Melody	Reads and identifies a partner's melody carefully from the staff.

Planning

Answer the questions below.

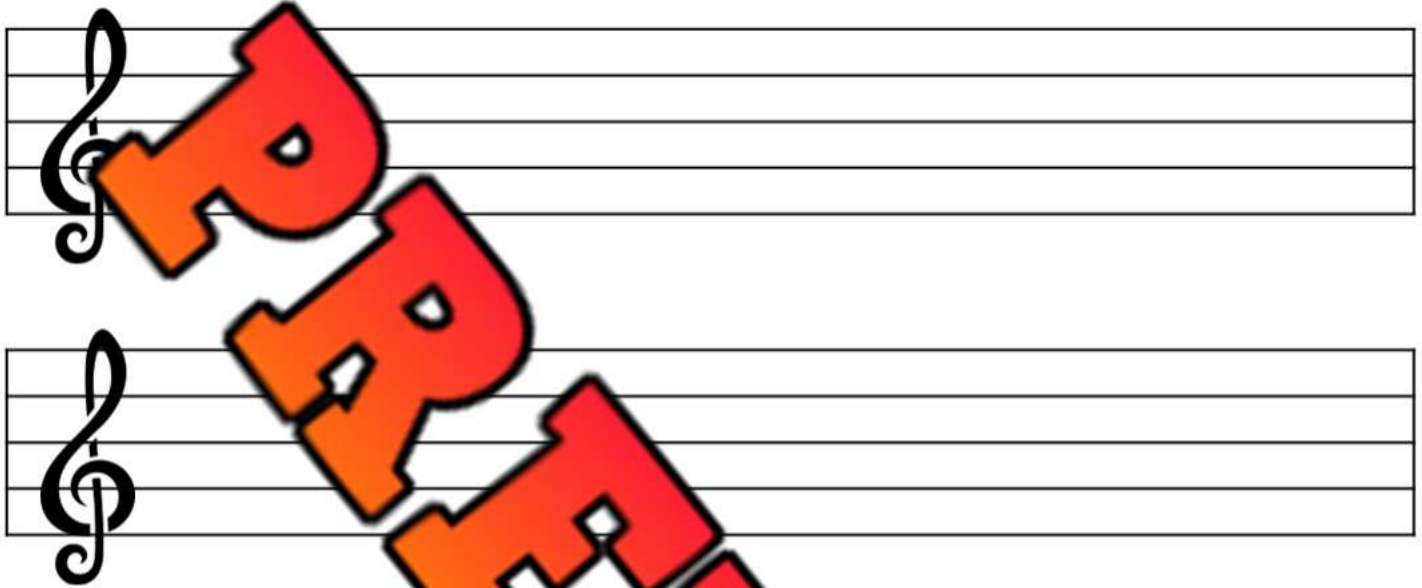
1) What are the five notes in the pentatonic scale that you will use for your melody?

2) Where could you add soft (piano) and loud (forte) parts to your melody?

3) What kind of feeling do you want your melody to have (happy, calm, exciting, etc.)?

Draw

Draw your melody pattern in the space below.

**Reflection**

Answer the questions below.

1) Did your dynamics (soft and loud parts) make your melody sound more interesting? How?

2) How did it feel to hear your partner play your melody?

3) What is one thing you learned today about composing music?

Game: Bounce to the Beat

Objective What are we learning more about?

Students will be keeping a steady beat and performing rhythm patterns while bouncing a ball. They will say rhythm words ("ti-ti-ta") in time with their actions, helping them connect movement and music. This active game builds coordination and teamwork in a fun way.

Materials What do we need for our game?

- ✓ Basketballs or soft balls (one for each small group)
- ✓ Open space (gym or outdoor area)
- ✓ Floor markers or cones (optional)



Steps How do we play the game?

- 1) **Warm-Up Rhythm Practice:** Students practice saying "ti-ti-ta" and clapping the rhythm as a class. They can add simple movements like clap-clap-pat or snap-clap-tap to get used to the rhythm.
- 2) **Bounce & Say Challenge:** Students form two lines, each with a ball. On the teacher's signal, the first student in each line starts the bounce rhythm patterns as they move forward, saying "ti-ti-ta" with their actions. After reaching the end, they pass the ball to the next person in line.
- 3) **Pair Challenge:** Students pair up and take turns bouncing a ball for their partner to echo. The teacher can suggest more complex patterns like bounce-bounce-clap-clap or bounce-tap-bounce-clap.
- 4) **Bonus Twist:** In a "Freeze Rhythm" game, the teacher claps a rhythm while students freeze and clap it back without the ball.
- 5) **Winning the Game:** Students focus on teamwork, keeping a steady beat, and performing correct rhythm patterns while encouraging each other to stay on track.

Peer-Assessment

Rate your friend's performance.

My name is _____.

Who are you rating? _____

Criterion	Rating Description	Rate (Colour the stars)
Matched the Rhythm	They bounced the ball and clapped the same way as the rhythm words ("ti-ta")	☆☆☆☆☆
Kept a Steady Beat	They bounced and clapped with a steady rhythm without speeding up or slowing down.	☆☆☆☆☆
Created Their Own Pattern	They invented a rhythm pattern (e.g., bounce-clap-bounce) and performed it clearly for their partners to follow.	☆☆☆☆☆
Echoed Partner's Pattern	They listened and copied their partner's bounce rhythm accurately.	☆☆☆☆☆
Stayed Focused	They listened, watched, and were ready to play when it was their turn.	☆☆☆☆☆
Worked With a Partner	They shared ideas, took turns, and encouraged their partner during the activity.	☆☆☆☆☆

Game: Cup Rhythm Challenge

Objective

What are we learning more about?

Students will be keeping a steady beat and memorizing rhythm patterns using plastic cups. They will work on coordination, focus, and teamwork while performing patterns that increase in speed. This active game makes rhythm practice fun.

Materials

What do we need for our game?

- ✓ One plastic cup per student
- ✓ A flat surface (desk or table)
- ✓ Timer or music with increasing tempo (Optional)



Steps

How do we play the game?

- 1) **Learn the Pattern:** Students practise the rhythm pattern as a class, such as clap, tap cup, clap, pass the cup to the right. The teacher demonstrates slowly, helping everyone memorize the movements.
- 2) **Perform Together:** The class performs the pattern in unison at a slow tempo. Once they are confident, the teacher gradually increases the tempo each round. Students try to keep up while staying accurate and in rhythm.
- 3) **Team Competition:** Divide the class into small groups. Each group performs the rhythm together. If someone drops their cup or goes out of rhythm, they are out. The group with the last student(s) still on beat wins.
- 4) **Bonus Twist:** Add a "reverse round" where students pass the cup to the left instead of the right. Challenge them to stay in rhythm even as directions change!
- 5) **Winning the Game:** The goal is to stay focused, keep the rhythm steady, and work together as a team.

Exploring Soundscapes and Form

What is a Soundscape?

A soundscape is like painting a picture, but instead of using colours, we use sound. Every sound helps tell a story or create a scene. For example, tapping your fingers lightly can sound like raindrops falling, while rubbing your hands together might sound like the wind. A loud clap could sound like thunder, and ringing keys might sound like a bell. Soundscapes help us imagine places and events, such as a busy rainforest, a calm beach, or even a spaceship zooming through space.

What is Form in Music?

Form is the way music is organized. A song or movie has a beginning, middle, and end. In music, we use sections like an introduction (the beginning), a middle part where most of the story happens, and a coda, which is the ending. Composers use form to help their music make sense and flow nicely.

Without form, music might feel confusing or unfinished.



Making Your Own Soundscape Story

Today, you will create your own soundscape using your voice, instruments, or everyday objects. Choose a place or event to bring to life. Think about what sounds belong in your introduction, what happens in the middle, and how your coda will end your story. We will perform these soundscapes and listen carefully to each other's creative ideas.

Matching

Draw a line to match the words to their meaning.

Soundscape

The way music is organized into sections

A section that comes at the end of a piece

Coda

A section where most of the music happens

Form

The beginning part of a song or piece

Middle

Using sounds to create a scene or story

True or False

Is _____ true or false?

1) A soundscape uses words to tell a story.	True	False
2) Form in music helps organize it into the introduction, middle, and coda.	True	False
3) A coda is the beginning part of a piece of music.	True	False
4) You can use classroom instruments, your voice, or objects to create a soundscape.	True	False
5) A soundscape is a picture you draw to show a scene.	True	False

Fill In The Blanks

Fill in the blanks with the correct word from the word bank.

- 1) A _____ comes at the end of a piece of music. "Coda" in Italian.
- 2) You can use your _____, instruments, or everyday objects to create a soundscape.
- 3) Form helps music sound _____ and complete.
- 4) A soundscape is a way to tell a story using sounds instead of _____.

Activity: Soundscapes of Canada

Objective What are we learning more about?

Students will explore form and timbre by creating a soundscape that represents a Canadian landscape. They will use instruments, voices, and classroom objects to make different sounds. They will structure their piece with an introduction, main section, and coda. This activity helps students practise creativity, teamwork, and performance skills.

Materials What do we need for our activity?

- ✓ Classroom percussion instruments (drums, shakers, tambourines)
- ✓ Everyday items (e.g., paper, rustling paper, water bottles for splashing sound)
- ✓ Open space for group performance
- ✓ Paper and pencils for planning



Instructions How do we complete the activity?

- 1) **Choose Your Landscape:** In small groups, choose a landscape to represent with sound. Examples include a thunderstorm in the prairies, a dense forest with birds and wind, or a rushing waterfall.
- 2) **Plan Your Soundscape:** Decide which sounds and instruments you will use for your landscape. Assign roles for each group member and plan your introduction (how it begins), main section (the big part of your scene), and coda (how it ends).
- 3) **Practise Your Performance:** Rehearse your soundscape, making sure you are keeping a steady flow from section to section and making your sounds expressive.
- 4) **Bonus Challenge:** Try to include at least one unusual sound (made from an object in the classroom) and one change in dynamics (soft to loud or loud to soft) to make your soundscape more exciting.
- 5) **Perform for the Class:** Each group performs their soundscape. The class listens carefully and tries to guess which landscape is being represented.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Created a Clear Soundscape	Designed a soundscape that clearly presents a Canadian landscape with sounds.
Used Introduction and Coda	Used a clear beginning (introduction) and ending (coda) in their soundscape.
Worked Well in a Group	Shared ideas, tools, and cooperated with group members during planning.
Used Creative Sounds	Used instruments, voices, and objects in interesting ways to make the soundscape.
Performed Confidently	Played their part with confidence and kept the rhythm steady during the performance.

Name: _____

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Curriculum Connection
C1.3, C1.5, C2.2

Reflection

Answer the questions below.

1) Which Canadian landscape did your group choose to represent with sound?
Why?

2) Which instruments were the appropriate fit for your soundscape?

Drawing

Draw a musical instrument that was played by another group.



Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Created Soundscape	Soundscape was unclear and not easy to hear. Did not represent a Canadian landscape.	Soundscape had some sounds but was hard to recognize.	Soundscape represented a landscape clearly with some creative sounds.	Soundscape clearly and creatively represented a Canadian landscape.
Used Introduction and Coda	Introduction and coda were not included.	Introduction or coda was included but not clearly.	Both introduction and coda were included and mostly clear.	Introduction and coda were clear and made the soundscape flow smoothly.
Worked Well in a Group	Did not share ideas or cooperate with group members.	Shared some ideas but needed a lot of help from group members.	Shared ideas and worked well with the group most of the time.	Shared ideas, took turns, and worked very well with the group.
Used Creative Sounds	Used few or no creative sounds in the soundscape.	Used some creative sounds but repeated the same ones often.	Used several creative sounds that made the soundscape interesting.	Used many creative and unique sounds that made the soundscape exciting.
Performed Confidently	Did not perform or needed a lot of help to participate.	Performed with frequent mistakes or hesitation.	Performed with some mistakes.	Performed confidently with steady rhythm and strong participation.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Exploring Melody and Melody Maps

What is a Melody?

A melody is a tune in a piece of music. It's the part you usually hum, sing, or whistle. A melody is easy to remember. Melodies move in three ways to create their shape. If a tune goes from one note directly to the next, we call this a step. It's like climbing or down a staircase one step at a time. A skip happens when the melody jumps over one note. Think of it like hopping over a step. A leap is an even bigger jump, skipping two or more notes to reach higher or lower sounds. Together, steps, skips, and leaps give melodies their unique and interesting flow.

How Do We Follow a Melody?

Musicians and singers often use their ears to follow how a melody moves. Listening helps us notice if a tune climbs higher, drops lower, or stays in place. Watching a conductor's hands or reading sheet music helps too. When we understand a melody's movement, it becomes easier to sing or play it smoothly and with confidence.



What is a Melody Map?

A melody map shows how a tune rises and falls using a line and dots instead of music notes. When a tune goes up, the line moves higher on the page. When it goes down, the line dips lower. Melody maps are like visual stories that help us "see" the music's movement before performing it.

Why Are They Important?

Melodies give music its emotional power and make it memorable. By learning about steps, skips, and leaps, and by using melody maps, students can understand, sing, and play music with greater expression and confidence.

Fill In The Blanks

Fill in the blanks with the correct answer from the word bank.

- 1) A _____ is the main tune in a piece of music that we often hum or sing.
- 2) When a melody moves to the next note up or down, it is called a _____.
- 3) A melody map uses _____, dots, and shapes to show how a tune goes up and down.
- 4) Skipping over one note in a melody is called a _____, while jumping over two or more notes is called a _____.

step

leap

skip

melody

lines

Short Answer

Answer the questions below.

- 1) How does a melody map help musicians and singers?

- 2) What do lines and shapes in a melody map show?

True or False

Is the statement true or false?

- 1) Melody maps use music notes on a staff to show the tune's melody.
- 2) When a melody leaps, it always stays on the same note.
- 3) A melody map helps us see how a tune goes up and down before we sing it.
- 4) Steps, skips, and leaps are important for making melodies sound interesting.

T

F

T

F

T

F

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F

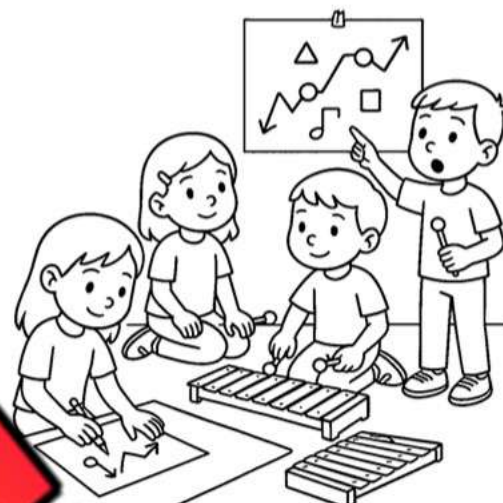
Activity: Draw & Play Your Melody Map

Objective What are we learning more about?

Students learn about pitch by listening to a melody and creating a colourful map that shows how the melody moves up, down, or stays the same. They will then use their melody maps to perform the tune on glockenspiels or xylophones. This activity helps students understand movement, intervals, and how to connect what they hear to what they play.

Materials What do we need for our activity?

- ✓ Coloured pencils, pens, or markers
- ✓ Blank paper or provided melody map templates
- ✓ Glockenspiels or xylophones (one per small group)
- ✓ A recording of a simple melody



Instructions How do we complete the activity?

- 1) **Listen and Watch:** Students listen carefully to the teacher play or a recording of a simple melody. The teacher models how to track pitch movement by drawing arrows for rising notes, lines for steady notes, and squiggly lines for falling notes.
- 2) **Create Your Melody Map:** Using blank paper, students draw their own colourful melody map. They may use arrows, squiggly lines, and lines to show when the melody rises, falls, or stays the same. Encourage creativity while keeping the map easy to follow.
- 3) **Perform with the Map:** Students use their melody maps to perform the melody on glockenspiels or xylophones. They follow the map's instructions as they perform.
- 4) **Challenge Twist:** Students work in pairs to create a "mystery melody" by drawing a new melody map without sharing the notes. Partners try to play the melody by following the map alone!
- 5) **Reflection:** As a class, discuss: How did drawing the melody help you understand pitch? Was it easier to play when you could see the map?

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Drew a Clear Melody Map	Created a map showing when the melody goes up, down, or stays the same using lines or shapes.
Used Colours and Creativity	Used colours and creative designs while making the map easy to follow.
Followed the Melody Map	Used their map to play the melody correctly on the glockenspiel or xylophone.
Played Notes with Accuracy	Played the melody with steady rhythm and correct pitches most of the time.
Worked Respectfully	Shared materials, took turns, and encouraged classmates during the activity.

Name: _____

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Curriculum Connection
C1.5, C2.1, C2.2

Draw

Draw your mystery melody patterns in the space below.

Student 1

Student 2

PERVALEZ

Reflection

Answer the questions below.

1) What was the most fun part of creating your melody map? Why?

2) Was it easier to play the melody on the glockenspiel/xylophone after drawing the map? Why or why not?

3) If you could change your melody map, what would you do differently?

4) How easy did you find your friend's melody map to play?

5) How easy did your friend find your melody map to play? Did they play it correctly?

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Drew a Clear Melody Map	Map was unclear or hard to follow.	Map showed some pitch movement but was hard to follow.	Map clearly showed pitch going up, down, or staying the same.	Map was very clear and accurately showed all pitch movements.
Used Colours and Creativity	Map was boring or didn't help.	Added a few colours or designs but didn't help.	Used colours and creative designs to make the map interesting.	Used colours and designs that were creative and kept the map easy to follow.
Followed the Melody Map	Did not follow the map to play or played the wrong notes.	Followed the map but made frequent mistakes.	Mostly followed the map correctly with only a few mistakes.	Followed the map correctly and played with confidence.
Played Notes with Accuracy	Played notes with many mistakes or out of rhythm.	Played some notes correctly but not all and not in a steady rhythm.	Played most notes correctly and in a steady rhythm.	Played all notes accurately with steady rhythm and clear pitch.
Worked Respectfully	Did not share materials or distracted others.	Sometimes worked respectfully but needed reminders.	Worked with others and shared materials.	Always shared materials, took turns, and encouraged others.

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

Discovering Harmony and Song Structure

What is Harmony?

Harmony happens when two or more notes are played or sung at the same time. This creates a richer, fuller sound in music that feels pleasant to our ears. Harmony is often used in choirs where some people sing the melody while others sing higher or lower notes. Instruments like guitars and pianos can also create harmony by playing two or more notes together. Harmony adds depth and emotion to songs, making them sound warm, exciting, or dramatic.

What Are Verses and Choruses?

Many songs are made up of verses and choruses, which give them a clear structure. A verse tells the story or shares new ideas each time it is sung. The words usually change with each verse, but the melody stays the same. A chorus is the part of the song that repeats and feels familiar. It often has the same words and melody every time, making it the catchiest part to sing along to.

How Do Harmony and Structure Work Together?

Harmony can be added to both verses and choruses to make them sound richer. When voices or instruments blend in harmony during a chorus, it often feels powerful and memorable.



Why Are These Important?

Harmony and song structure help music sound organized and interesting. They make songs easier to follow, more fun to sing, and more meaningful to listen to.

Matching

Draw a line to match the words to their meaning.

Harmony	Part of a song that tells the story and changes each time
Chorus	Two or more notes played or sung together to create a fuller sound
Verse	The repeating part of a song with the same words and melody
Melody	The way a song is organized with sections like verses and choruses
Structure	The main theme of a song that we often sing along to

Multiple Choice

Circle the letter that contains the correct answer.

1) What happens in a verse?

- A. The words and melody stay the same
- B. It is the loudest part of the song
- C. The words change but the melody usually stays the same
- D. Only instruments play without singing

2) Why do composers use harmony?

- A. To make the song sound richer and fuller
- B. To make the song shorter
- C. To make only one singer stand out
- D. To play louder instruments

3) What does song structure help us do?

- A. Dance faster
- B. Follow and remember the song more easily
- C. Play higher notes
- D. Play new instruments

Singing in Harmony – Folk Songs Around the World

Objective What are we learning more about?

Students learn a folk song from another culture and explore harmony by singing in two parts. They will also add claps, or drum beats on the chorus to create a two-part texture. This activity helps students experience two-part texture and song form (verse and chorus) while celebrating music from different cultures.

Materials What do we need for our activity?

- ✓ A recording or sheet music of a folk song from another culture
- ✓ Lyrics printed for students to follow
- ✓ Classroom drums, tambourines, or other percussion instruments
- ✓ Open space for group singing and movement



Instructions How do we complete the activity?

- 1) **Learn the Song:** Teach students the melody of the folk song verse by verse. Play a recording or sing it for them to follow along. Everyone feels confident.
- 2) **Add Two-Part Harmony:** Divide the class into two groups. One group sings the melody while the second group sings a simple harmony or accompaniment for each line. Practise together until the harmony blends smoothly.
- 3) **Accompany with Percussion:** During the chorus, students add drumbeats, or other classroom percussion instruments to the melody and make the music lively.
- 4) **Challenge Twist:** Try switching roles so each group gets a chance to sing both melody and harmony. Then add movement. Students step side to side during verses and clap on beats during choruses.
- 5) **Reflection:** After performing, discuss how the harmony and percussion changed the feel of the song. Ask students what they learned about the culture the song came from.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Sang Melody Clearly	Learned and sang the melody of the folk song with a clear and steady voice.
Sang Harmony or Echo	Sang along with a simple harmony or echo that blends well with the melody.
Added Percussion Accurately	Played claps or drums in time during the chorus to support the song.
Worked Respectfully in Group	Cooperated with classmates while practising and performing the song.
Showed Cultural Awareness	Showed interest and respect for the culture the folk song came from.

Song Lyrics

Folk Song: "Waltzing Matilda" (Australia)

Verse 1

Once a jolly swagman camped by a billabong,
Under the shade of a coolibah tree,
And he sat and he watched and waited till his billy boiled,
"You'll come a-waltzing Matilda, with me."

Chorus

Waltzing Matilda, waltzing Matilda,
You'll come a-waltzing Matilda with me,
And he sang as he sat and waited till his billy boiled,
"You'll come a-waltzing Matilda, with me."

Verse 2

Down came a jumbuck to drink at the billabong,
Up jumped the swagman and seized him with glee,
And he sang as he shoved that jumbuck in his tucker bag,
"You'll come a-waltzing Matilda, with me."

Verse 3

Up rode the squatter, mounted on his trooper's bay,
Down came the troopers — one, two, and three,
"Whose is that jumbuck you've got in your tucker bag?"
"You'll come a-waltzing Matilda, with me."
(Chorus)

Verse 4

Up jumped the swagman and sprang into the billabong;
"You'll never catch me alive!" said he.
And his ghost may be heard as you pass by that billabong:
"You'll come a-waltzing Matilda, with me."
(Chorus)

Reflection

Answer the questions below.

1) How did it feel to sing with your classmates in two parts (melody and harmony)?

2) What was your favorite part of learning and performing the folk song?

3) Was it easier to sing the melody or the harmony? Why?

4) How did adding claps or drum beats on the beat feel of the song?

5) What did you learn about the culture where this song came from?

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Sang Melody Clearly	Did not sing with any clarity.	Sang some parts of the melody but missed notes or timing.	Sang most of the melody correctly with a steady voice.	Sang the full melody clearly with confidence and good pitch.
Sang Harmony or Echo	Did not sing with any harmony or echo.	Tried harmony but needed frequent help to stay in tune.	Sang harmony or echo correctly most of the time.	Sang harmony or echo confidently and blended well with the melody.
Added Percussion Accurately	Did not join in with clapping or drumbeats.	Joined in but missed important parts often.	Played percussion mostly on time during the chorus.	Played percussion confidently and in perfect rhythm with the chorus.
Worked Respectfully in Group	Did not cooperate or distracted others.	Not really cooperated with classmates.	Worked well with most of the group.	Always worked respectfully, took turns, and supported group members.
Showed Cultural Awareness	Did not show interest or respect for the song's culture.	Showed some interest but needed reminders about respect.	Showed interest and respect throughout.	Showed strong interest, respect, and curiosity about the song's culture.

Teacher Comments – What Did They Do Well?

_____ _____ _____	Mark
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Student Comments – What Could You Do Better?

_____ _____ _____

The Power of Music: Feelings Through Sound

How Does Music Make Us Feel?

Music is so powerful because it can make us feel happy, excited, calm, or even a little sad. Composers use special tools called dynamics and tempo to create these feelings. When we listen to music, our brains and hearts often react to these changes with emotions.

What Are Dynamics?

Dynamics tell us how loud or soft the music is. When the music is loud (forte), it can feel exciting or strong. When it is soft (piano), it can feel calm or gentle. Changes in dynamics, like getting louder (crescendo) or softer (decrescendo), help create emotional moments in a song.



What Is Tempo?

Tempo means the speed of the music. A fast tempo can make us feel energetic or joyful, like we want to dance. A slow tempo can feel peaceful or a little sad, like a quiet walk in the park.

Why Is This Important?

When composers use dynamics and tempo together, they help tell stories and share feelings through music. Learning how these elements work helps us listen more closely and perform with more expression.

Multiple Choice

Circle the letter that contains the correct answer.

1) What happens in a crescendo?

A. The music gets slower

C. The music gets softer

B. The music gets louder

D. The music stays the same

2) What does the word "tempo" mean?

A. The speed of music

C. The type of instruments used

B. The volume of music

D. The emotions in the music

Questions

Answer the questions below.

1) How can a fast tempo make you feel when you listen to music?

2) Give an example of a time when music made you feel excited, calm, or sad. What was in the music that made you feel that way?

True or False

Is the statement true or false?

1) Dynamics in music tell us how fast or slow a song should be. True False

2) A crescendo means the music is getting louder. True False

3) A slow tempo can make music feel calm or a little sad. True False

4) Forte means the music should be very soft. True False

5) Composers use dynamics and tempo to help tell stories and share feelings in music. True False

Activity: Painting the Sound

Objective What are we learning more about?

Students listen to music pieces with different moods and dynamics, then create artwork using colours, shapes, and lines to show how the music feels. This activity helps students connect their listening skills to visual expression and understand how music can inspire art.

Materials What do we need for our activity?

- ✓ Watercolours, markers, and pencils
- ✓ Brushes, water cup, and palette (if using watercolours)
- ✓ White drawing paper or cardstock
- ✓ Music player and selected mood-themed music clips
- ✓ Tape or pins for displaying artwork



Instructions How do we complete the activity?

- 1) **Listen and Imagine:** The teacher plays a music clip (calm, or excited). Students close their eyes and think about what shapes or patterns come to mind as they hear the music.
- 2) **Create Your Artwork:** Students use their chosen materials to paint or draw how the music feels. They can show loud parts (forte) with bold colours and big strokes, or soft parts (piano) with gentle colours and small strokes. Encourage them to focus on mood and dynamics rather than making a realistic picture.
- 3) **Gallery Walk:** When finished, students display their work around the class, they walk through the "gallery" and try to guess the mood the artist intended for each piece.
- 4) **Collaborative Canvas (Optional):** For a fun variation, students can work in small groups to create a single large artwork inspired by a longer piece of music.
- 5) **Class Share:** Invite a few students to talk about why they chose certain colours or patterns to represent the music they heard.

Name: _____

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Curriculum Connection
C2.1, C2.2

Drawing

Draw how the music made you feel.

PERFECT

Understanding Instrument Families

What Are Instrument Families?

In music, instruments are grouped into families based on how they produce sound. The four main families are strings, woodwinds, brass, and percussion. Each family has its own special way of producing sound and a unique "voice" in music.



Strings

The string family includes instruments like the violin, cello, and guitar. These instruments make sound with their strings, which are plucked, strummed, or played with a bow. Their timbre can be smooth and mellow or bright and lively.

Woodwinds and Brass

Woodwinds, like the flute and clarinet, produce sound when air is blown through them. Some use reeds to vibrate the air. Brass instruments, like the trumpet and trombone, use buzzing lips on a mouthpiece to produce sounds.

Percussion

The percussion family includes drums, xylophones, and tambourines. These instruments are played by hitting, shaking, or scraping. They add rhythm and excitement to music.

What is Timbre?

Timbre (say: TAM-ber) is the special quality of an instrument's sound. It helps us tell the difference between a flute and a trumpet, even if they play the same note.

Matching

Draw a line to match the instrument to its family.

Clarinet
Flute
Trumpet
Xylophone
Trombone

Brass
Percussion
Strings
Woodwinds
Brass

Colouring

Colour the instruments below.



Game: What's That Sound?

Objective What are we learning more about?

Students listen to the unique sounds of different musical instruments, guess which instrument family it belongs to, and identify whether it belongs to the string, wind, or percussion family. This helps them learn to describe and compare timbres.

Materials What do we need for our activity?

- ✓ Audio player or computer speakers
- ✓ A short YouTube playlist of various instrument sounds
- ✓ Instrument picture cards or charts
- ✓ "String / Wind / Percussion" sound cards
- ✓ Paper and crayons for drawing or writing guesses



Instructions How do we complete the activity?

- 1) **Warm-Up Sound Talk:** Begin with a quick chat: "What makes a drum sound different from a bell?" Play a few sample instrument sounds and discuss the difference in their sounds (bright, smooth, buzzy, etc.).
- 2) **Let's Play the Game:** On YouTube, find the "Guess the Instrument" video. Students listen closely and circle which instrument family it comes from.
- 3) **Discussion:** Discuss after each one how they made their decision.
- 4) **Reflection:** Have students fill in the reflection sheet, drawing musical instruments that belong to each family, as well as describing each family's sound.

Listen

Is the sound coming from a string, brass, wind, or percussion instrument?

1)	Woodwind	Brass	String	Percussion
2)	Woodwind	Brass	String	Percussion
3)	Woodwind	Brass	String	Percussion
4)	Woodwind	Brass	String	Percussion
5)	Woodwind	Brass	String	Percussion
6)	Woodwind	Brass	String	Percussion
7)	Woodwind	Brass	String	Percussion
8)	Woodwind	Brass	String	Percussion
9)	Woodwind	Brass	String	Percussion
10)	Woodwind	Brass	String	Percussion
11)	Woodwind	Brass	String	Percussion
12)	Woodwind	Brass	String	Percussion
13)	Woodwind	Brass	String	Percussion
14)	Woodwind	Brass	String	Percussion
15)	Woodwind	Brass	String	Percussion
16)	Woodwind	Brass	String	Percussion
17)	Woodwind	Brass	String	Percussion
18)	Woodwind	Brass	String	Percussion
19)	Woodwind	Brass	String	Percussion
20)	Woodwind	Brass	String	Percussion

Reflection

Answer the questions below.

1) a) Draw musical instruments that belong to the **percussion** family.

b) Describe how a percussion instrument sounds.

2) a) Draw musical instruments that belong to the **brass** family.

b) Describe how a brass instrument sounds.

Reflection

Answer the questions below.

3) a) Draw musical instruments that belong to the **woodwind** family.

b) Describe how a woodwind instrument sounds.

4) a) Draw musical instruments that belong to the **string** family.

b) Describe how a string instrument sounds.

What is a Canon in Music?

What is a Canon?

A canon is a type of music where the same melody is sung or played by different people or instruments, but they start at different times. This creates a beautiful, layered sound that feels like one voice is following another. One of the most famous examples of a canon is "Row, Row, Row Your Boat" when sung as a round.



What is Polyphony?

When melodies are layered like this, it's called polyphony (say: POL-ee-foh-nee). Polyphony means "many sounds" happening at the same time. Each melody is the same, but because they overlap, they sound rich and full. This style was popular in older music but is still used in songs today.

Why Do Composers Use Canons?

Composers use canons to make music more interesting and fun. It allows many people or instruments to take turns leading while others follow, creating a beautiful harmony and movement in the music.

Where Can We Hear Canons?

Canons are often heard in choir music, instrumental pieces, and even some popular songs. Learning to sing or play a canon helps students practise timing, listening, and teamwork.

Fill In The Blanks

Fill in the blanks with the correct answer from the word bank.

- 1) A _____ is when the same melody is sung or played starting at different _____.
- 2) When _____ are layered on top of each other, this is called _____.
- 3) A _____ is a canon that we sing in rounds is _____.
- 4) _____ can help _____ to make music sound rich, full, and interesting.

Row, Row, Row

our _____ composers

canon

polyphony

Short Answer

Answer the questions below.

- 1) What does the word "polyphony" mean and why is it important in a canon?

- 2) How does singing or playing in a canon help students practise timing and listening?

Word Search

Find the words in the wordsearch.

Canon	Timing
Polyphony	Round
Layers	Voices
Harmony	Rich

I	L	P	O	L	Y	P	O	N	L	H	P	Z
W	L	A	N	O	C	Q	Q	J	C	S	A	Y
R	J	M	Y	V	S	F	W	O	N	I		
T	H	C	P	E	O	I	H	G	T	A	Q	L
V	S	O	K	O	R	I	O	B	H	A	M	E
C	O	O	C	O	L	S	C	H	A	R	M	O
F	Z	Y	N	A	O	G	M	E	W	X	O	N
N	L	O	O	B	N	L	E	H	S	I	U	U
T	I	M	I	N	G	O	S	X	C	V	U	G
G	J	J	Z	P	G	M	N	R	I	C	H	H

Activity: Singing in Layers – Learning a Canon

Objective

What are we learning more about?

Students will learn how to sing a simple melody (like “Row, Row, Row Your Boat”) and perform it in canon. This activity will help them practise listening, timing, and singing confidently with overlapping melodies.

Materials

What do we need for our activity?

- ✓ Lyrics and music for “Row, Row, Row Your Boat” or another simple canon
- ✓ Space for students to stand in two or three groups
- ✓ Optional: piano or xylophone for accompaniment



Instructions

How do we complete the activity?

- 1) Learn the Melody Together:** Teach the melody to the whole class. Sing it several times as a group until everyone feels confident.
- 2) Divide and Practise in Groups:** Split the class into two or three groups. Group 1 starts singing the melody. Group 2 begins the same melody after Group 1 finishes the first phrase (“Row, row, row your boat”). Practise until everyone can stay on their part without rushing or slowing down.
- 3) Add Layers:** For a bigger challenge, create three groups. Each group starts after the previous one’s first phrase. This builds a richer sound and teaches students how overlapping melodies feel.
- 4) Class Performance:** Perform the canon as a full class and record it (audio or video) to play back and discuss how the layers sound together.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Sings Melody	Sings the melody with a steady voice and correct notes.
Joins in the Right Time	Starts singing at the correct moment after the first group begins.
Stays on Task	Continues singing their part confidently even when hearing other groups.
Blends with the Group	Works with others and adjusts volume to create a pleasant sound.
Shows Focus and Teamwork	Follows the teacher and works respectfully with classmates.

Song Lyrics

Use the song below for the activity.

Row, row, row your boat,
 Gently down the stream,
 Merrily, merrily, merrily, merrily,
 Life is but a dream.
 Row, row, row your boat,
 Gently down the stream,
 If you see a crocodile,
 Don't forget to scream (Aaagh!)

Group-Assessment

Rate another group's performance.

My name is _____.

Which performance are you rating? _____

Criterion	Rating Description	Rate (Colour the stars)
Sang Melody Clearly	They sang the melody confidently with a clear voice and good pitch.	☆☆☆☆☆
Joined at the Right Time	They started at the correct moment.	☆☆☆☆☆
Stayed on Part	They stayed focused on their melody even when others were singing.	☆☆☆☆☆
Blended with the Group	They listened and adjusted their volume to blend nicely with others.	☆☆☆☆☆
Worked as a Team	They cooperated respectfully with classmates and followed the teacher's directions.	☆☆☆☆☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Sang Melody Correctly	Did not sing melody or with many mistakes.	Sang some of the melody but missed notes or timing.	Sang most of the melody correctly with a steady voice.	Sang the full melody clearly with good pitch and confidence.
Joined at the Right Time	Did not join at the right time.	Tried to join but needed reminders.	Joined at the right time most of the time.	Joined at the correct time every round without reminders.
Stayed on Part	Lost place or stopped singing often.	Stayed on part most of the time but needed reminders.	Stayed on part most of the time even when others were singing.	Stayed focused and sang their part confidently the whole time.
Blended with the Group	Did not adjust volume or clashed with other voices.	Tried to adjust volume but was too loud or soft.	Blended with group most of the time and adjusted volume.	Blended smoothly with others, creating a balanced layered sound.
Worked as a Team	Did not cooperate or distracted others.	Needed reminders to cooperate and stay respectful.	Worked with others and supported them.	Always worked respectfully and supported classmates during singing.

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

Mapping the Music: Understanding Form

What is Form in Music?

Form is how the different parts of a song are put together. It shows us how verses, choruses, bridges, and endings are arranged. For example, many pop songs have a pattern like verse-chorus-verse-chorus-bridge-chorus. This is called song form. It helps us know what to expect as we listen. When you understand a song's form, it's easier to remember and follow along.

Why is Form Important?

Form is important because it gives music shape and direction. Without form, songs might sound random or confusing. It's like knowing the layout of a house. You can move through it without getting lost.

Musicians use form to plan how their music will flow. It also helps listeners enjoy the music more because they can feel when a part is repeating or when something new is coming.



What is a Music Map?

A music map is a drawing or chart that shows the parts of a song in order. You can use shapes, colours, or symbols to show where each verse, chorus, or bridge happens. Making a music map is a fun and creative way to understand a song at a glance.

Try It Yourself!

Next time you hear your favourite song, listen carefully for repeated parts and new sections. Can you draw a map that shows its form?

Matching

Draw a line to match the words to their meaning.

Verse

A drawing that shows the order of verses, choruses, and endings.

Chorus

A section with different words but a familiar tune.

Music Map

The way parts of a song are arranged.

Form

A part of a song that repeats with the same words and

A short section that connects two main parts of a song.

Multiple Choice

Select the letter that contains the correct answer.

1) Why is understanding a song's form helpful?

- A. It makes the song louder.
- B. It helps us remember and follow the song.
- C. It changes the instruments in the song.
- D. It tells us the history of music.

2) Which of these could you use to make a music map?

- A. Numbers only
- B. Shapes, colours and symbols
- C. Just words
- D. All of the above

Make a Connection

Think about your favourite song. How do you know when the chorus is coming or when the song is about to end? Describe the pattern or "form" you hear in that song.

Activity: Create Your Music Map

Objective What are we learning more about?

Students listen to a pop or folk song and identify its sections (introduction, verse, chorus, etc.). They will create a colourful "music map" to show how the song is organized. This helps students understand how form gives music shape and makes it easier to remember.

Materials What do we need for our activity?

- ✓ Music recording (pop or folk song)
- ✓ Coloured paper strips, markers, pens
- ✓ Scissors and glue (if using paper strips)
- ✓ Large sheet of paper or flipchart
- ✓ Optional: labels for "verse," "chorus," "introduction," and "coda"



Instructions How do we complete the activity?

- 1) **Listen and Identify:** Play the chosen song. Students listen carefully to hear when each section starts and ends. Pause the song at key points if needed and discuss as a class (e.g., "Did you hear how the chorus repeats?").
- 2) **Plan Your Map:** Students decide how to represent each section using different colours, shapes, or patterns for verses, choruses, etc.).
- 3) **Create the Music Map:** Using coloured paper strips, markers, and glue, students build their map showing the order of the song from start to finish.
- 4) **Gallery Walk:** Display the music maps around the room. Students walk through the "gallery" and compare maps to see how others showed the song's form.
- 5) **Bonus Challenge – Mystery Song:** Play a second song without announcing the sections. Students work in pairs to create a map and then check with the teacher if their guesses about the form are correct.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Identifies Song Parts	Correctly finds the introduction, verses, choruses, and coda in the song.
Organizes Music Map Clearly	Shows the order of the song's sections neatly using colours, shapes, or patterns.
Uses Creative Touches	Adds creative touches like symbols or designs to make the map visually engaging.
Works Carefully and Neatly	Creates map with attention to detail and careful work.
Shares Ideas Respectfully	Expresses own ideas and listens to classmates' ideas during the gallery walk.

Planning

Answer the questions below.

1) What colours or shapes could you use to show different parts of a song (e.g., verses, choruses, coda) on your map?

2) How will you make your music map neat and easy for others to understand?

Name: _____

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Drawing

Draw a mini music map of a song you like.

PERFECT

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Identifies Song Sections	Did not identify any sections correctly.	Identified some sections but missed key parts.	Identified most sections with a few mistakes.	Identified all sections (intro, verses, choruses, coda) correctly.
Organizes Music Map Clearly	Music map is very messy and hard to follow.	Some organization, but parts are hard to follow.	Clear organization with minor errors in layout or sequence.	Music map is very neat and clearly shows the song's structure.
Uses Creative Design	No creative elements added.	Some creative elements but not used effectively.	Some creativity in colours, shapes, or patterns.	Very creative design with thoughtful colours, shapes, or patterns.
Works Carefully and Neatly	Rushed work with little attention to neatness.	Some work is neat, but looks messy in parts.	Worked carefully most of the time with minor messy areas.	Excellent care taken; work is neat and polished throughout.
Shares Ideas Respectfully	Did not share or listen during the gallery walk.	Shared ideas with reminder to be respectful.	Shared ideas and listened respectfully.	Always shared ideas respectfully and listened respectfully to peers.

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

The Power of Dynamics in Music

What Are Dynamics?

Dynamics tell us how loud or soft the sound is. Composers use Italian words like piano (soft) and forte (loud) to give us these instructions. Crescendo, it means the music should get louder. Decrescendo means it should get softer. These changes make music exciting and interesting.



Why Are Dynamics Important?

Without dynamics, music would sound boring. Dynamics help us feel the mood of a song, calm and gentle with soft notes or powerful and exciting with loud ones. They guide musicians on how to play and help listeners understand the story the music is telling.

How Do Conductors Show Dynamics?

Conductors use their hands and arms to show musicians when to play louder or softer. Big, wide movements tell the group to play loud, while small, close movements mean to play softly. The conductor's gestures lead the group together and follow the changes in the music.

Try It Yourself!

Next time you listen to a song, close your eyes and notice when it gets louder or softer. Can you guess what dynamics words the composer might have used?

Short Answer

Answer the questions below.

1) How do dynamics make music more exciting for listeners?

2) What hand movements might a conductor use to show "play softly"?

3) Why do composers use words like piano and forte?

Fill In The Blanks

Fill in the blanks with the correct answer from the word bank.

decrescendo	boring	softly	decrescendo	arms
hands	crescendo	flat		mood

- 1) The word piano in music means to play _____.
- 2) The word forte tells musicians to play _____.
- 3) A _____ means the music should slowly get louder.
- 4) A _____ means the music should slowly get softer.
- 5) Conductors use their _____ and _____ to tell musicians when to play louder or softer.
- 6) Dynamics help us feel the _____ of a song.
- 7) Without dynamics, music would sound _____ and _____.
- 8) The Italian word for "getting softer" is _____.

Activity: Be the Conductor

Objective

What are we learning more about?

Students learn about dynamics (piano, forte, crescendo, decrescendo) by learning simple conducting gestures. They will take turns leading their group like a conductor while playing any percussion instruments, responding to the gestures. This activity helps students understand and feel dynamic changes in music through active participation.

Materials

What do we need for this activity?

- ✓ Percussion instruments (e.g., tambourines, maracas, hand drums)
- ✓ Baton or rolled-up paper for conductor
- ✓ Open space for small group circles
- ✓ Visual chart of dynamics symbols (piano, forte, crescendo, decrescendo)



Instructions

How do we complete the activity?

- 1) **Learn Conducting Gestures:** The teacher demonstrates simple gestures for soft (small hands), loud (big hands), crescendo (hands moving wider), and decrescendo (hands moving closer). Students practice these in the circle.
- 2) **Form Small Groups:** Students split into groups of 4-5. One student becomes the conductor, and the others pick percussion instruments.
- 3) **Conduct and Play:** The conductor leads their group using gestures. Students follow carefully, adjusting their volume to match the gestures. Everyone gets to conduct.
- 4) **Fun Twist – Secret Signals:** Conductors can add their own “signature” gesture (e.g., spin or clap) that tells players to stop suddenly or play one loud note.
- 5) **Class Reflection:** Discuss: What was it like to follow the conductor? Was it harder to lead or follow?

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Uses Conducting Gestures	Demonstrates the right conducting gestures for each dynamic (piano, forte, etc.).
Adjusts Volume	Adjusts instrument volume accurately to match the conductor's signals.
Leads with Confidence	Conducts clearly so all group members can follow easily.
Stays Focused	Watches the conductor or players carefully throughout the activity.
Works Respectfully in Group	Travels in and out of the group, helping the group work together.

Planning Answer the questions below.

1) What do you think a conductor's job is? Why is it important?

2) What will you do to make sure you are watching carefully when it's your turn to play?

3) When you are the conductor, how will you make sure your group is clear, so your group knows what to do?

Group-Assessment

Rate another group's performance.

My name is _____.

Which group's performance are you rating? _____

	Rating Description	Rate (Colour the stars)
Used Correct Gestures	They showed the right conducting for each dynamic (piano, forte, etc.).	☆ ☆ ☆ ☆ ☆
Followed the Conductor	They changed volume on their instrument to match the conductor's signals.	☆ ☆ ☆ ☆ ☆
Led with Confidence	They led their group and kept their group together.	☆ ☆ ☆ ☆ ☆
Stayed Focused	They watched the conductor or players carefully and stayed on task.	☆ ☆ ☆ ☆ ☆
Worked Respectfully in Group	They took turns and supported their group members during the performance.	☆ ☆ ☆ ☆ ☆

Self-Assessment

Answer the questions below about your performance.

1) What aspect of your performance are you happy with? Why?

2) What aspect of your performance are you disappointed with? What do you think you should have done to improve on it?

Game: Pass the Beat

Objective What are we learning more about?

Students are keeping a steady beat and exploring rhythm patterns using body percussion. They also work on timing, listening skills, and teamwork while responding to changes and syncopated rhythms in a fun, active game.

Materials What do we need for our game?

- ✓ Open space for students to form a circle
- ✓ Optional: a small object (like a ball) for the teacher to set the beat
- ✓ A list of rhythm patterns to use (e.g., clap, snap, tap, snap)



Steps How do we play the game?

- 1) **Start the Beat:** Students stand in a circle. The teacher teaches a basic rhythm pattern using body percussion (e.g., clap, snap, knee, snap). Everyone practises together until the group feels confident.
- 2) **Pass It Around:** One student starts the pattern and the next person continues without breaking the beat. The rhythm travels around the circle like a musical relay.
- 3) **Add Challenges:** Try syncopated patterns like "ti-ta-ti" or "clap-snap-clap" (faster or slower) to test focus. Introduce a "double pass" where students perform the pattern twice before passing it on.
- 4) **Oops! Keep it Fun:** If a student makes a mistake, they do a quick, silly action (spin, jump, or clap above their head) and rejoin the circle.
- 5) **Final Round – Rhythm Detective:** One student secretly creates their own rhythm variation. Others must listen carefully and copy it as it passes around the circle.

Rhythm Patterns

Use these rhythm patterns for the game.

Pattern Name	Rhythm Actions
Stomp-Clap	Clap – Tap Knees – Clap – Snap
Syncopated Groove	Clap – Snap – Clap – Clap
Cross Body Fun	Tap Left Shoulder – Tap Right Shoulder Clap – Snap
Traveling Beat	Stomp – Clap – Tap Knees
Quick Hands	Clap – Clap – Snap
Echo Rhythm	Clap – Tap Knees – Clap – Tap Knees – Snap