



Workbook Preview



Ontario – Arts Curriculum

Grade 6 – Music

	Learning Experiences	Pages
C1.1	Sing and/or play, in tune, from musical notation, unison music and music in two or more parts from a wide variety of cultures, styles, and historical periods	35-39
C1.2	Apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect	20-23, 27-32, 43-46, 50-51, 54-56, 93-96, 106-109
C1.3	Create musical compositions for specific purposes and audiences	20-23, 43-46
C1.4		-39, 8
C1.5		-29
C2.1		-69, 87-87, 100-103
	performances in a variety of ways	
C2.2	Identify the elements of music in the repertoire they perform, listen to, and create, and describe how they are used	18-19, 25-34, 41-46, 48-62, 64-65, 71-76, 78-83, 85-89, 91-96, 98-99, 104-109, 111-118
C2.3	Identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members	24, 35-40, 47, 63, 70, 77, 84, 90, 97, 100-103, 110, 119
C3.1	Identify and describe ways in which awareness or appreciation of music is affected by culture and the media	59-62, 66-69
C3.2	Compare some aspects of the music of one culture and/or historical period with aspects of the music of another culture and/or historical period	73-76, 113-118

Preview of 90 pages from
this product that contains
152 pages total.

MUSIC

PREVIEW

How to Read Music – Treble Clef

What is a Staff?

Music is written on something called a staff. A staff has five straight lines and four spaces. Each line and each space represents a different musical pitch, or note. By placing notes on the staff, musicians know exactly which sound to play or sing, and how high or low that sound should be. The staff is like a map that helps guide musicians through a piece of music.

Meet the Treble Clef

At the beginning of a staff, you will often see a curly symbol called the treble clef (also called a G clef). This symbol shows us that the notes will be higher in pitch. You'll find these clefs on instruments such as the recorder, flute, violin, trumpet, guitar, and the human voice. The treble clef curls around the line that represents the G note, which is sometimes called the G clef.

Remember the Lines: E G B D F

The five lines of the treble clef represent these notes from bottom to top:

E – G – B – D – F.

To help remember them, musicians use sayings such as

Every Good Boy Deserves Fudge

Each word in the sentence matches one of the notes on the lines. For example, the bottom line is E, the next is G, then B, then D, and the top line is F.

Remember the Spaces: F A C E

The spaces between the lines also represent notes. From bottom to top, the spaces spell out a word: F – A – C – E.

This makes it easy to remember: the spaces spell the word FACE. The bottom space is F, the next is A, then C, and the top space is E.

Why Learn This?

Learning how to read the notes on the treble clef is like learning a new language. Once you understand how the lines and spaces work, you can read music for many instruments and begin to play more complex songs. Musicians around the world all use this same system, so reading music is a skill you can share anywhere. It also helps when you start writing your own music because you'll be able to clearly show others the exact notes you want them to play.

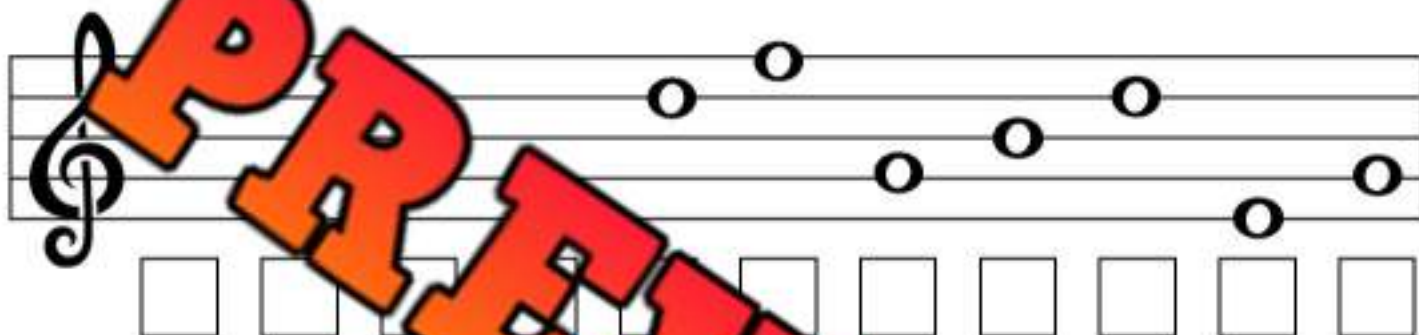
Part 1

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



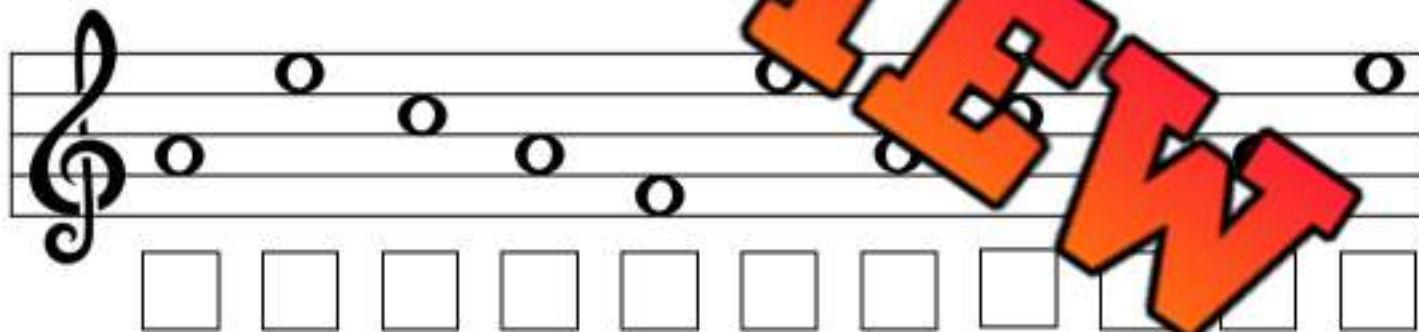
Part 2

Write each line note's name underneath the notes shown on the staff.
Remember: Every Good Boy Deserves Fudge



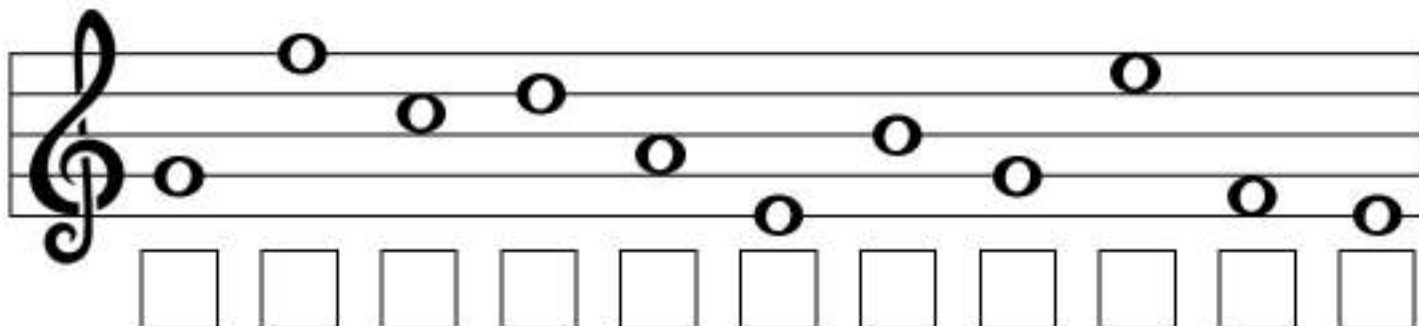
Part 3

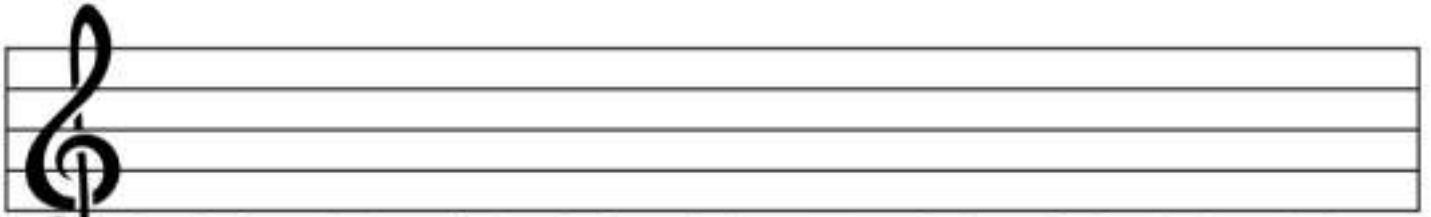
Write each space note's name underneath the notes shown on the staff.
Remember: Every Good Boy Deserves Fudge



Part 4

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




Part 5 Draw each line note on the staff

F G E B D F B G E D G

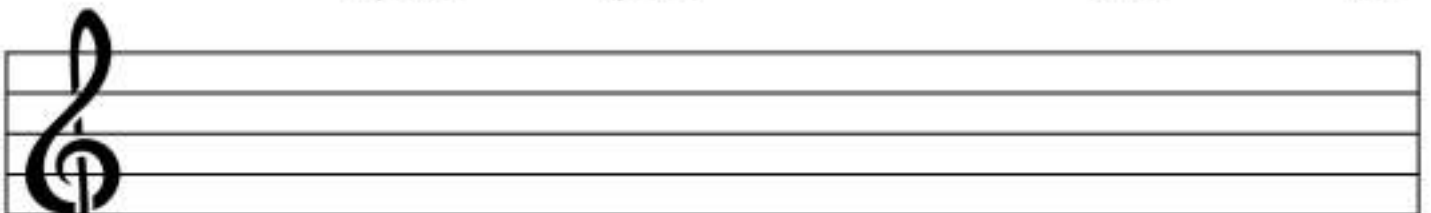
Part 6 Draw each space note on the staff

F C A G F C E C F A

Part 7 Draw each note on the staff

G B F C E A D G E A F

space space line line



D G C E D F B A E F G

line space space line

How to Read Music – Bass Clef

Meet the Bass Clef

At the beginning of some music, you may see a symbol called the bass clef (also called the F clef). The two dots of the bass clef surround the line for the note F, which is how it gets its name. The bass clef is used for lower-pitched sounds, such as those played on the left hand of the piano or instruments like the tuba, trombone, bassoon, cello, or double bass.

Remember the Lines: G B D F A

The five lines of the bass staff (from bottom to top) are G – B – D – F – A.

A common way to remember these notes is by saying:

Great Big Dragons Fly Away

Each word matches one of the lines, starting from the bottom line (G) up to the top line (A).



Remember the Spaces: A C E G

The spaces between the lines also represent notes. From bottom to top, they are: A – C – E – G. To help remember them, try the saying:

All Cows Eat Grass.

This makes it easier to quickly recall the spaces while reading music.



Why Do We Need Both Clefs?

Most music includes both high and low sounds happening at the same time. The treble clef shows the higher notes, while the bass clef shows the lower notes. For example, on the piano, the right hand usually plays notes in the treble clef, while the left hand plays notes in the bass clef. By using both clefs together, musicians can read and perform a wide range of notes—from the very lowest sounds to the very highest.

Why Learn This?

Learning to read the bass clef is just as important as learning the treble clef. Once you know the lines and spaces, you can play or sing music written for lower-pitched instruments and even begin to compose your own pieces that include deeper, richer sounds. Understanding both clefs gives you the skills to read almost any kind of written music.

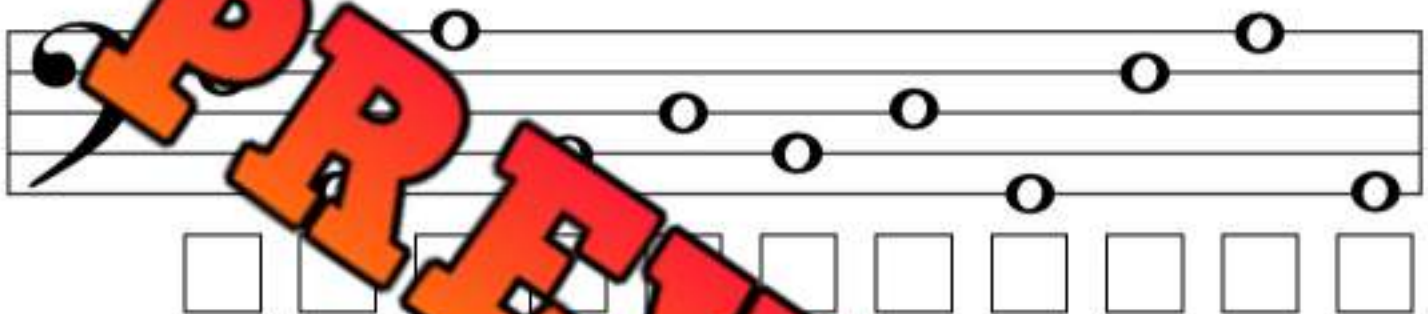
Part 1

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



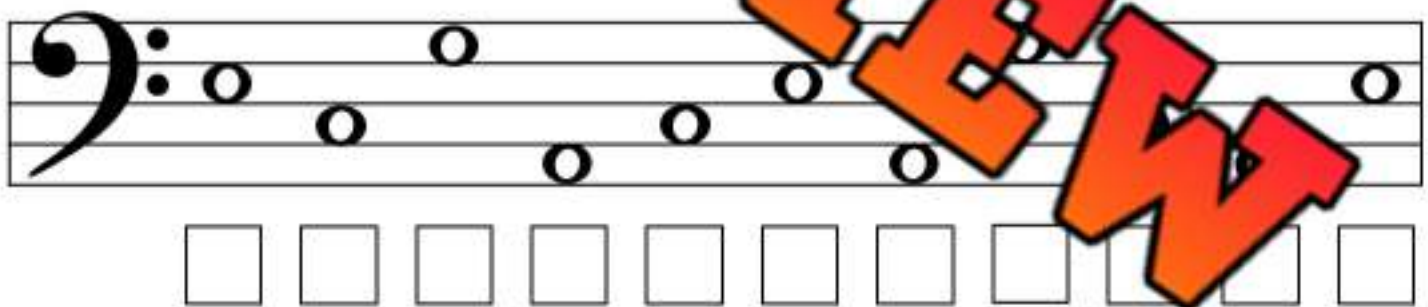
Part 2

Write each line note's name underneath the notes shown on the bass staff.
Remember: Great Big Dragons Fly Around



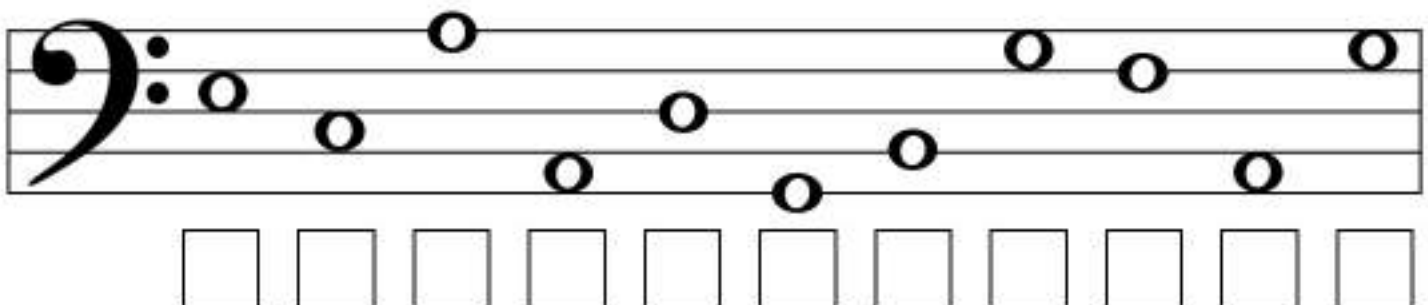
Part 3

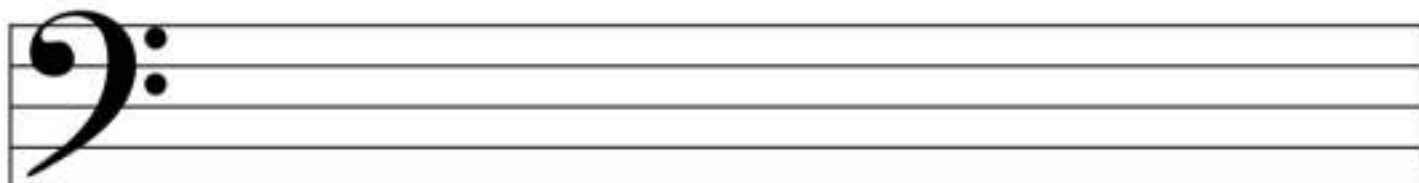
Write each space note's name underneath the notes shown on the bass staff.
Remember: All Cows Eat Grass



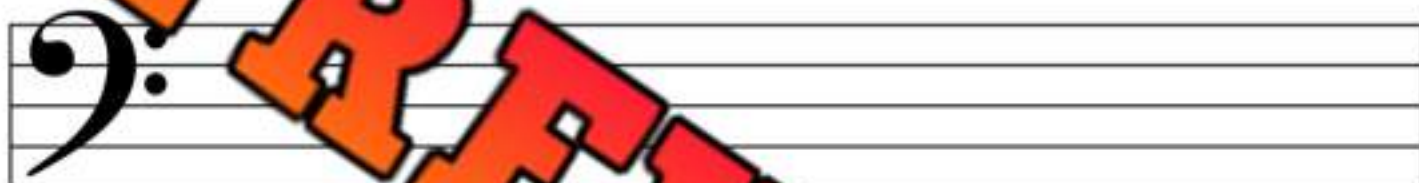
Part 4

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

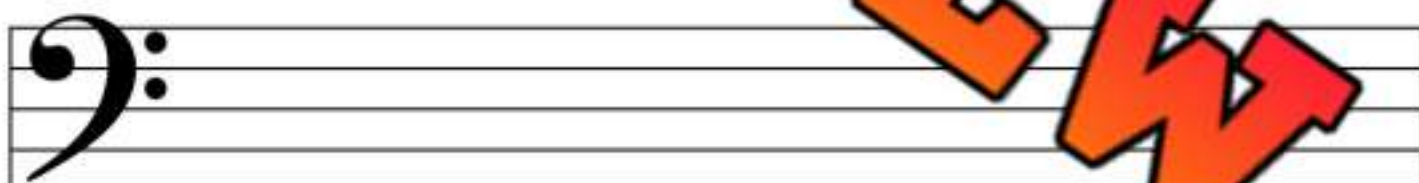


Part 5 Draw each line note on the bass staff

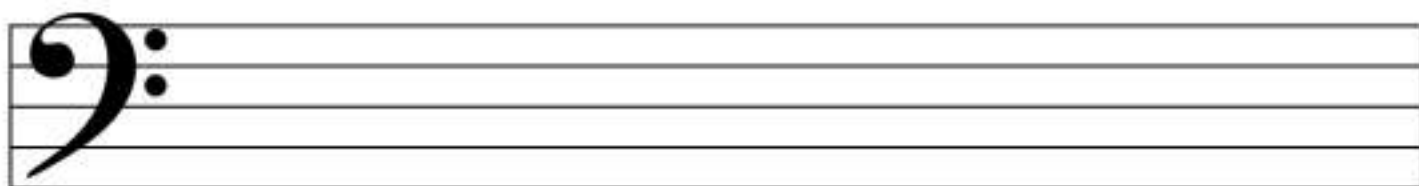
G	D	G	B	A	B	A	F	D	B	D
---	---	---	---	---	---	---	---	---	---	---

Part 6 Draw each space note on the bass staff

E	C	G	A	E	A	C	G	E
---	---	---	---	---	---	---	---	---

Part 7 Draw each note on the bass staff

G	B	G	E	A	B	F	D	E	F	A
space		line		space						line



A	C	E	A	D	G	C	D	G	B	F
line			space		line		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 already 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 lets us write and play every note we need.

Instruction Label the notes below.

PREVIEW

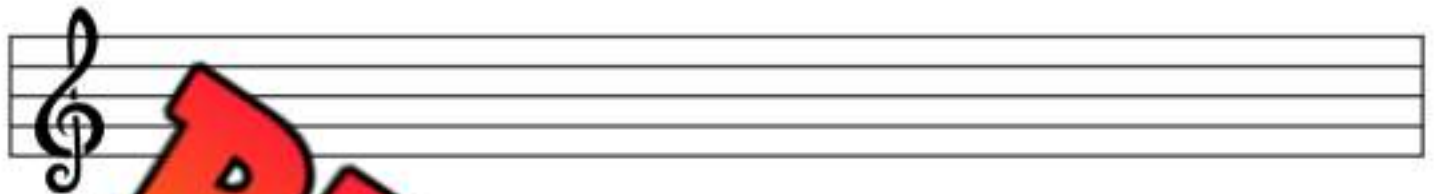
The image shows three musical staves, each with five notes on ledger lines. Below each note is a square box for labeling. The first staff uses a treble clef and has notes on the first, second, third, fourth, and fifth ledger lines above the staff. The second staff uses a treble clef and has notes on the first, second, third, fourth, and fifth ledger lines below the staff. The third staff uses a bass clef and has notes on the first, second, third, fourth, and fifth ledger lines below the staff.

Staff 1 (Treble Clef)	Staff 2 (Treble Clef)	Staff 3 (Bass Clef)
First ledger line above	First ledger line below	First ledger line below
Second ledger line above	Second ledger line below	Second ledger line below
Third ledger line above	Third ledger line below	Third ledger line below
Fourth ledger line above	Fourth ledger line below	Fourth ledger line below
Fifth ledger line above	Fifth ledger line below	Fifth ledger line below

Using Ledger Lines

Instructions

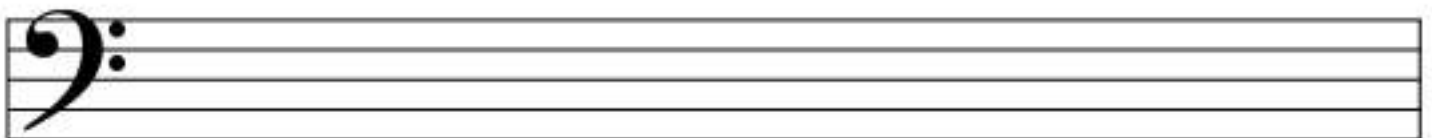
Draw the notes on the staff. Use ledger lines so you can draw the notes without repeating any.



C C C D D A A A



E E E A A A G B



B B B D D D F F F F

What Are Eighth Notes?

An **eighth note** is a note that lasts for half a beat in 4/4 time. This means you need two eighth notes to make one full beat.



Eighth notes can be written with a **single flag** if they stand alone, or they can be connected together with a **beam** when there are two or more in a row.

Instruction: Draw single eighth notes and connected eighth notes below

Single Eighth Notes	Connected Eighth Notes
<div></div>	<div></div>
<div></div>	<div></div>
<div></div>	<div></div>

Instructions

With a 4/4 time signature, eighth notes are half a beat. Count the number of beats below. Draw eighth notes in the spaces.

Handwriting practice lines for eighth notes in 4/4 time. Each line shows a musical staff with a sequence of eighth notes and rests, followed by empty boxes for drawing.

Line 1: Treble clef, 4/4 time. Notes: quarter, eighth, eighth, quarter, quarter, eighth, eighth, quarter, quarter, eighth, eighth. Boxes: 10 empty boxes.

Line 2: Treble clef, 4/4 time. Notes: eighth, eighth, quarter, quarter, eighth, eighth, quarter, quarter, eighth, eighth, quarter, quarter. Boxes: 12 empty boxes.

Line 3: Bass clef, 4/4 time. Notes: quarter, eighth, eighth, quarter, quarter, eighth, eighth, quarter, quarter, eighth, eighth, quarter, quarter. Boxes: 12 empty boxes.

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, it will play the song Mary Had a Little Lamb.

Instructions

Label the notes below.

PREVIEW

Instructions

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

Ma -	ry	had	a	lit-	tle	lamb
lit -	tle	lamb	lit -	tle	lamb	
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.

PREVIEW

Instructions

Write the note name below the lyrics

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

Rhythm in Music

What Is Rhythm?

Rhythm is the pattern of long and short sounds in music. It is what makes music feel like it's moving. Without rhythm, music would not have structure or flow. Just like a heart keeps your body in rhythm, a beat keeps music alive. We can clap it, tap it, say it, and even see it in music notation.



Creating Rhythm with Syllables

One fun way to create rhythm is by using the syllables in our names. For example, the name Mia has three syllables (Mia) and the name Alexander has four (A-lex-an-der). If you say these names in a steady beat, you're already making music! You can also combine different names to build more complex rhythms.

Why Rhythm Matters

Understanding rhythm helps us read and write music. It helps us play instruments, sing in time, and move to the beat when we dance. Rhythm gives music energy, shape, and feeling. When we learn to create and perform rhythms, we become stronger musicians and better listeners.

Let's Build Our Own Rhythms!

In class, we'll create rhythms using names, words, or short phrases. You can clap, snap, or use instruments like drums to bring your rhythm to life. Working in pairs or small groups will also help you practise keeping a steady beat and listening closely to each other.

Fill In The Blanks

Fill in the blanks with the correct answer.

- 1) Rhythm is the pattern of _____ and _____ sounds in music.
- 2) One way to create rhythms is by using the _____ in our names.
- 3) The name Alexander has _____ syllables.
- 4) Rhythm helps us read and _____ music more easily.
- 5) We use body sounds like clap, snap, or tap to bring our _____ to

Short Answer

Answer questions below.

Have you ever clapped, snapped, or sung a beat in a song you enjoy? How did it help you feel more connected to the music?

True or False

Is the statement true or false?

1) The beat in music works like a heartbeat; it keeps things steady.	True	False
2) Rhythm helps give music energy and shape.	True	False
3) Saying names like "Mia" or "Alexander" can help us practise rhythm.	True	False
4) Understanding rhythm makes it harder to read and play music.	True	False
5) Rhythm is not important in music unless you are dancing.	True	False

Activity: Speak-Clap-Play!

Objective What are we learning more about?

We are learning how to create, perform, and notate rhythm patterns using the syllables in our names and personal phrases. Through this activity, we will explore how words become music using body percussion or instruments. We will also practise using rhythm notation, timbre choices, and expressive dynamics.

Materials What do we need for our activity?

- ✓ Pen and ruler
- ✓ Body percussion (clap, snap, stomp, pat)
- ✓ Optional: non-percussion instruments (e.g. xylophone, maracas)
- ✓ Eraser, music folder, and creativity!



Instructions How do we complete the activity?

- 1) **Say Your Name Rhythm:** Clap the rhythm for full name. Count the syllables and say them to a steady beat. Example: Anna - dr - e - s - s - e - s = rhythm pattern ♪ ♪ ♪
- 2) **Write It Down:** Students use rhythm notation to write their rhythm name. Try adding dynamics (loud/soft) and choose a timbre (e.g., snap, stomp, claps).
- 3) **Add a Phrase:** Students come up with a short phrase about themselves like "I love to play soccer" or "Reading is my hobby." They clap the syllables and create a rhythm pattern.
- 4) **Compose with Style:** They write their full rhythm composition (name + phrase) using music notation. Try using:
 - Triplets (♪♪♪), dotted rhythms (♩. ♩), or patterns in simple metre (2/4, 4/4).
 - Mark the dynamics (f = forte, p = piano) and timbre (e.g., snap, stomp) for each part.
- 5) **Perform and Reflect:** Students practise performing their rhythm composition using body percussion or percussion instruments. At last, they share their performance with the whole class!

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Created a Rhythm Pattern	Used the syllables in their name and phrase to make a clear and musical rhythm.
Wrote Rhythm Accurately	Notated the rhythm using correct symbols, with mostly accurate timing and values.
Used Different Sounds	Chose different sounds (clap, stomp, etc.) and loud/soft levels to add expression.
Performed with Control	Performed the rhythm steadily with good focus and body movement control.
Showed Effort and Creativity	Used different sounds and levels, revised when needed, and showed creativity in the final performance.

Tips

Apply the tips below for better performance.

Tip	How It Helps You
Clap and Speak Together	Saying the words while clapping helps to rhythm more accurately.
Keep a Steady Beat	A steady beat makes your rhythm clear and easier for others to follow.
Start Slow, Then Speed Up	Practising slowly helps you stay in control before performing at a faster tempo.
Use Different Timbres	Mixing claps, stomps, and snaps adds variety and makes your rhythm more interesting.
Mark Dynamics in Your Score	Planning soft and loud parts makes your performance expressive and musical.

Planning

Answer the questions below.

1) What is your full name and how many syllables does it have? Can you clap it in a steady rhythm?

2) Think of a short sentence that describes something you enjoy (e.g., a hobby, sport, or other activity). How many syllables does it have?

3) Which body percussion sounds (clap, pat, snap) will you use for different parts of your rhythm? Write them down.

4) What is your strategy to stay in rhythm when you perform? How will you keep the tempo steady?

5) How will you show dynamics in your rhythm? Which parts will be loud, and which will be soft?

Performance-Assessment

Rate your classmate's performance.

My name is _____.

Which classmate's performance are you rating? _____

Criterion	Rating Description	Rate (Colour the stars)
Create Rhythm	They clapped or performed a rhythm that matched the syllables of their name and phrase.	☆☆☆☆☆
Used Body, Instrument or Sounds Well	They used a mix of claps, stomps, or other instruments in a creative and interesting way.	☆☆☆☆☆
Added Dynamics	Their rhythm had loud and soft parts to make the performance expressive.	☆☆☆☆☆
Stayed in Steady Beat	They performed with a steady tempo and kept the rhythm accurate.	☆☆☆☆☆
Showed Creativity and Effort	They added original ideas and worked hard on making their composition thoughtful and musical.	☆☆☆☆☆
Accurately Notated Rhythm	They wrote down the rhythm using proper note values and matched it to their performance.	☆☆☆☆☆
Used Interesting Timbres	They selected and combined different sounds (e.g., clap, snap, stomp) that fit their rhythm creatively.	☆☆☆☆☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Created a Rhythm Pattern	Rhythm doesn't match syllables and lacks structure.	Rhythm is basic and partly matches syllables.	Rhythm is mostly clear and fits the syllables.	Rhythm is creative, clear, and matches syllables well.
Wrote Rhythm Accurately	Rhythm is written incorrectly or has errors.	Some notes or values are incorrect.	Mostly correct note values and symbols.	Rhythm is written accurately with correct symbols.
Used Timbre and Dynamics	Little or no timbre or dynamics are used or volume is not varied.	Some changes in timbre or dynamics are used.	Timbre and dynamics are used with intention.	Timbre and dynamics are expressive and effective.
Performed with Control	Rhythm is unsteady or rushed.	Some control, but not always steady.	Performed with mostly steady beat and control.	Performed confidently with excellent control.
Showed Effort and Creativity	Little effort or originality shown.	Some effort and simple ideas.	Good effort and some creative choices.	Strong effort and original, thoughtful choices.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Rhythm Echo Challenge

Objective What are we learning more about?

Students will develop stronger rhythmic listening and performance skills by identifying and echoing increasingly complex rhythm patterns. Through this game-like activity, they will improve their understanding of rhythm, duration, and metre by using focused listening and quick response techniques.

Materials What do we need for our activity?

- ✓ classroom objects (optional rhythm sticks, hand drums)
- ✓ A quiet and focused environment
- ✓ Whiteboard or rhythm chart for optional visual support



Instructions How do we complete the activity?

- 1) **Echo the Rhythm:** The teacher claps a short rhythm (using quarter notes, dotted rhythms, or triplets) while saying, "Rhythm echo!" Students must listen carefully and immediately clap the rhythm back. No talking while clapping!
- 2) **Repeat and Vary:** After each echo, the teacher changes the rhythm slightly. Use simple patterns at first (e.g., quarter-eighth-quarter) and increase complexity gradually, including dotted rhythms, rests, or triplets.
- 3) **Challenge Mode:** Once students are confident, invite a few of them to take the lead and become the rhythm callers. They create a pattern, and the class claps it back. Encourage use of different rhythm durations to make it tricky and fun.
- 4) **Memory Twist (Optional):** Instead of immediate echoing, wait for 3–4 patterns to be heard, then ask students to recall and clap a specific one (e.g., "Clap the second rhythm I played!").
- 5) **Group Reflection:** Ask students, Which rhythms were easy? Which were tricky? How did you stay focused and remember what you heard?

Instructions

Use the optional rhythm patterns below

#	Rhythm Pattern (Written)	Teacher Clapping Example
1	Four quarter notes (♩ ♩ ♩ ♩)	Even steady claps: Clap – Clap – Clap – Clap
2	Two half notes (♩ ♩)	Long claps: Clap (hold 2 beats) – Clap (hold 2 beats)
3	Quarter + 2 eighth notes + quarter (♩ ♩ ♩ ♩)	Clap – Clap-Clap – Clap
4	Dotted quarter + eighth (♩. ♩)	Clap (long) – Quick Clap – Clap
5	Triplet of eighths + quarter (♩ ♩ ♩ ♩)	Clap – Clap-Clap (evenly in 1 beat) – Clap
6	Quarter rest + 3 quarters (♩ ♩ ♩)	(Silence) – Clap – Clap – Clap
7	Eighth + quarter + eighth (♩ ♩ ♩)	Quick Clap – Hold – Quick Clap
8	Whole note (♩)	One clap held 4 beats
9	Pickup eighth + 3 quarters (♩ ♩ ♩ ♩)	Quick Clap – Clap – Clap – Clap
10	Syncopation: quarter + eighth + quarter + eighth (♩ ♩ ♩ ♩)	Clap – Quick Clap – Clap – Quick Clap

**Performance Review
Chart**

Write a short review of your own experience about the challenge.

Category	Detail
Best Moment	
Biggest Challenge	
What I Learned	

PREVIEW

The Speed of Music

What Is Tempo?

Tempo is the speed at which music is played. Just like a runner can go fast or slow, music can move at many different speeds. We measure tempo in beats per minute (BPM), which tells us how many beats happen in one minute.

For example, 60 BPM means one beat every second, while 120 BPM means two beats every second. Tempo keeps musicians together so their sounds smooth and coordinated.



Italian Words for Tempo

Many tempo markings use Italian words. This tradition started hundreds of years ago when many famous composers were Italian. Some common tempo markings include allegro (fast and lively), adagio (slow and graceful), and andante (walking pace). These words tell musicians not just the speed but also the mood of the music.

Why Tempo Matters

Tempo changes the way music feels. A slow tempo can make a piece sound calm or serious, while a fast tempo can make it feel exciting. Even the same piece can sound different when played at different speeds. This is why musicians need to pay attention to tempo markings.

Learning to Follow Tempo

Musicians often use a metronome, a device that makes a steady click, to practise keeping tempo. In group performances, a conductor may help keep everyone in time using hand movements. By learning to follow tempo markings, musicians can bring the composer's ideas to life and make the music expressive.

True or False

Is the statement true or false?

1) Tempo is the speed at which music is played.	True	False
2) BPM stands for "Beats Per Music."	True	False
3) Allegro is an Italian word meaning slow and calm.	True	False
4) Adagio is a tempo marking that means slow and calm.	True	False
5) A metronome is used to help musicians keep a steady tempo.	True	False

Fill In

the blanks

with the correct answer.

1) Tempo is the _____ at which music is played.
2) We measure tempo in _____ per minute (BPM).
3) A _____ is a device that can be used to help keep time.
4) _____ means slow and calm in Italian.
5) Changing the tempo can change the _____ of the music.

Word Scramble

Unscramble the words from the word bank.

WORD BANK		
ALLEGRO	GROUP	MUSIC
TEMPO	STEADY	ANDANTE
TIMING	ADAGIO	SPEED

LALREOG		IAOADG	
ETPMO		DSPEE	
DYSETA		ETANNAD	

Activity: Tempo Moves

Objective What are we learning more about?

Students will learn to identify and respond to different tempo markings (allegro, adagio, moderato, and andante) by listening to music clips and matching them to the correct tempo category.



Materials What do we need for our activity?

- ✓ Four cones or markers labelled "Allegro," "Adagio," "Moderato," and "Andante"
- ✓ Device to play music (computer)
- ✓ A playlist of music with clear tempo (variety of genres)
- ✓ Open space in the music room

Instructions How do we complete this activity?

- 1) **Set the Stage:** Place the four labelled cones in the corners or sides of the music room. Make sure there is space for students to move safely between them.
- 2) **Learn the Tempos:** Review what each term means:
 - *Allegro* = fast and lively
 - *Adagio* = slow and calm
 - *Moderato* = moderate speed
 - *Andante* = walking pace
- 3) **Form Groups:** Divide the class into small groups. The teacher plays a music clip. The groups listen, discuss, and move to the cone that matches the tempo.
- 4) **Add the Challenge:**
 - Make clips shorter to test quick reactions.
 - Use pieces where the tempo changes mid-song. Groups must quickly switch cones when they hear the change.
- 5) **Reflect Together:** Ask the students which tempos were easiest to recognize? Which were trickiest?

Reflection

Answer the questions below.

1) Which tempo (allegro, adagio, moderato, andante) was the easiest and hardest for you to recognize? Why?

2) Did the tempo change the mood or feeling of the music? Give an example.

3) If you could play the activity again, what would you do differently to improve your performance?

Word Search

Find the words in the wordsearch.

Energy	Slow	Tempo
Beat	Mood	Listen
Focus	React	Station
Adagio	Time	Focus

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

Dynamics in Music

What Are Dynamics?

Dynamics are the instructions in music that tell us how loud or soft to play. They make music more interesting by adding variety and emotion. Without dynamics, music might sound flat or boring. By changing the volume, composers can make a piece feel exciting, calm, or dramatic. Dynamics are shown in the music with special symbols. Musicians know exactly what to do.



Common Dynamic Markings

In music, many dynamic markings use letters. The letter p stands for piano, which means soft. The letter f stands for forte, which means loud. You might also see mp (mezzo-piano), which means medium soft, or mf (mezzo-forte), which means medium loud. These markings help musicians play the music so that each part of the music is heard clearly.

Changing the Volume

Sometimes the music changes from loud to soft or soft to loud. This is called a crescendo when the sound gets louder and a decrescendo or diminuendo when the sound gets softer. These changes can happen slowly over many notes or suddenly in one beat. Composers use these changes to create tension, surprise, or smooth transitions between sections.

Why Dynamics Matter

Dynamics tell the story of the music. They give each piece emotion and character. Soft sections can feel calm, while loud sections can feel exciting. Following dynamics brings the composer's ideas to life and makes the music memorable.

Question

Answer the questions below.

1) In your own words, explain what dynamics are and why they are important in music.

2) How might using forte (loud) or piano (soft) help tell a story in music?

3) What is a crescendo and how can it change the feeling of a piece of music?

4) Label the Italian terms as either soft, loud, medium soft, medium loud, very loud, or very soft.

p		mp	
mf		f	
pp		ff	

True or False

Is the statement true or false?

1) Dynamics tell musicians how loud or soft to play.	True	False
2) The letter p in music stands for piano, which means loud.	True	False
3) A decrescendo means the music gradually gets softer.	True	False
4) Changing dynamics can make music more expressive.	True	False
5) Without dynamics, music might sound less interesting.	True	False
6) Mezzo-piano means medium loud.	True	False

Activity: Dynamic Echoes

Objective

What are we learning more about?

Students will learn to identify and perform different dynamic markings (pp, p, mp, mf, f, ff) by echoing rhythms at the correct volume level. They will practise listening carefully, controlling their playing to match the given dynamic, and performing with expression.

Material

What do we need for our activity?

- ✓ Hand drums or sticks (one per student)
- ✓ Whiteboard or chart showing dynamic markings (pp, p, mp, mf, f, ff) and their meanings
- ✓ Teacher's drum or instrument for call and response
- ✓ Colour markers, crayons, or oil pastels



Instructions

How do we complete the activity?

- 1) **Introduction:** Write all the dynamic markings with their meanings on a whiteboard or chart and hang it on a wall where the students can easily see it. Review each one with the class.
- 2) **Teacher's Call:** The teacher calls out a dynamic marking and plays a rhythm on their drum or instrument.
- 3) **Student Response:** All students echo the rhythm exactly, matching both the pattern and the correct dynamic level.
- 4) **Small Group Challenge:** Divide the class into small groups. Each group takes turns responding to the teacher's call while others listen and check if the dynamic is correct.
- 5) **Add the Twist:** Call out two different dynamics in a row. Students must change volume quickly when echoing each rhythm.
- 6) **Reflect Together:** Ask the class Which dynamic was easiest to control? Which was hardest? How did changing the volume affect the feeling of the rhythm?

Instructions

Use the rhythms and dynamic markings below

#	Rhythm Pattern (Written)	Dynamic Marking	How the Teacher Plays It
1	♪ ♪ ♪ ♪ (four quarter notes)	p (piano = soft)	Clap/tap gently, steady pulse
2	♪ ♪ ♪ (two eighths + quarter repeated)	mf (mezzo-forte = medium loud)	Medium volume, clear articulation
3	♪ ♪ ♪ ♪ (quarter, eighth, quarter, eighth repeated)	ff (fortissimo = very loud)	Strong, powerful claps/drum hits
4	♪ ♪ ♪ ♪ (quarter, eighth, quarter, eighth repeated)	pp (pianissimo = very soft)	Whisper-soft claps, barely audible
5	♪ . ♪ ♪ (dotted quarter + eighth + quarter)	f (forte = loud)	Big and confident rhythm
6	♪ ♪ ♪ ♪ (triplet + quarter)	mp (mezzo-piano = medium soft)	Light but steady playing
7	♩ ♪ ♪ ♪ (quarter rest + 3 quarters)	mf (medium loud)	Silent pause, then medium volume claps
8	♪ ♪ ♩ (two quarters + half note)	p (soft)	Gentle steady rhythm, holding last note softly
9	♪ ♪ ♪ (eighth + quarter + eighth)	ff (very loud)	Sharp, accented rhythm at full power
10	♪ ♪ ♪ (half note + 2 quarters)	f (loud)	Strong, long first beat, then

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Recognized the Dynamic	Correctly identified the dynamic marking (<i>pp</i> , <i>p</i> , <i>mp</i> , <i>mf</i> , <i>f</i> , <i>ff</i>) when called out.
Matched the Volume	Played at the correct loudness level to match the dynamic marking.
Echoed the Rhythm	Repeated the teacher's rhythm exactly as played.
Changed Volume Quickly	Switched between different dynamics smoothly and without hesitation.
Listened Carefully	Followed the teacher's call and other players without distraction.

Tips

Use the tips below to perfect your understanding of the dynamics of the sound the teacher makes.

Tip	Description
Listen First, Play Second	Focus on hearing both the rhythm and the dynamics before you start playing.
Watch the Leader	Pay attention to the teacher's or leader's cues for when to start and how loud to play.
Control Your Volume	Use gentle taps for <i>pp</i> and <i>p</i> , and stronger but controlled hits for <i>f</i> and <i>ff</i> .
Breathe and Relax	Staying calm helps you control your sound better, especially for soft dynamics.
Practise Quick Changes	Be ready to switch from soft to loud or loud to soft without losing the beat.

Timbre in Music

What Is Timbre?

Timbre (pronounced tam-ber) is the special quality of sound that makes one instrument or voice sound different from another, even if they are playing the same note. For example, a piano and a guitar can both play the note C, but they will sound different because of their timbre. Timbre is sometimes called the "colour" of music. It is one of the most important qualities that helps us recognize instruments and voices.



Electronic vs. Acoustic Timbre

Acoustic instruments, like a flute or guitar, produce sound naturally through vibration. This vibration can come from air or surfaces being struck. Electronic instruments, like keyboard synthesizers, make sound using electricity. They can imitate many acoustic instruments or create completely new sounds. Each type has its own timbre, which gives it a unique presence in music.

How Timbre Creates Mood

Timbre plays a big role in creating the mood or feeling of music. A soft piano can make a piece feel calm and gentle, while a loud electric guitar can make it feel energetic and exciting. Composers and musicians choose certain timbres to match the emotions they want the audience to feel. This is why movie soundtracks often use different instruments for different scenes.

Why Timbre Matters

Understanding timbre helps musicians make creative choices when performing or composing music. By blending different timbres, they can make music more colourful and interesting.

True or False

Is the statement true or false?

1) Acoustic instruments make sound using electricity.	True	False
2) A flute and a guitar will have the same timbre if they play the same note.	True	False
3) Timbre has no effect on the mood or feeling of music.	True	False
4) Paying attention to timbre can help musicians express ideas more clearly.	True	False

Fill In _____ in the blanks with the correct answer.

- 1) Timbre is the "color" or "quality" of music.
- 2) A piano and a guitar playing the same note will sound different because of their _____.
- 3) Acoustic instruments produce sound through _____.
- 4) Blending different timbres can make music _____ and interesting.

Question

Answer the questions below.

- 1) Describe the difference between acoustic and electronic instruments. Give an example of each.

- 2) How can timbre change the mood or feeling of a piece of music? Give an example.

Activity: Spot the Sound

Objective What are we learning more about?

Students will learn to recognize different timbres by identifying whether a sound is produced by an electronic source or an acoustic instrument. They will practise careful listening, comparing tone qualities, and making quick, accurate decisions.

Materials What do we need for our activity?

- ✓ Playlist of sound clips
- ✓ Device and software to play the clips
- ✓ Tracking sheet with two columns: "Electronic" and "Acoustic"
- ✓ Pencils or pens



Instructions How do we complete the activity?

- 1) **Review Timbre Basics:** Briefly remind students what timbre means and explain the difference between acoustic (sound made through vibration) and electronic (sound made using a speaker or technology).
- 2) **Listen and Identify:** Play a sound clip. Students listen carefully and answer ("Electronic" or "Acoustic") in the correct column on the tracking sheet.
- 3) **Add the Challenge:** Add some twist on to it by:
 - Play two sounds back-to-back and have students identify both in order.
 - Play a short melody where electronic and acoustic instruments are mixed. Students must identify each instrument they hear.
- 4) **Group Discussion:** After all the clips are played, go over the answers together. Have students share how they recognized each sound. What qualities or clues helped them decide?
- 5) **Reflection Discussion:** Ask the students to think back to all the sounds they heard. Which ones were the easiest for them to identify, and why? Were there any that they guessed wrong or found tricky.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Listened Carefully	Paid close attention to each sound clip from start to finish without distractions.
Identified Sound Type	Correctly guessed whether the sound was electronic or acoustic.
Used Sound Features	Noted features like tone, texture, or instrument type to help make decisions.
Recorded Answers Clearly	Wrote guesses and notes neatly and in the correct column on the tracking sheet.
Reflected on Performance	Noted which sounds were easier or harder to identify and why.

Tips

Use the tips to correctly identify the sound in the audio you heard.

Tips	Description
Stay Quiet and Focused	Keep the room silent so you can hear every detail of the sound clip.
Listen for Tone	Notice if the sound is warm, bright, smooth, or sharp. It can be a clue to the type.
Think About the Source	Imagine how the sound might be made, by a real instrument or by a machine.
Trust Your First Impression	Often your first reaction is correct, so don't overthink your guess.
Write Quickly and Clearly	Record your answer right after hearing the sound so you don't forget.

**Tracking
Sheet**

Guess the timber of the sound clip you hear and write your answer on the tracking sheet below.

Clip Number	Clues You Heard	Your Guess		Correct Answer	
		Electronic	Acoustic	Right	Wrong
1					
3					
4					
5					
6					
7					
8					
9					
10					

**Performance Review
Chart**

Write a short review of your own experience about the activity.

Category	Detail
Best Moment	
Biggest Challenge	
What I Learned	

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Listened Carefully	Often distracted; missed parts of the sound clips.	Listened some of the time but lost focus.	Listened most of the time with few distractions.	Fully focused for all sound clips without distractions.
Identified Sound	Rarely identified the correct type of sound.	Sometimes guessed correctly.	Correctly identified most sounds.	Correctly identified all or almost all sounds.
Used Clues in Sound	Did not use any clues to make a guess.	Used some basic clues, but not all.	Often used tone, texture, or instrument clues.	Always used clear and accurate clues to identify sounds.
Recorded Answers Clearly	Did not record answers or handwriting was unclear.	Recorded some answers but not all details.	Recorded most answers neatly with the right details.	All answers neatly written and clearly organized.
Reflected on Performance	Gave little or no reflection.	Reflection was brief and lacked detail.	Reflection was thoughtful and included some details.	Reflection was thoughtful, detailed, and included specific examples of success.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Music in Advertising and Media

How Music Shapes What We See

Music is an important tool in advertising and media. It adds emotion and helps tell a story without using words. In commercials, music can make a product seem exciting, trustworthy, or fun. In video games, it can create tension, signal danger, or make a victory feel more rewarding. By choosing the right music, advertisers and game designers can make us feel about what we are watching or playing.



Different Styles, Different Feelings

The style of music changes the way we feel about what we see. Fast, energetic music can make us feel excited and ready to take action. Slow, gentle music can help us feel calm or even emotional. Bright, cheerful tunes are often used for children's products, while strong, powerful music might be used for sports or action scenes. The tempo, instruments, and volume all work together to shape our feelings.

Music's Hidden Messages

Sometimes, we don't even notice how much the music is affecting us. A catchy jingle in a commercial can stay in our heads for days, making us remember a product without even trying. In movies and games, background music can make a scene feel more intense or magical. Even if we aren't paying attention, the music is working in the background to influence how we feel and remember what we experienced.

Why Learning About Music in Media Matters

By studying music in advertising and media, we understand how it influences our thoughts and feelings. This helps us become aware of how music shapes our choices and experiences every day.

Fill In The Blanks

Fill in the blanks with the correct answer.

- 1) Music in commercials can make a product seem _____, trustworthy, or fun.
- 2) A catchy _____ in a commercial can stay in our heads for days.
- 3) Slow, gentle music can help us feel _____ or emotional.
- 4) The _____, instruments, and _____ all work together to shape the _____ music.

Multiple Choice

Choose the letter that contains the correct answer.

- 1) Which type of music would be used to make a product feel exciting?
A. Slow, soft music B. Fast, energetic music
C. Loud, heavy music D. Soft, slow music
- 2) Which of these is NOT mentioned as a feeling music can create in media?
A. Calm B. Exciting C. Confused

Question

Answer the questions below.

- 1) Why is it important to understand how music is used in advertising in media?

- 2) How can background music in a video game make the game more exciting or enjoyable?

Activity: Music Detectives – Media Edition

Objective What are we learning more about?

Students will learn to identify how music is used in commercials and video game trailers to influence mood and message. They will practise critical listening, connect music styles to emotions, and share insights with peers.

Materials What do we need for our activity?

- ✓ Collection of commercials and video game trailers (on YouTube, etc.)
- ✓ Device and projector or large screen for viewing
- ✓ Chart Paper with columns for Type of Music, Product, and Mood Created



Instructions How do we complete the activity?

- 1) **Introduction:** Review with students how music can change the way we feel about a product or scene.
- 2) **Set the stage:** Give each student the chart paper and instructions. They should carefully fill the chart as per instructions. They should focus on the type of music and instruments used in the video.
- 3) **Watch and Listen:** Play the first commercial or game trailer. Students fill in the Type of Music (e.g., upbeat pop, dramatic orchestral, slow acoustic), the Product being advertised, and the Mood Created (e.g., exciting, relaxing, suspenseful) on their chart. Continue with multiple commercials that have different style, pace, and mood.
- 4) **Challenge Twist:** Play a clip with the sound muted. Have students write what type of music would work best and why, then play the real version to compare ideas.
- 5) **Whole-Class Wrap-Up:** Bring everyone together to share interesting patterns noticed, such as certain music styles often being used for certain types of products or scenes.

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Watched Attentively	Focused on the full video clip without getting distracted.
Identified Music Style	Recognized the type or genre of music used in the ad or trailer.
Described Mood	Explained how the music made the scene feel (e.g., exciting, sad, calm).
Connected the Product to the Mood	Connected the music's mood to the product being advertised.
Completed the Graphic Organizer	Filled in the graphic organizer with accurate and complete information.

Tips Use the tips to enhance your analysis.

Tips	How It Helps
Listen for Instruments	Different styles use different instruments (e.g., electric guitar = rock, violin = classical).
Notice the Beat and Tempo	Fast beats often feel exciting, slow beats feel calm or serious.
Pay Attention to Voices	Pop music often has catchy singing, while commercials may use dramatic voice-overs.
Think About the Product	A fun, bouncy tune might suit a toy ad, while a strong beat could match sports gear.
Watch for Emotion in the Scene	Music helps show if the scene is happy, sad, exciting, or peaceful.
Look for Repetition	Catchy jingles or repeating tunes are common in commercials.
Trust Your Feelings	Ask yourself: "How does this music make me feel?" That's usually the right answer!

Chart

Use the chart to record the elements of the commercial video you watched.

Clip #	Type of Music (e.g., pop, classical, electronic)	Product Shown (e.g., toy, car, snack)	Mood Created (e.g., fun, serious, exciting)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Reflection

Answer the questions below.

1) How do you think music helps a product look more exciting or interesting?

2) Which music that matched the product best? Explain your choice.

3) How do you think music helps a product look more exciting or interesting?

4) What did you learn about how music affects what people think?

5) What part of the activity did you enjoy the most, and what would you change next time?

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Watched Attentively	Got distracted during the clips.	Watched part of the clips but missed some moments.	Watched most of the clips with focus.	Watched all clips with full focus and no distractions.
Identified Music Styles	Did not recognise any music style.	Recognized one or two music styles with help.	Identified most styles correctly.	Accurately identified all music styles on their own.
Described the Mood	Did not describe the mood for any clips.	Gave a basic mood description for some clips.	Described the mood for most clips clearly.	Clearly described the mood for every clip using specific words.
Made Product Connection	Could not connect the music to the product.	Made a weak connection for all clips.	Explained the link between music and product in most clips.	Gave strong, thoughtful connections between music and product for all clips.
Completed the Chart	Chart is incomplete or unclear.	Chart is mostly filled but missing some info.	Chart is mostly complete and clear with some relevant info.	Chart is fully complete, neat, and clear with deep relevant info.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Tune Comparison

Objective What are we learning more about?

Students will compare a traditional cultural song and a modern pop song using musical elements such as instruments, tempo, rhythm, and mood. They will reflect on similarities and differences to build cultural awareness and listening skills.

Materials What do we need for our activity?

- ✓ Audio clips of a traditional cultural song and a popular modern song (2-3 songs in each category)
- ✓ Venn diagram sheet
- ✓ Speakers



Instructions How do we complete the activity?

- 1) **Introduction:** Begin by letting students know they will be comparing songs from different cultural backgrounds. Encourage them to listen closely to the instruments, rhythm, and overall mood of each piece. Give each student with printed Venn diagram sheets, one for each round of listening, to record their observations.
- 2) **Listen Attentively:** In the first round, play one song each from the two categories for the class. Ask students to quietly listen to the instruments, the tempo (speed), the rhythm (beat pattern), and the overall mood of each song.
- 3) **Compare with a Venn Diagram:** Fill in the Venn diagram to show what is unique to each song and what they share in common.
 - Left circle: features of the traditional song
 - Right circle: features of the pop song
 - Middle: what both songs have in common
- 4) **Partner Share:** Turn to a student sitting next to you and take turns sharing one similarity and one difference you discovered. Repeat the whole process again for the next round.
- 5) **Cultural Reflection Challenge:** As a challenge, write one sentence about what this activity taught you about the role of music in different cultures.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Listened Closely	Focused on both songs and noticed important details like instruments and rhythm.
Identified Elements	Recognized differences and similarities in tempo, instruments, and mood.
Used the Venn Diagram Well	Filled in both sides and the middle with clear and accurate descriptions.
Shared with a Partner	Explained one similarity and difference clearly during the partner share.
Showed Respect and Curiosity	Listened respectfully and showed interest in learning about different cultures.

Venn Diagram

Write the similarities and differences of the songs in the Venn diagram.

PREVIEW

Traditional Song

Reflection

Answer the questions below.

1) What did this activity teach you about how music reflects a culture's traditions and values?

2) Did the tempo change the mood or feeling of the music? Give an example.

3) Which part of the activity did you like most and why?

Word Search

Find the words in the wordsearch.

Similar	Mood	Culture
Tune	String	Melody
Beat	Song	Rhythm
Sound	Venn	Genre

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

Conducting in Music

What Is Conducting?

Conducting is the art of leading musicians during a performance. A conductor uses hand movements, called gestures, to show the beat, speed, and style of the music. These gestures help musicians play together and follow the rhythm. Conducting is used in bands, choirs, and orchestras to keep everyone in time.



Different Metres and Patterns

Music can be written in different metres. The metre tells us how many beats are in each bar of music. For example, in 2/4 time, there are two beats in every bar, and the conductor's pattern goes down for the first beat and up for the second beat. In 3/4 time, which has three beats in a bar, the pattern goes down for beat one, out to the side for beat two, and up for beat three. Each metre has its own pattern so that musicians know exactly where they are in the music.

Understanding Tempo and Rhythm

Conducting also helps musicians follow the tempo, which is how fast or slow the music is played. A faster conducting motion tells the group to speed up, while a slower motion tells them to slow down. It also shows the rhythm, which is the way the beats are organized into patterns of long and short sounds. By watching the conductor, musicians can match both the tempo and the rhythm.

Why Learning to Conduct Matters

Even if you are not a conductor, learning the basic patterns can make you a better musician. It helps you feel the beat, understand how different metres work, and keep time when playing in a group.

Question

Answer the questions below.

1) Describe the difference between the conducting pattern in 2/4 time and 3/4 time.

2) How do conducting help musicians follow the tempo and rhythm of a song?

Multiple Choice

Circle the letter that is the correct answer.

1) What do conductors use to show the tempo, style of music?

A. Musical scores

C. Hand movements and gestures

B. Foot taps

D. Drum beats

2) What does a faster conducting motion tell the group?

A. To speed up

C. To stop playing

B. To slow down

D. To change the song

True or False

Is the statement true or false?

1) Conducting is the art of leading musicians during a performance.

True

False

2) In 2/4 time, the conductor's pattern goes down for the first beat and up for the second beat.

True

False

3) A slower conducting motion tells the group to slow down.

True

False

4) Tempo means how many beats are in each bar of music.

True

False

Activity: Conduct and Play

Objective What are we learning more about?

Students will learn and practise basic conducting patterns for duple (2/4) and triple (3/4) metre. They will focus on keeping a steady tempo, giving clear beat signals, and leading others with confidence.

Materials What do we need for our activity?

- ✓ Drum track or melody recording in both 2/4 and 3/4 metre
- ✓ Audio player and speakers
- ✓ Optional: Small percussion instruments (e.g., tambourines, rhythm sticks)



Instructions How do we complete the activity?

- 1) **Introduction:** Begin by telling the class that they will be "lead the music" just like a conductor. Explain how conducting works: up for beat 1, down for beat 2, and so on. They will follow the beat, and understand the metre.
- 2) **Learn the Patterns:** Demonstrate the basic 2/4 conducting pattern (up for beat 1, down for beat 2) and the 3/4 pattern (down for beat 1, up for beat 2, down for beat 3). Practise both patterns slowly without music.
- 3) **Group Formation:** Form small groups of 6–8 students and have them discuss and choose a volunteer to serve as the conductor. If more than one volunteer is available, allow two conductors, one for each track.
- 4) **Practise with Music:** Play a short 2/4 drum track or melody for all groups to practise conducting and playing together. For round 2, use a short 3/4 track. The chosen conductor/conductors of each group practise leading while the other members play instruments or clap along.
- 5) **Performance:** After practise, groups will perform their tracks for the class. Each group will perform 2 separate tracks (2/4 and 3/4 tracks).
- 6) **Reflect Together:** After all the performances, discuss what made it easy or hard to keep everyone together and how leadership plays a role in music-making.

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Clear Beat Signals	Conductor uses clear and consistent hand movements for each beat pattern, making it easy for the group to follow.
Accurate Tempo	Both conductor and followers maintain a steady tempo throughout the activity, adjusting if necessary to stay together.
Confident Lead	Conductor leads with confidence, making eye contact and guiding the group without hesitation.
Attentive Followers	Followers watch the conductor closely, responding immediately to changes in tempo or beat pattern.
Group Synchronization	Followers stay in time with the conductor, showing a clear connection between signals and musical response.

Tips Use the tips below to enhance your performance.

Tip	Description
Keep Gestures Steady	Move your hands at a consistent speed and rhythm, even for the group.
Watch the Conductor Closely	Keep your eyes on the conductor to match timing and changes.
Show Clear Beat Patterns	Make conducting shapes big, clear, and easy to follow.
Listen and Adjust	Pay attention to the music and adjust your playing or clapping if you fall behind or speed up.
Communicate with Body Language	Use confident posture and small cues (like nods or smiles) to stay connected and encourage each other.

Planning

Answer the questions below.

1) How can your group keep a steady tempo during the performance?

2) What can a conductor do to make sure their beat signals are clear for everyone?

3) How can the followers know they are paying attention to the conductor?

4) What strategies can help both conductors and followers stay in sync with each other?

5) What role does eye contact play between the conductor and the group?

**Performance Review
Chart**

Write a short review of your own experience about the performance.

Category	Detail
Best Moment	
Biggest Challenge	
What I Learned	

PREVIEW

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Clear Beat Signals	Movements are unclear or inconsistent, making it hard to follow.	Movements are sometimes clear but not consistent.	Movements are mostly clear and consistent.	Movements are always clear, consistent, and easy to follow.
Accurate	Tempo is often off and not adjusted.	Tempo is sometimes steady but often drifts.	Tempo is mostly steady with minor adjustments.	Tempo is steady and well-adjusted throughout.
Confident Leadership	Leads with hesitation and uncertainty.	Leads with some confidence but often hesitates at key moments.	Leads confidently most of the time.	Leads confidently throughout, guiding without hesitation.
Attentive Following	Rarely watches or responds to the conductor.	Sometimes watches but does not respond to changes.	Watches and responds to most changes.	Always watches and responds immediately to changes.
Group Synchronisation	Group is often out of sync with the conductor.	Group is sometimes in sync but with noticeable lapses.	Group is mostly in sync with minor lapses.	Group is fully in sync, showing unity between members.

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

Activity: Paint the Music – Show the Mood!

Objective What are we learning more about?

Students will explore how music can express different moods and dynamics. They will interpret multiple pieces of music through visual art using colours, shapes, and patterns to reflect what they hear and feel.



Materials What do we need for our activity?

- ✓ Audio player, speakers and headphones
- ✓ Three contrasting music excerpts (e.g., happy/fast, calm/soft, dramatic/loud)
- ✓ Watercolours, markers, and pencils
- ✓ Paper (A4 or larger sheet paper)
- ✓ Tape or clips for displaying artwork

Instructions How do we complete the activity?

- 1) **Introduction:** Explain that music can create feelings such as calmness, or excitement, and that these moods can be shown through art. Show how tempo, dynamics, and instruments affect the mood of a song.
- 2) **Listen and Draw:** Distribute the drawing papers for the class. Play the first song or excerpt. Students close their eyes briefly to imagine shapes and colours, then draw a visual representation of the mood and dynamics they hear. Repeat the same process for the second and third excerpts.
- 3) **Select a Favourite:** Each student chooses their favourite of the three drawings to display to be displayed for the class.
- 4) **Gallery Walk:** Display the selected artworks around the room. Students walk around, view each piece, and write down guesses about the type of music and mood each artwork represents.
- 5) **Reflect Together:** Discuss the guesses as a class. Students share their choice of colours and shapes, explaining how they connected them to the music's mood and dynamics.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Matched Colours and Shapes to Mood	Selected colours and shapes that clearly reflected the emotions and dynamics in the music.
Represented Three Songs	Created a separate drawing for each of the three music pieces, showing differences in mood and expression.
Used Creative Visual Elements	Found interesting or unique ways to represent music's feelings through art.
Selected and Displayed a Favourite	Chose one drawing that best expressed the music's mood and prepared it for display.
Explained Artwork Choices	Provided clear reasons for colour, shape, and pattern choices during class discussion.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Matched Colours and Shapes to Mood	Colours, shapes do not reflect the music.	Some match the mood but unclear or inconsistent.	Mostly match mood and dynamics.	Strong, clear match to mood and dynamics.
Represented All Three Songs	Only one song shown.	Two songs shown with little mood difference.	All three shown with some mood variation.	All three shown with clear, distinct moods.
Used Creative Visual Elements	Visual elements are generic, limited creativity.	Some creative elements, limited creativity.	Creative elements suit the music.	Highly creative and enhance mood strongly.
Selected and Displayed a Favourite	No favourite chosen or displayed.	Favourite chosen but weak link.	Favourite fits mood and is displayed.	Favourite strongly reflects mood and well presented.
Explained Artwork Choices	No or unclear reasoning.	Simple reasoning, weak link to mood.	Reasoning to mood/dynamics.	Detailed reasoning, strong link.

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

Pickup Notes in Music

What Are Pickup Notes?

Pickup notes are special notes that come before the first strong beat of a song. Instead of starting on beat one, the music begins just a little earlier. These notes lead into the song and give it a smooth start. Pickup notes can be just one note or a few, depending on the song. They are sometimes called "lead-in" notes.



Why Do Composers Use Pickup Notes?

Composers often use pickup notes to create a sense of motion and to guide listeners into the music. Just like a lead-in in a story, a musical phrase that sets the mood, pickup notes help set the musical tone. They also help provide a clue about the style and feel of the piece right from the very beginning.

How to Count Pickup Notes

Even though pickup notes come before the first full bar, they still need to be counted carefully. The beats in the final bar of the song are often shortened to "complete" the pickup. For example, if the pickup has one beat in a 4/4 time song, the final bar will only have three beats. This keeps the total number of beats balanced and correct.

Why Pickup Notes Are Important

Understanding pickup notes helps us become better musicians. They show us how to start a piece of music at the right time and with the right feeling. When we learn to listen for pickup notes and perform them correctly, our music sounds smoother and more connected. This skill is useful whether we are playing alone or in a group.

True or False

Is the statement true or false?

1) Pickup notes always start on the first strong beat of the song.	True	False
2) Counting pickup notes correctly is not important when performing.	True	False
3) Pickup notes help give a song a smooth and flowing beginning.	True	False
4) The first part of a song with pickup notes may have fewer beats.	True	False
5) Another name for pickup notes is "anacrusis."	True	False

Fill In The Blank

Fill in the blanks with the correct answer.

- 1) Composers use pickup notes to create a sense of _____.
- 2) Pickup notes must be _____ to keep the beats correct.
- 3) These notes help performers start the music with right _____.
- 4) In a 4/4 song with a 1-beat pickup, the first measure has _____ beats.
- 5) Pickup notes come before the first _____ beat.

Multiple Choice

Circle the letter that contains the correct answer.

1) What is another name for pickup notes?

- A. Chorus C. Dynamics
B. Harmony D. Anacrusis

2) Why do composers use pickup notes?

- A. To make the music louder C. To guide listeners into the music
B. To confuse the performer D. To skip the first beat

Activity: Start with the Beat!

Objective What are we learning more about?

Students will learn to identify, clap, and play pickup notes in rhythm exercises and simple melodies. This will help them understand how to start music before the downbeat and improve group playing accuracy.

Materials What do we need for our activity?

- ✓ Rhythm cards
- ✓ Short printed melodies that include pickup notes
- ✓ Xylophones or other beat instruments
- ✓ Metronome or steady beat



Instructions How do we complete the activity?

- 1) **Warm-Up & Review:** Begin by reviewing pickup notes and how they lead into the first strong beat of a piece. Use rhythm cards or the board or rhythm cards.
- 2) **Clap It Out:** Hand out rhythm cards to each student. Have them clap the rhythm, paying special attention to starting on the downbeat. Use a steady beat (clapping or metronome) to guide timing.
- 3) **Form Groups:** Divide the class into small groups and give them the printed melodies to practice playing.
- 4) **Xylophone Practice:** First, students count and clap the rhythm, then practise playing it on xylophones. Make sure they begin before beat one and land the downbeat correctly.
- 5) **Mini Performance:** Groups perform their short melody with pickup notes for the class. Peers listen and give feedbacks about timing or rhythm.
- 6) **Wrap-Up:** Discuss how pickup notes help create flow in music and why they are important for playing in time with others.

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Started on Time for Pickup Notes	Began clapping or playing exactly before the downbeat as indicated by the pickup notes.
Counted Accurately	Correctly counted the beats leading into the downbeat to keep timing precise.
Maintained Steady Tempo	Kept a consistent speed while clapping or playing the rhythms.
Played or Clapped Clearly	Produced clean and accurate rhythms without unnecessary pauses or errors.
Worked Cooperatively in Group	Coordinated with group members and adjusted playing to stay in sync.

Planning

Answer the questions below.

1) What steps will you take to make sure you start your melody exactly on the pickup notes?

2) How will you keep a steady tempo while playing or clapping the rhythms?

3) What strategies will you use to make sure you take during practice or performance?

4) How can you work with your group to make sure everyone stays on track together?

5) What can you do to make your performance clear, confident, and enjoyable for the audience?

Cards

Give each group a card that has the notes, sample clap rhythm, and letter notes they can play if they are able to.

Card	Notes (with Pickup)	Clap Rhythm (syllables)	Letter Notes to Play
1		ti - ta - ta - ta	G - C - D - E
2		ti - ti-ti - ta - ta	D - E F - G
3		ti - ta - ti-ti - ta	F - C D - E
4		ti - ta - ta - ta	E F - G - C - D
5		ti - ta - ti - ta -	G - C D - E - F
6		ti - ta - ta - ti-ti	F - G - F G
7		ti - ta - ta - ta - ta	C - D - E - F - G
8		ti - ti-ti - ti-ti - ta - ta	G - A B - C D
9		ti - ta - ta - ti-ti - ti-ti	E - F - G - A B
10		ti - ta - ti-ti - ti-ti - ta	G - C - D E - F

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Started on Time for Pickup Notes	Often missed starting before the downbeat	Sometimes started before the downbeat	Usually started before the downbeat	Always started exactly before the downbeat
Counted Beats Accurately	Rarely counted beats correctly	Sometimes counted beats correctly	Usually counted beats correctly	Always counted beats correctly
Maintained Steady Tempo	Tempo often changed	Tempo sometimes steady	Tempo mostly steady	Tempo always steady
Played or Clapped Clearly	Many pauses or errors	Sometimes clear with few errors	Mostly clear with few errors	Clear and accurate throughout
Worked Cooperatively in Group	Rarely cooperated	Sometimes cooperated	Usually cooperated	Fully cooperated and listened to others

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Listen, Think, Share!

Objective What are we learning more about?

To develop the ability to reflect on music by identifying emotions, recognizing musical elements, and expressing ideas clearly through writing and discussion.

Materials What do we need for our activity?

- ✓ Recording of chosen music piece (2-3 minutes)
- ✓ Classroom speakers or a music player
- ✓ Reflection worksheets (one per student)
- ✓ Metronome or steady beat



Instructions How do we complete the activity?

- 1) **Feel the Music:** Students listen to the chosen music piece the way through without writing anything. Their goal is to focus on overall feeling, mood, and flow of the music.
- 2) **Listen and Record:** Students listen again, this time filling in their worksheets. They write about the emotions the music created, sounds they hear, and dynamics or rhythms that stand out.
- 3) **Use Descriptive Language:** Encourage students to go beyond words like "happy" or "sad" by using more specific, vivid descriptions (e.g., "peaceful and flowing" or "fast and playful").
- 4) **Compare and Discuss:** Pair the students and let them share their written reflections. Each pair finds at least two observations they have in common and one way their responses are different.
- 5) **Share Insights:** Selected pairs share their findings with the whole class. The discussion highlights how different people can experience and interpret the same music in unique ways.

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Active Listening	Focuses closely on the music, paying attention to instruments, rhythms, and dynamics without distraction.
Emotional Awareness	Identifies and describes the feelings or moods the music creates.
Musical Detail Recognition	Notes specific musical elements such as changes in volume, tempo, or rhythm patterns.
Clear Reflection Writing	Writes a short, clear reflection that explains personal responses and observations about the music.
Effective Partner Sharing	Shares reflections with a partner using respectful listening and clear communication.

Worksheet

Record your reflection of the music you heard by answering the questions below.

1) How did the music make you feel?

2) What did you hear in the piece?

3) Describe the music's dynamics (loud or soft changes in volume.).

4) Describe the music's dynamics (steady, changing, etc.).

5) Which part of the music stood out to you the most and why?

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Active Listening	Did not focus on the music; easily distracted.	Listened but missed many details.	Listened well with few distractions.	Focused fully, noticing key details.
Emotionally Aware	Gave no feeling or mood description.	Gave a vague or unclear description.	Gave a clear description of the mood.	Gave a clear and detailed mood description.
Musical Detail Recognition	Did not mention musical elements.	Mentioned musical elements but with errors.	Noted elements correctly with some detail.	Noted and described elements accurately in detail.
Clear Reflection Writing	Reflection incomplete or unclear.	Reflection partially clear but missing details.	Reflection mostly clear and complete.	Reflection very clear, detailed, and well-organized.
Effective Partner Sharing	Did not share or listen to partner.	Shared briefly but without detail.	Shared ideas with some detail.	Shared detailed ideas clearly and thoroughly.

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

Practising Rhythm Patterns

What Are Rhythm Patterns?

Rhythms are not just in music. They are all around us. We can hear them in footsteps, speech, the ticking of a clock, or even the sound of rain. Recognising these patterns in daily life can improve our listening.

By linking rhythm to everyday sounds, we start to listen carefully, stay in time, and enjoy music more deeply.



Why Practise Rhythm Patterns?

Practising rhythm patterns helps us keep a steady beat and play in time with others. Without steady timing, music can sound messy. When we practise, we train our ears, eyes, and hands to work together. This makes it easier to read rhythms from sheet music and follow along when playing in a band. Rhythm practice also helps us respond to changes in tempo, or speed, and stay in sync during performances.

Making Practice Creative

Rhythm practice does not have to be repetitive or boring. Students can make it more creative by adding body percussion, such as clapping, stomping, or tapping on desks. Playing along with favourite songs is another fun way to practise, as it connects rhythms to real music. Changing instruments or playing rhythms in different dynamics (loud and soft) can also keep practice exciting.

Fill In The Blanks Fill in the blanks with the correct answer.

- 1) Practising rhythm patterns helps us keep a steady _____ and play in time with others.
- 2) Rhythm practice trains our _____, eyes, and hands to work together.
- 3) Changing instruments or playing rhythms in different _____ (loud and _____) can keep practice exciting.
- 4) Adding _____ percussion such as _____, stomping, or tapping on _____ can make rhythm practice more creative.

Questions Answer the questions below.

- 1) Explain how recognizing rhythm patterns in daily life can help improve a musician's timing. Give examples from everyday life.

- 2) Describe what happens when music is played without a steady beat. How does practising rhythm patterns help prevent this?

- 3) Explain why rhythm practice is important for group performances.

Activity: Beat Bouncers

Objective What are we learning more about?

Students will improve their timing, coordination, and focus by bouncing basketballs or soft balls to rhythm patterns, including triplets and dotted rhythms, while speaking the rhythms aloud. This activity strengthens their ability to internalize rhythmic patterns and connect movement to sound.

Material What do we need for our activity?

- ✓ Basketballs or soft balls (one per student)
- ✓ Open space for movement (a gym or clear classroom area)
- ✓ Rhythm pattern cards (triplets and dotted rhythms)
- ✓ Metronome or rhythm band



Instructions How do we complete the activity?





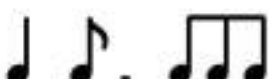



- 1) **Warm-Up Bounce:** Students practise bouncing the ball to each beat of a slow metronome to get used to controlling the ball.
- 2) **Learn the Rhythm:** Show a simple triplet or dotted rhythm to the class. Students clap and say the rhythm aloud without the ball to ensure they understand it.
- 3) **Bounce and Say:** Students bounce the ball while speaking the rhythm aloud, making sure the bounces match the pattern exactly.
- 4) **Switch and Challenge:** After mastering one rhythm, students switch to a new card with a slightly more complex triplet or dotted rhythm. They try it first slowly, then at a faster tempo.
- 5) **Group Performance:** Form multiple small groups to perform a rhythm pattern together, bouncing in unison while saying the rhythm aloud. One by one, groups will perform for the class. Audiences will give feedback on timing and coordination.

Criteria Use the criteria below to complete the assignment.

Criterion	Description
Accurate Rhythm Execution	Bounces match the rhythm pattern exactly, including correct timing for triplets and dotted notes.
Clear Rhythm	Speaks the rhythm aloud with clear articulation and steady pace while bouncing the ball.
Steady Coordination	Maintains smooth coordination between bouncing and speaking without pauses or hesitation.
Tempo Control	Keeps a consistent tempo from start to finish, adjusting appropriately for faster or slower patterns.
Group Synchronization	Works with group members to stay in time and perform rhythms together with unified bounces and voices.

Cards

Try clapping and bouncing your basketball/soft ball to the rhythm patterns on the cards.

Rhythm Pattern	Rhythm Pattern
	(Quarter – Dotted Eighth – Quarter)
	(Quarter – Triplet Quarter Notes)
	(Dotted Eighth – Quarter – Eighth)
	(Triplet Quarter Notes – Dotted Sixteenth – Pair)
	(Quarter – Dotted Eighth – Triplet Quarter Notes)
	(Dotted Eighth – Triplet Quarter Notes – Eighth)
	(Triplet Quarter Notes – Dotted Eighth – Quarter)
	(Dotted Eighth – Eighth – Triplet Quarter Notes)

Performance-Assessment

Rate your classmate's performance.

Whose performance are you assessing: _____

Criterion	Rating Description	Rate (Colour the stars)
Accurate Rhythm	Bounces matched the rhythm pattern exactly, including correct timing for triplets and dotted notes.	☆☆☆☆☆
Clear Vocal Rhythm	Spoke rhythm aloud clearly and in the correct pace while keeping the rhythm.	☆☆☆☆☆
Steady Coordination	Maintained a steady coordination between bouncing and clapping without pauses or hesitation.	☆☆☆☆☆
Tempo Control	Kept a consistent tempo from start to finish, adjusting well for faster or slower patterns.	☆☆☆☆☆
Group Synchronization	Stayed in time with group members, performing rhythms together with unified bounces and voices.	☆☆☆☆☆
Focus and Effort	Stayed focused on the task, avoided distractions, and gave best effort throughout.	☆☆☆☆☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Accurate Rhythm Execution	Missed most rhythms; triplets/dotted notes incorrect.	Matched some rhythms; several timing errors.	Mostly accurate with minor mistakes.	Perfectly matched rhythms and timing.
Clear Verbal Rhythm	Not spoken or unclear.	Spoken but uneven or unclear.	Clear with steady pace most of the time.	Very clear with consistent pace.
Steady Coordination	Coordination lost; clumsy.	Sometimes coordinated; sometimes clumsy.	Mostly smooth with minor hesitation.	Smooth coordination throughout.
Tempo Control	Tempo inconsistent.	Sometimes steady; sometimes noticeable changes.	Mostly steady with small changes.	Perfectly steady; smooth adjustments.
Group Synchronisation	Out of sync most of the time.	Sometimes in sync; often off-beat.	Mostly in sync; minor off-beats.	Perfectly in sync; no off-beats.

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?

Musical Periods in History

Musical Periods in History

Music has been part of human life for thousands of years, and it has changed a lot over time. To help us understand these changes, music history is divided into periods, each with its own styles, instruments, and famous composers. The main periods are Medieval, Renaissance, Baroque, Classical, Romantic, and Modern.



The Medieval and Renaissance Periods

The Medieval period featured simple, religious music, often sung without instruments, using simple melodies and chants. In the Renaissance, music became more complex, with harmonies, varied instruments, and beautiful songs. Printed music helped people share and enjoy music more widely.

The Baroque and Classical Periods (1600–1820)

Baroque music was full of ornamentation and dramatic effects. Composers like Bach and Handel. Orchestras grew in size, and new forms such as operas became popular. The Classical period followed, focusing on clarity, balance, and elegant melodies. Composers such as Mozart and Haydn created works that are still widely performed today.

The Romantic and Modern Periods (1800s–Today)

The Romantic period celebrated emotion, imagination, and individuality. Composers like Beethoven and Tchaikovsky wrote powerful, expressive pieces. In the Modern period, music became even more diverse, using new instruments, technology, and styles from around the world. This variety makes music today exciting, creative, and connected to many cultures.

True or False

Is the statement true or false?

1) In the Renaissance period, music became simpler and used fewer instruments.	True	False
2) Concertos and operas became popular during the Baroque period.	True	False
3) The Romantic period celebrated emotion, imagination, and individuality.	True	False
4) Baroque music was known for dramatic contrasts and ornamentation.	True	False
5) Mozart and Beethoven were famous composers from the Romantic period.	True	False

Questions

Answer the questions in your own words.

1) Explain how music changed from the Middle Ages period to the Renaissance period.

2) Describe one way Modern music is more diverse than music from previous periods.

3) How did Romantic composers like Beethoven and Tchaikovsky express emotion in their music?

Activity: Music Through Time

Objective What are we learning more about?

Students will explore six key musical periods, identify important historical and musical details, summarize them in their own words, and visually arrange them in chronological order. This will help them understand how music evolved and connect past styles to music today.

Material What do we need for our activity?

- ✓ Fact sheets on six musical periods
- ✓ Highlighters or colored pencils
- ✓ Timeline template with blank boxes for dates and summaries
- ✓ Clipboards or hard work surfaces (optional)



Instructions How do we complete the activity?

- 1) **Read and Highlight:** Form multiple pairs and have each pair read the fact sheets, taking turns to highlight important details about each period.
- 2) **Summarize:** Once all six periods are read, pairs write a one-sentence summary for each in their own words, focusing on key styles, instruments, and important facts.
- 3) **Timeline Order:** Next, they place each musical period in the correct chronological order on their provided timeline template, filling in the dates and their summaries neatly.
- 4) **Add Creativity:** To make their timeline visually appealing, they may add small, simple illustrations of an instrument or composer from each period.
- 5) **Gallery Walk:** students take part in a gallery walk, where they move around the classroom to view each other's work. They must record at least two interesting facts they learn from their classmates' work and share them with their partner.

Criteria

Use the criteria below to complete the assignment.

Criterion	Description
Accurate Period Order	Places all six musical periods in the correct chronological order on the timeline.
Clear Summaries	Writes one-sentence summaries for each period using their own words and includes key facts.
Highlighting Key Details	Highlights important composers, instruments, and facts from the facts list for each period.
Creative Additions	Adds simple, relevant illustrations that match each period's style, instrument, or composer.
Gallery Walk Engagement	Actively participates in the gallery walk, recording at least two interesting facts from classmates' work.

**Fact
Sheet**

Read the information about the music periods and summarize each period with a sentence.

Period & Dates	Key Characteristics	Key Facts
Medieval (500–1400)	Mostly religious music, simple melodies, little to no instruments.	<ol style="list-style-type: none">1. Used simple melodies called chants.2. Often sung without instruments.3. Early instruments included harps and recorders.
Renaissance (1400–1600)	More complex music with harmonies, varied instruments, sacred and secular songs.	<ol style="list-style-type: none">1. Printing music became available.2. New range of instruments.3. Music enjoyed by people.
Baroque (1600–1750)	Ornate, dramatic contrasts, rise of opera and concertos.	<ol style="list-style-type: none">1. Composers included Bach and Handel.2. Orchestras grew larger.3. New forms like concertos and operas became popular.

**Fact
Sheet**

Read the information about the music periods and summarize each period with a sentence

Period & Dates	Key Characteristics	Key Facts
Classical (1750–1825)	Focus on clarity, balance, and elegant melodies.	<ol style="list-style-type: none">1. Composers included Mozart and Haydn.2. Smaller, balanced orchestras.3. Works still widely performed today.
Romantic (1800–1900)	Celebrated emotion, imagination, and individuality.	<ol style="list-style-type: none">1. Composers included Beethoven and Brahms.2. Music was more expressive and dramatic.3. Large orchestras and powerful pieces.
Modern (1900–Today)	Diverse styles, new instruments and technology, global influences.	<ol style="list-style-type: none">1. Music draws from many cultures.2. Styles vary widely.3. Creative use of technology and new sounds.

PREVIEW

Reflection

Answer the questions below.

1) What was the most interesting thing you learned about a musical period during this activity?

2) How did using the timeline help you understand how music has changed over time?

3) Which musical period did you enjoy the most, and why?

Word Search

Find the words in the wordsearch.

Modern	Style	Baroque
Classical	Period	Medieval
Romantic	Music	Melody
Timeline	Order	Gallery

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

Rubric How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Accurate Period Order	Few or no periods in correct order.	Some periods in correct order.	Most periods in correct order.	All periods in correct order.
Clear Summaries	Summaries missing or unclear.	Some summaries in own words with limited key facts.	Most summaries in own words with key facts.	All summaries in own words with clear key facts.
Highlighting Key Details	Some or no details highlighted.	Some important details highlighted.	Most important details highlighted.	All key styles, instruments, and facts clearly highlighted.
Creative Additions	No illustrations or unrelated ones.	Some relevant illustrations added.	Several relevant illustrations added.	Creative, relevant illustrations for each period.
Gallery Walk Engagement	Does not participate.	Participates with minimal effort.	Creates and adds some facts.	Actively participates and records at least some facts.

Teacher Comments - What Did They Do Well?

Mark

Student Comments - What Could You Do Better?
