To allow all students to gain maximum benefit from all music lessons it is my responsibility to follow all school rules.

In addition I must:

1. Put my hat and, electronic devices in my bag, line up quietly and wait for the teacher.
2. Bring a pen and ________________________________
3. Play ________________ and use equipment only when directed to do so by the teacher.
4. Pack up ________________ and __________________.
5. Always be __________________________ when music is playing.
6. Always use a __________________________ for hand-written musical notation.
**UNIT 1**

**AN INTRODUCTION TO MUSIC**

**HOW WELL DO YOU LISTEN?**

You will hear 20 short excerpts of music. Using your previous musical listening experiences, as you listen, write down anything you know about the music. Here are some clues to help you.

1. A Scottish instrument
2. Music for an important occasion
3. Music for daily routine in the services
4. An English folk tune first referred to in 1580
5. A horizontal wind instrument
6. You hit this
7. The most common instrument
8. You can do all this
9. One of the great classical pieces
10. You need to plug in to make these sounds
11. About a sailor
12. One of the great classical pieces
13. The instrument is called “suck and blow”
14. Often heard in parades
15. Only four players
16. From a great musical production
17. The music began with the black slaves of the Southern United States
18. Australian sounds
19. Australian national song
20. We’ve all sung these.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>11.</td>
</tr>
<tr>
<td>2.</td>
<td>12.</td>
</tr>
<tr>
<td>3.</td>
<td>13.</td>
</tr>
<tr>
<td>5.</td>
<td>15.</td>
</tr>
<tr>
<td>6.</td>
<td>16.</td>
</tr>
<tr>
<td>7.</td>
<td>17.</td>
</tr>
<tr>
<td>8.</td>
<td>18.</td>
</tr>
<tr>
<td>9.</td>
<td>19.</td>
</tr>
<tr>
<td>10.</td>
<td>20.</td>
</tr>
</tbody>
</table>

Give yourself one point for each correct observation you have made. There are many different answers.

**How well did you Listen?**

**How did you score?**

---

*Alstonville High School_ year 7_ Book 1_ Updated 2012_ Mrs Colleen Bowles*
SOUND – THE RAW MATERIAL OF MUSIC

Have you ever noticed how much time you spend making noise each day? There are friends and family to talk to. Music to play on the stereo, television programs to entertain you, grass to mow, dishes to wash and laundry to do. Your days are full of sound making. Some of these sounds are important in that they provide useful information. Other sounds entertain. Still others are the by-products of human activity which form an ambient background for daily life. It's interesting that even when we have a moment for reflective quiet we try to fill it with sound. For many of us quiet seems empty and void and because of that we seemingly become anxious without sound. Taking time to listen to the sounds around us is worth the effort. We live in an acoustic environment full of subtle and not so subtle sounds that both enrich and detract from our daily life. Giving attention to these acoustical events not only enhances our appreciation of natural and human soundscapes but also makes us aware of endangered sounds and those sounds, which like weeds, may be destroying the soundscape. We all listen of course but purposeful listening is learned. By practicing purposeful listening we give attention to the soundscape around us. Here is a simple example. Stop for 2 minutes at the end of this sentence and listen to the immediate sounds around you.

http://www.acousticecology.org/writings/ferr-walk.html

List all the sounds that you heard:

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

List your tongue will keep you deaf.
1. HEARING IS ___________________________________________
                  ___________________________________________
                  _____________________________________________________________________

LISTENING IS ___________________________________________
                  ___________________________________________
                  _____________________________________________________________________

2. In music we use special words for the way we describe sounds. Match the special word to its meaning.

PITCH
The volume of sound or how loud or soft

DURATION
The quality of the sound such as harsh or smooth

DYNAMICS
How high or low the sound is

TONE COLOUR
The length of sounds and their patterns

3. Choose four of the sounds from your listening exercise and circle the appropriate words to describe them.

<table>
<thead>
<tr>
<th>SOUND 1</th>
<th>SOUND 2</th>
<th>SOUND 3</th>
<th>SOUND 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH/LOW</td>
<td>HIGH/LOW</td>
<td>HIGH/LOW</td>
<td>HIGH/LOW</td>
</tr>
<tr>
<td>LONG/SHORT</td>
<td>LONG/SHORT</td>
<td>LONG/SHORT</td>
<td>LONG/SHORT</td>
</tr>
<tr>
<td>LOUD/SOFT</td>
<td>LOUD/SOFT</td>
<td>LOUD/SOFT</td>
<td>LOUD/SOFT</td>
</tr>
<tr>
<td>HARSH/SMooth</td>
<td>HARSH/SMooth</td>
<td>HARSH/SMooth</td>
<td>HARSH/SMooth</td>
</tr>
</tbody>
</table>
4. In the box below, draw symbols or a diagram which represents these four sounds in relation to each other. You need to draw a representation of the sounds not the objects which made the sound. Highest sounds go at the top of the box and low sounds at the bottom. Smooth sounds will have flowing even lines while harsh sounds will be jagged. Colour the softest sounds lightly and the loudest sounds should be heavy. Short sounds need spaces between them but long sounds are unbroken.

<table>
<thead>
<tr>
<th>Sound Source</th>
<th>Musical Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 minute</td>
</tr>
<tr>
<td></td>
<td>\   \  \   \</td>
</tr>
<tr>
<td></td>
<td>\  \  \  \  \</td>
</tr>
<tr>
<td></td>
<td>\      \</td>
</tr>
</tbody>
</table>

2 minutes
HOW SOUND IS MADE

1. Place the following statements into the correct sequence to learn how sound is made. Number each statement from 1-6.

____  Vibrations travel through the air.
____  An object is made to vibrate.
____  The brain interprets the nerve impulses as sound.
____  Air around the object compresses.
____  Our ears receive the vibration.
____  Nerve connections carry the impulses to the brain.

2. There are six ways by which air is caused to vibrate.
   a. Strike
   b. Shake
   c. Scrape
   d. Blow
   e. Pluck
   f. Electricity

3. A Variety of objects will be made to vibrate in the six different ways. List the objects and the cause of vibration, then, list an instrument which is caused to vibrate in the same way for each.

<table>
<thead>
<tr>
<th>OBJECT</th>
<th>CAUSE OF VIBRATION</th>
<th>MUSICAL INSTRUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE SOUNDS OF MUSIC

Outcome
- Demonstrates understanding of musical concepts through:
  i. listening and responding
  ii. aural identification

Assessment criteria
The accuracy of your response will be determined by how well you listen.

One mark for each correct response.

1. You have seen the household objects and have been able to identify them visually. Listen to the following household objects and identify them by listening only. In addition, indicate the action which causes the vibration.

<table>
<thead>
<tr>
<th>Object</th>
<th>Vibration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

   Marks /10

2. Listen to 10 different instruments and write down the name and how sound is made on each.

<table>
<thead>
<tr>
<th>INSTRUMENT</th>
<th>VIBRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

   Marks /20
LISTENING TO MUSIC

3. Here is a short aural or listening test. Make sure you listen carefully to the sounds (tracks 2-4 of CD 1 About Music

**Question 1:** For each exercise, you will hear two notes played. If the second sound is higher than the first, write H. If the second sound is lower than the first, write L. If they are the same, write S. (1 mark each)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>b.</td>
<td>c.</td>
<td>d.</td>
<td>e.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

**Question 2:** Here are some short tunes. How many notes in each? (1 mark each)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>b.</td>
<td>c.</td>
<td>d.</td>
<td>e.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

**Question 3:** For each exercise, there are two versions of the same tune. If the second playing is the same as the first, write S. If the second playing is different to the first, write D. (1 mark each)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>b.</td>
<td>c.</td>
<td>d.</td>
<td>e.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

4. We have discussed the difference between HEARING and LISTENING. Here is a short exercise to train your ears to LISTEN. (1 mark each).

**Excerpt 1:** How many instruments are playing? ____________________________________________

**Excerpt 2:** How many instruments are playing? ____________________________________________

**Excerpt 3:** Describe what is happening in the music. _______________________________________

**Excerpt 4:** Describe what is happening in the music. _______________________________________

**Excerpt 5:** Describe what is happening in the music. _______________________________________

Marks /10
In groups of 4-5 create a Machine with movement and sound. Each person represents one part of the machine and must move in a sequence. You each represent a cog, piston, lever etc within the machine. Each movement has a sound which represents it.

Draw a graphic score of your machine in the space below. Draw the sounds showing the repetition, regularity and relationship of parts.

Outcomes:
- Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- Notates compositions using non-traditional notation

Assessment Criteria:
You will be assessed according to how well:
- Sounds represent movements - /4
- Movements show repetition and regularity - /3
- You work as a group - /3
- The diagram represents
  i. Pitch - /3
  ii. Duration - /3
  iii. Dynamics - /2
  iv. Tone Colour - /2

Title: _________________________________

<table>
<thead>
<tr>
<th>Teacher Assessment</th>
<th>Self Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Machine</td>
<td>Circle the word which best describes your composition</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
</tr>
<tr>
<td>Score</td>
<td>Give one reason for your choice. ______________________</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PERFORMANCE TASK

Sing one of the songs learned, with the class and as you perform, and ask one of your peers to assess your performance.

Outcomes

- Performs in a range of musical styles
- Performs music as part of an ensemble

Assessment Criteria

You will be assessed according to:

- How well you participate within the class - /2
- How clear the lyrics are as you sing - /2
- How accurate your pitch is - /2
- The accuracy of your rhythm (duration) - /2
- Appropriate use of dynamics - /1
- The suitability of the tone colour used - /1

---

**PEER ASSESSMENT**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sings confidently with the class</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Follows the Teacher’s directions</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Sings the words clearly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sings in tune</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sings in time with the rest of the class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses dynamics to express the words (loud and soft)</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Uses a pleasant tone</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL** /10

Assessed By: Date:

---

Circle all the VERBS on this page.
UNIT 2

THE VOICE

The human voice has been and still is, the most popular and accessible musical instrument. Voice types are classified according to the range of notes that can be sung comfortably. The four main voice types, two female and two male, are given below.

![Voice Types Diagram]

Between the high and low ranges of both female and male voices, there is an “in between” voice. For females it is the mezzo-soprano and for males it is the baritone. Their ranges are given below. Both voices occur more commonly than the four “basic” voice.

![Mezzo-soprano and Baritone Diagram]

A boy’s unbroken voice has the same range as a female soprano and is called a treble voice.

A very high male voice, similar in range to the female alto, is called a counter tenor or male alto. (Such an unusual voice is achieved by the singer singing falsetto, that is, in an unnaturally high range.)

Which of the above voice types do you think best applies to your singing voice? ________________________________

Name your favourite singer and specify the voice type which best describes their voice.

_______________________________________

_______________________________________

Name your favourite singer and specify the voice type which best describes their voice.

_______________________________________

_______________________________________
HEARING THE DIFFERENT VOICE TYPES

Listen to examples of the voice types given above. Describe the Tone Colour of each voice.

<table>
<thead>
<tr>
<th>VOICE</th>
<th>SONG</th>
<th>TONE COLOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOPRANO</td>
<td>Poor Wandering One from Pirates of Penzance</td>
<td></td>
</tr>
<tr>
<td>TREBLE</td>
<td>Pie Jesu from Requiem by Andrew Lloyd Weberbr</td>
<td></td>
</tr>
<tr>
<td>MEZZO SOPRANO</td>
<td>Have You Seen But a White Lily by Robert Johnson</td>
<td></td>
</tr>
<tr>
<td>ALTO</td>
<td>Can’t help lovin’ dat man from Showboat</td>
<td></td>
</tr>
<tr>
<td>COUNTER TENOR</td>
<td>Caterpillar Song by Martin Wesley Smith</td>
<td></td>
</tr>
<tr>
<td>TENOR</td>
<td>Is There Not One Maiden from Pirates of Penzance</td>
<td></td>
</tr>
<tr>
<td>BARITONE</td>
<td>Estuans Interius from Carmina Burana</td>
<td></td>
</tr>
<tr>
<td>BASS</td>
<td>Ole Man River from Showboat</td>
<td></td>
</tr>
</tbody>
</table>

LISTENING ASSESSMENT TASK

Outcomes: Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire.

Assessment Criteria: You will be assessed according to how well you distinguish between the different voice types.

In reference to the songs you have sung and listened to in class identify the voice type represented by each of the following examples.

<table>
<thead>
<tr>
<th>Male or Female</th>
<th>Voice Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL /16
READING AND WRITING DURATION

1. Regular sounds in music are called__________. Show how to represent a series of these regular sounds below using a symbol of your choice. Make sure your symbols are evenly spaced.

2. Now show regular sounds using this musical symbol.

3. Symbols for notating rhythm have a value, a standard name and a French time name:

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>FRENCH TIME NAME</th>
<th>STANDARD NAME</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ta</td>
<td>crotchet</td>
<td>1 beat</td>
<td></td>
</tr>
<tr>
<td>ta-a</td>
<td>minim</td>
<td>2 beats</td>
<td></td>
</tr>
<tr>
<td>ta-a-a-a</td>
<td>semibreve</td>
<td>4 beats</td>
<td></td>
</tr>
</tbody>
</table>

4. Clap and say the following rhythms while your teacher directs you.

a) b) c) d) e) f) g) h) i) j) k)

5. Draw a line each of the following:

\[ \text{Note} \]

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6. Complete the following:

- On paper, beats are grouped by using vertical lines called ____________.
- A ___________bar line indicates the end of the music.
- The space between two bar lines is called ________________.
- To show the metre of a piece of music we use numbers called ________________.
- The numbers are placed at the ________________.
- The ________________ number tells us ________________.
- In simple time, a ________________ is on the bottom.
- Divisions of the beat, using different note values is called ________________.

7. Complete the time signatures for the following rhythms.

```
\( \frac{1}{4} \)  \( \frac{3}{4} \)  \( \frac{2}{4} \)  \( \frac{5}{4} \)  \( \frac{2}{4} \)  \( \frac{3}{4} \)  \( \frac{2}{4} \)  \( \frac{5}{4} \)  \( \frac{2}{4} \)  \( \frac{3}{4} \)
```

8. Insert the bar lines correctly, according to the time signatures at the beginning of the following rhythms.

```
\( \frac{1}{4} \)  \( \frac{3}{4} \)  \( \frac{2}{4} \)  \( \frac{5}{4} \)  \( \frac{2}{4} \)  \( \frac{3}{4} \)  \( \frac{2}{4} \)  \( \frac{5}{4} \)  \( \frac{2}{4} \)  \( \frac{3}{4} \)
```
9. RHYTHM AND SYLLABLES

All words have their own rhythm. This depends on the syllables or segments of each word. Decide how many syllables each word has and place it in the correct rhythm column.

<table>
<thead>
<tr>
<th>LISTEN</th>
<th>SOUND</th>
<th>MUSIC</th>
<th>VIBRATION</th>
<th>BAR</th>
<th>TIME</th>
<th>METRE</th>
<th>SEMIBREVE</th>
<th>CROTCHET</th>
</tr>
</thead>
<tbody>
<tr>
<td>MINIM</td>
<td>PITCH</td>
<td>DURATION</td>
<td>TONE COLOUR</td>
<td>DYNAMICS</td>
<td>REGULAR</td>
<td>REPETITION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEQUENCE</td>
<td>RHYTHM</td>
<td>DOUBLE BAR LINE</td>
<td>BARITONE</td>
<td>TENOR</td>
<td>BASS</td>
<td>TREBLE</td>
<td>ALTO</td>
<td></td>
</tr>
<tr>
<td>VOICE</td>
<td>SOPRANO</td>
<td>COUNTER TENOR</td>
<td>MEZZO</td>
<td>RANGE</td>
<td>SINGING</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | |</p>
<table>
<thead>
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<td></td>
</tr>
</tbody>
</table>
LISTENING ASSESSMENT – RHYTHM

Outcomes:
4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire.
4.9 demonstrates musical literacy through the use of notation, terminology and the reading and interpreting of scores used in the music selected for study.

Assessment Criteria:
You will be assessed according to the accuracy of your answers.
You will receive 1 mark for each correct response.
Part 1 - /6
Part 2 - /6

1. The following rhythms will be played for you but in a different order. Write the number beside each one according to the order in which they are heard.

2. Some rhythms will be played for you. Listen carefully, clap them then notate them in the space provided.

<table>
<thead>
<tr>
<th>a)</th>
<th>b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>c)</td>
<td>d)</td>
</tr>
<tr>
<td>e)</td>
<td>f)</td>
</tr>
</tbody>
</table>
READING AND WRITING PITCH

1. Complete the following:
   - When talking about the **pitch** of sound we use______________.
   - There are ___________ of these, _______________.
   - Pitch is notated on a set of five lines and four spaces called a ____________.
   - Pitch is also indicated by a __________ sign at the beginning of the stave.
   - A ______________ indicates a high pitch for instruments such as ________________.

2. Draw some treble clefs in the space below.

3. Trace the **treble clefs**, starting at the arrow point then complete the second set, making sure that they reach from the top line to the bottom line.
4. Notes are written on lines or spaces.

a) Circle the notes which are on a line on the stave below:

```
\begin{center}
\begin{tabular}{cccccccc}
1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 \\
\end{tabular}
\end{center}
```

b) Circle the notes which are in a space on the stave below:

```
\begin{center}
\begin{tabular}{cccccccc}
1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 \\
\end{tabular}
\end{center}
```

5. Pitch letter names can be remembered in the following way:

**Treble Clef Lines**

```
\begin{center}
\begin{tabular}{cccccccc}
E & G & B & D & F \\
\end{tabular}
\end{center}
```

**EVERY GOOD BOY DESERVES FRUIT**

```
\begin{center}
\begin{tabular}{cccccccc}
\text{Every} & \text{Good} & \text{Boy} & \text{Deserves} & \text{Fruit} \\
\end{tabular}
\end{center}
```

**Treble Clef Spaces**

```
\begin{center}
\begin{tabular}{cccccccc}
F & A & C & E \\
\end{tabular}
\end{center}
```

**FACE**
LISTENING ASSESSMENT – PITCH

Outcomes:
4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire.
4.9 demonstrates musical literacy through the use of notation, terminology and the reading and interpreting of scores used in the music selected for study.

Assessment Criteria:
You will be assessed according to the accuracy of your answers.
You will receive 1 mark for each correct response.
Part 1 - /25
Part 2 - /33

3. Name the notes on the stave below:

4. Draw the notes indicated on the stave below.

A E F C E F C A E F C A F E C A

G E B D F G E D F B G B D F E G D

Marks /58
Divide by 2 /29
COMPOSING WITH DURATION AND PITCH

1. Complete the following rhythm by inserting the correct number of beats in each bar.

2. In the space below write the time signature of 4\(\frac{1}{4}\). Write a complete bar using only crotchets. Draw a bar line. In bar 2 write 4 beats but only 3 notes. Draw a double bar line.

3. On the stave below draw a treble clef and write the following notes. Write in semibreves.

   A C A G E D E G A

VERBS – PRESENT TENSE.

Change the following verbs to present tense.

sang ________ performed ________ notated ________ drew ________

played ________ composed _____________ listened ______________
COMPOSITION ASSESSMENT

Outcomes:

- Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- Notates compositions using traditional notation

Assessment Criteria Part A (10 marks)

- Number of beats in each bar - /2
- Neatness of notation - /2
- Use of bar lines, double bar lines - /2
- Inclusion of the time signature - /2
- Accuracy of clapping the rhythm - /2

PART A

In the space below, create your own rhythm using the following note values:

\[ \text{\underline{\text{\textbullet}}} \quad \text{\underline{\text{\textbullet}}} \quad \text{\underline{\text{\textbullet}}} \]

There must be 4 beats to each bar

Assessment Criteria Part B (10 marks)

- Use of clef - /2
- Variety of pitches used - /2
- Smoothness of progression of pitch - /2
- Singability of melodic contour - /2
- Neatness of notation - /2

Total /10

On the stave below create a 12-note melody. Use the treble clef, write in crotchets but do not include bar lines. Move smoothly from pitch to pitch and use an interesting melodic contour or shape. It must be a melody that is comfortable to sing.

Use only the notes C DE G A.

Perform it or ask your teacher or one of your peers to perform it for you.

PERFORMANCE

Musical study and performance are extremely beneficial to all aspects of our lives. Read the following article, circle the spelling, punctuation and grammatical errors, then, rewrite the passage on the lines provided.

Musick lessons taken in or out of school can significantly improved reading and Mathamatic achievement in early childhood and adolescents according to a knew study

Darby E. southgate, MA, and Vincent Roscigno, Ph.D., of The Ohio State University have found music participation and parents attend concerts with their children have positive impact on adolescents' academic performance during the study the researchers analysed the patterns of music involvement and possible effects on math and reading performance

They found that music is positively associated with academic achievement, especially during the high school years.


On the following pages there are some songs to perform on classroom instruments. While you will be performing with the class, you will be assessed individually or in small groups to be assessed.

Outcomes:
- Performs in a range of musical styles demonstrating an understanding of musical concepts
- Performs music using traditional notation using available technology (instruments)
- Performs music demonstrating solo and ensemble awareness.

Assessment criteria:
You will be assessed according to how well you:
- Perform each phrase with correct pitch and rhythm
- Perform smoothly with appropriate fingering
- Perform as an individual and as an ensemble

<table>
<thead>
<tr>
<th>Love Me Tender</th>
<th>Ode to Joy -Group Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct Pitch and Rhythm</td>
<td>Plays individual part with correct pitch and rhythm</td>
</tr>
<tr>
<td>Phrase 1 /2</td>
<td>Phrase 1 /2</td>
</tr>
<tr>
<td>Phrase 2 /2</td>
<td>Phrase 2 /2</td>
</tr>
<tr>
<td>Phrase 3 /2</td>
<td>Phrase 3 /2</td>
</tr>
<tr>
<td>Phrase 4 /2</td>
<td>Phrase 4 /2</td>
</tr>
<tr>
<td>Plays smoothly with suitable fingering /2</td>
<td>Keeps in time with and considers the group /2</td>
</tr>
<tr>
<td>TOTAL /10</td>
<td>TOTAL /10</td>
</tr>
</tbody>
</table>

Alstonville High School _ year 7_Book 1_Updated 2012_Mrs Colleen Bowles
LOVE ME TENDER

Elvis Presley

C D7 G7 C

Love me tender love me sweet Never let me go

C D7 G7 C

You have made my life complete And I love you so

C Amin C C

Love me tender love me true All my dreams fulfill

A7 D7 G7 C

For my darling I love you And I always will
This well known theme comes from the last movement of Beethoven's 9th Symphony. By the time he wrote this symphony in 1823, he was so deaf he couldn't even hear it played. "Ode to Joy" is a choral section in the movement, something which hadn't been done before. Listen to an excerpt of the symphony taking note of the different voice types that sing solos.
<table>
<thead>
<tr>
<th>WORD</th>
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### SPELLING AND VOCABULARY

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</table>
YEAR 7 - HOMEWORK 6

Name: ___________________________ Class: ___________________________

Due: ___________________________

1. TREBLE CLEF WORDS

Access the following website:
http://www.musictechteacher.com/music_quizzes/aq_treble_clef_words/quiz.html

Complete the quiz and add your score below

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
</table>

Score: _______________
Signature of parent or teacher
____________________
Date: _______________

2. TREBLE CLEF MATCHING WORDS AND NOTES

Access the following website:
http://www.musictechteacher.com/music_quizzes/quiz_match_treble_words_1.htm

Complete the quiz and insert your score.

Score: _______________
Signature of parent or teacher
____________________
Date: _______________
1. TRAVEL THROUGH TREBLE SPACE QUIZ

Access the following website and complete the quiz.
http://www.musictechteacher.com/music_quizzes/quiz_travel_treble_space.htm

Complete the quiz and record your score.

<table>
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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
</table>

Score: ____________________
Signed: ___________________
Date: ____________________

2. MISSING NOTES QUIZ

Access the following website:
http://www.musictechteacher.com/music_quizzes/quiz_missing_note1.htm

Complete the quiz then complete your score below.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
</table>

Score: ____________________
Signed: ___________________
Date: ____________________
YEAR 7 - HOMEWORK 4

Name: ___________________________ Class: ____________________

Due: ____________________________

1. SEE SAWING NOTE VALUES

Access the following website:

http://www.musictechteacher.com/music_quizzes/quiz_rhythms_see_saw.htm

Complete the quiz and add your score below.

You might need to also access this website to help you understand the value of some note values we haven’t studied in class. Remember too, that Americans call the notes whole note, half note, quarter note, eighth note and sixteenth note.

Score: ____________________
Signed: _____________________
Date: _______________________

2. NOTES IN THE TREBLE CLEF

Access the following website:

http://www.musictheory.net/exercises

a. Select Note identification
b. Scroll down and select YES to “customize your exercise”
c. Select the clef and ranges as indicated.
d. Select the following key signature only
e. Start the exercise and complete 20 notes

Score: ____________________
Signed: _____________________
Date: _______________________

Alstonville High School _ year 7_Book 1_Updated 2012_Mrs Colleen Bowles
La Stupenda

Dame Joan Sutherland was born in Sydney in 1926. One of the most remarkable female opera singers of the 20th century, she possessed a voice of beauty and power.

Sutherland married Australian conductor and pianist Richard Bonynge on 16 October 1954. Bonynge gradually convinced her that since she could produce high notes and coloratura with great ease, she should perhaps explore the “bel canto” (beautiful singing) repertoire. She eventually settled in this style, spending most of her career singing dramatic coloratura soprano. Described as “fresh,” “silvery” and “bell-like” until 1963, Joan Sutherland’s voice, later became “golden” and “warm”, music critic John Yohalem writes it was like “molten honey caressing the line.” In his book Voices, Singers and Critics, John Steane writes that “if the tonal spectrum ranges from bright to dark.

In 1959, Sutherland was invited to sing Lucia di Lammermoor at the Royal Opera House. It was a breakthrough for Sutherland’s career, and, upon the completion of the famous Mad Scene, she had become a star. By the beginning of the 1960s, Sutherland had already established a reputation as a diva with a voice out of the ordinary. She sang Lucia to great acclaim in Paris in 1960 and, in 1961, at La Scala and the Metropolitan Opera. In 1960, she sang a superb Alcina at La Fenice, Venice, where she was nicknamed La Stupenda (“The Stunning One”). Sutherland would soon be praised as La Stupenda in newspapers around the world.

During the 1960s, Sutherland had added the greatest heroines of bel canto (“beautiful singing”) to her repertoire: Violetta in Verdi’s La traviata, Amina in Bellini’s La sonnambula and Elvira in Bellini’s I puritani in 1960.

In the late 1970s, Sutherland’s voice started to decline. Her last full-length dramatic performance was at the Sydney Opera House in 1990, at the age of 63, where she sang Home Sweet Home for her encore. Her last public appearance, however, took place in a gala performance New Year’s Eve, 1990, at Covent Garden, where she was accompanied by her colleagues Luciano Pavarotti and the mezzo-soprano Marilyn Horne.

On 11 October 2010, Sutherland’s family announced that she had died at her home at Les Avants in Switzerland the previous day of cardiopulmonary failure.

Summary

WHO
name the person discussed __________________________________________

WHEN
dates born and died __________________________________________

WHERE
Born __________________________________________

WHAT
Voice type __________________________________________

Voice tone Colour __________________________________________

WHY
2 famous roles __________________________________________

HOW
receive of name of La Stupenda __________________________________________

OTHER
3 interesting facts __________________________________________

Mark /10

Signed: _______________ Date: __________
YEAR 7 - HOMEWORK 2

Name: ___________________________ Class: ______________________
Due: ____________________________

1. Under the pictures of the objects below, write the word that is used in music to describe the way each object is made to vibrate to make its sound.

2. a) Write the musical term that is used to name the following features of sound. (Write one letter in each box)

<table>
<thead>
<tr>
<th>Length</th>
<th>Highness or Lowness</th>
<th>Loudness or softness</th>
<th>Quality of sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

b) Some letters are circled. Take these letters and unravel them to make the important word we have learned is important in the study of music

TOTAL
Year 7 students are timetabled for 2 x 40-minute music periods per week. Lessons include Performance, Composition & Listening. The focus content for year 7 is Sound and The Instruments of the Orchestra.

A work book will be distributed and it is the student’s responsibility to ensure that it is returned to the class book tub at the end of each lesson. Students, who misplace or damage their workbooks, will be required to reprint a copy at their own expense from the school website.

A display folder is required by the end of week 3 to protect work books.

Students must bring the following equipment to class every lesson:

- Pen
- Pencil
- Eraser
- Diary

Assessment is carried out in class only. There are no examinations. Therefore regular attendance is paramount for accurate assessment. Students may request a copy of lesson PowerPoint presentations to catch up on missed work.

<table>
<thead>
<tr>
<th>PERFORMANCE</th>
<th>COMPOSITION</th>
<th>LISTENING</th>
<th>HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>25% Singing p.11</td>
<td>25% Machines p.10</td>
<td>25% The Sounds of Music p.8</td>
<td>25% 5 short tasks</td>
</tr>
<tr>
<td>Love me Tender p.24</td>
<td>Duration p.16</td>
<td>Listening to music p.9</td>
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<tr>
<td>Ode to Joy p.25</td>
<td>Pitch p.20</td>
<td>Voices p.13</td>
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<td>Rhythm and melody p.22</td>
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</table>

Homework is included at the back of the work book and will be completed at the discretion of the teachers. Some students may be able to do this work at home, others will complete it in class or in free time at school. Many of these tasks require internet access, including online music games.

No extra homework sheets will be provided other than those in the workbook. Homework may be accessed from the school’s website: http://www.alstonvill-h.schools.nsw.edu.au/

Contact:
Phone: 6628522
Email: Mrs Colleen Bowles - colleen.bowles@det.nsw.edu.au
Mr Simon Chate – Simon.Chate@det.nsw.edu.au

Return Slip

I have read the requirements for year 7 Music.

Student Name: ____________________________________________
Parent name: ______________________________________________
Parent Signature: __________________________________________