Music Stage 4 – teacher resource

Beats and tunes

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# Resource overview

This teacher resource booklet is not a standalone resource. It has been designed for use by department teachers in connection to Stage 4 resources designed by the Creative arts curriculum team for the [Music 7–10 Syllabus (2024)](https://curriculum.nsw.edu.au/learning-areas/creative-arts/music-7-10-2024/overview). These include the Stage 4 scope and sequence, Stage 4 ‘Beats and Tunes’ unit, resources and sample assessment task. All documents associated with this resource can be found on the [Planning, programming and assessing music 7–10 (2024) webpage](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/planning-programming-and-assessing-creative-arts-7-10/music-7-10).

# Activity 3.7 – dotted notes and note value revision

## Notes and values worksheets

1. Fill in the blanks in the table below.

Table 1 – notes and values fill in the blanks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Note | Name | Kodály | Value | Rest |
|  | crotchet | ta |  | A squiggly rest. |
| A black music note with a single tail to the right. |  | ti | $$\frac{1}{2}$$ |  |
|  | pair of quavers |  | 1 |  |
| A black music note with 2 tails to the right. |  | ka | $$\frac{1}{4}$$ | A rest symbol with 2 tails. |
|  |  | ti-ka ti-ka | 1 | A squiggly rest. |
|  | Pair of semiquavers + a quaver | ti-ka ti | 1 |  |
| A black note joined to 2 black notes with 2 beams. |  |  | 1 | A sguiggly rest. |
| A black note with a dot after it joined to a black note with 2 beams. | dotted quaver + semiquaver | tim-ka |  | A crotchet rest. |
| A black musical note followed by a dot. |  | tum |  |  |

1. Complete the addition table using numbers in the answer column.

Table 2 – music note sums table

|  |  |
| --- | --- |
| Question | Answer |
| Crotchet. + Crotchet. + Pair of quavers. = |  |
| Pair of quavers. + Single quaver note. + Crotchet. + Quaver rest. = |  |
| Crotchet. + Two semiquavers joined to a quaver. + A dotted quaver joined to a semiquaver. = |  |
| Set of 4 semiquavers. + Crotchet. + Crotchet rest. = |  |
| Crotchet. + Pair of quavers. + Dotted crotchet. + Single quaver. =  |  |

1. Create your own sums for the given answers using both rests and notes.

Table 3 – create your own sums table

|  |  |
| --- | --- |
| Question | Answer |
| (Use 4 different notes) | 4 |
| (Use 3 different notes) | 3 |
| (Use 6 notes) | 5 |
| (Use 3 notes and 2 rests) | 10 |
| (Use 2 different notes) | 2 |

# Activity 4.1 – Pitch – treble clef

## Treble clef worksheet

Write the letter names of each of the treble clef notes under each note.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A music note on second top line of treble clef. | A music note in second bottom space of treble clef. | A music note in bottom space of treble clef. | A music note on top line of treble clef. | A music note on middle line of treble clef. |
|  |  |  |  |  |
| A music note on bottom line of treble clef. | A music note in second top space of treble clef. | A music note in top space of treble clef. | A music note on middle line of treble clef. | A music note on second bottom line of treble clef. |
|  |  |  |  |  |

## Treble clef answer sheet

Write the letter names of each of the treble clef notes underneath the notes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A music note on second top line of treble clef. | A music note in second bottom space of treble clef. | A music note in bottom space of treble clef. | A music note on top line of treble clef. | A music note on middle line of treble clef. |
| D | A | F | F | B |
| A music note on bottom line of treble clef. | A music note in second top space of treble clef. | A music note in top space of treble clef. | A music note on middle line of treble clef. | A music note on second bottom line of treble clef. |
| E | C | E | B | G |

# Activity 4.2 – tuned percussion

## Gamelan Orchestra student worksheet

Watch [The Gamelan Orchestra with SKALA (10:53)](https://www.youtube.com/watch?v=Xn15Le8EPgw) (play up to 7:48).

1. Gamelan refers to a variety of traditional percussion ensembles from which of the countries listed below? (Circle all correct countries)

Indonesia, Australia, China, Malaysia, Africa, Singapore

1. The Indonesian (Javanese) gamelan still plays today for performances and community activities. It is also used to accompany traditional \_\_\_\_\_\_\_\_\_\_\_\_ and Wayang Kulit(shadow puppetry).
2. Javanese gamelan gongs and keys are made of (circle one) bronze, silver, gold, copper.
3. What material are the demung, slenthemandbonang made from? \_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. What material is the *gambang* made from? \_\_\_\_\_\_\_\_\_\_\_\_ What tuned percussion instrument do you know that is made from the same material? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Some mallets are padded with what different types of materials? (Circle the correct answers)

Rubber, cloth, string, metal

1. The *kendhang* is made from 2 types of materials, wood and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Striking different parts of the drum creates different sound qualities.
2. Circle the string instruments of the gamelan orchestra.

Rebab, viola, clarinet, siter

1. What are the 2 ways their sound can be produced? \_\_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_.
2. What is the name of the bamboo flute in the Gamelan Orchestra? \_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. A *pesindhen* is a male/female solo singer (circle one) and a *penggerong* is a male/female chorus singer (circle one).
4. Gongs are \_\_\_\_\_\_\_\_\_\_\_\_ keeping instruments.
5. *Balungan* instruments play a basic version of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. What instrument uses *milpil* (to walk)? \_\_\_\_\_\_\_\_\_\_\_\_ Why do you think it is named this? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. The *rebab* plays a melodic line. Is it high, low or high and low? (Circle the correct answer)

## Gamelan Orchestra teacher answer sheet and links

Watch [The Gamelan Orchestra with SKALA (10:53)](https://www.youtube.com/watch?v=Xn15Le8EPgw) (play up to 7:48).

1. Gamelan refers to a variety of traditional percussion ensembles from which of the countries listed below? (Circle all correct countries) **Indonesia, Malaysia, Singapore**
2. The Indonesian (Javanese) gamelan still plays today for performances and community activities. It is also used to accompany traditional \_\_\_\_\_\_\_\_\_ and *Wayang Kulit* (shadow puppetry). **dance**
3. Javanese gamelan gongs and keys are made of (circle one) **bronze**
4. What material are the *demung, slenthem and bonang* made from? **bronze**
5. What material is the *gambang* made from? **Wood** What tuned percussion instrument do you know that is made from the same material? **Xylophone**
6. Some mallets are padded with what different types of materials? (Circle the correct answers) **cloth**, **string**
7. The *kendhang* is made from 2 types of materials, wood and **leather**. Striking different parts of the drum creates different sound qualities.
8. Circle the string instruments of the gamelan orchestra. **Rebab, siter**
9. What are the 2 ways their sound can be produced? **Bowed and plucked**
10. What is the name of the bamboo flute in the Gamelan Orchestra? **suling**
11. A *pesindhen* is a male/**female** solo singer (circle one) and a *penggerong* is a **male**/female chorus singer (circle one).
12. Gongs are **time** keeping instruments.
13. *Balungan* instruments play a basic version of the **melody**.
14. What instrument uses *milpil* (to walk)? **Bonang** Why do you think it is named this? **Steady walking beat**
15. The *rebab* plays a melodic line. Is it high, low or **high and low**? (Circle the correct answer)

# Activity 6.3 – Allegro (Spring) – The Four Seasons

## Directed listening worksheet

Listen to [Antonio Vivaldi – The Four Seasons – Spring – Allegro (3:15)](https://www.youtube.com/watch?v=t2cIUu-sS7w).

Follow along with the score: [Vivaldi: The Four Seasons "Spring" (Score) (10:37)](https://www.youtube.com/watch?app=desktop&v=BzHOsQ3vcYk).

Antonio Vivaldi, the composer of ‘The Four Seasons’ wrote this piece to reflect the text of 4 sonnets, each sonnet was about a different season. ‘The Four Seasons’ was published in 1725. Vivaldi composed the work for violin concerto meaning for solo violin and an ensemble. Allegro (Spring) was the first movement of the four-movement concerto. There were 3 sections to the ‘Spring’ movement: i. fast, ii. slow and iii. fast. This question sheet will focus on i. fast.

**Extract from the** [**sonnet**](https://www.vivaldifourseasons.it/en/the-four-seasons) **for *Allegro* (Spring)**

Spring has come with joy

Welcomed by birds with joyous songs,

And streams, amid gentle breezes,

Whisper softly as they sink.

The sky is covered in black and

Thunder and lightning announce the storm

When they are silent, the birds

Resume their delicious songs.

### Questions

Listen to 0:00–0:30 [Antonio Vivaldi – The Four Seasons – Spring – Allegro (3:15)](https://www.youtube.com/watch?v=t2cIUu-sS7w) or 0:00–0:36 [Vivaldi: The Four Seasons "Spring" (Score) (10:37)](https://www.youtube.com/watch?app=desktop&v=BzHOsQ3vcYk) and answer the following questions.

1. What family of instruments can you hear? (Circle one) string/percussion/woodwind/brass
2. The melody repeats. Explain the difference in the dynamics for the first and second playing.

|  |
| --- |
|  |

1. The melody plays mainly (circle one) short/long notes.
2. The bass plays the beat and is constant with some slight rhythmic changes. The bass mainly plays (circle one) crotchet/quaver/semiquaver notes.
3. What is the time signature and explain what it means.

|  |
| --- |
|  |

1. Is the melody moving by (circle one) steps/leaps/repeated notes/all of the above?

Listen to 0:30–1:03 [Antonio Vivaldi – The Four Seasons – Spring – Allegro (3:15)](https://www.youtube.com/watch?v=t2cIUu-sS7w) or 0:35–1:12 [Vivaldi: The Four Seasons "Spring" (Score) (10:37)](https://www.youtube.com/watch?app=desktop&v=BzHOsQ3vcYk) and answer the following.

1. The composer using music, painted a picture in this section of the piece. Refer to the sonnet above and explain what images of spring you imagine when you listen to this section. How does the composer help you to imagine these images?

|  |
| --- |
|  |

1. Can you tap a constant beat? (Circle one) Yes/no. Is the beat (circle one) regular/irregular?

Listen to 1:03–2:06 [Antonio Vivaldi – The Four Seasons – Spring – Allegro (3:15)](https://www.youtube.com/watch?v=t2cIUu-sS7w) or 1:14–2:20 [Vivaldi: The Four Seasons "Spring" (Score) (10:37)](https://www.youtube.com/watch?app=desktop&v=BzHOsQ3vcYk) and answer the following.

1. Why do you think the composer changed the mood in this section of the piece? How did Vivaldi achieve this change in mood musically?

|  |
| --- |
|  |

1. Describe what section of the piece you found most interesting and explain why.

|  |
| --- |
|  |

### Answer sheet

1. What family of instruments can you hear? (Circle one) **string**
2. The melody repeats. Explain the difference in the dynamics for the first and second playing.

|  |
| --- |
| **Sample answer:**The first time it is played loudly, on the repeat it is played softly. |

1. The melody plays mainly (circle one) **short** notes.
2. The bass plays the beat and is constant with some slight rhythmic changes. The bass mainly plays (circle one) **crotchet** notes.
3. What is the time signature and explain what it means.

|  |
| --- |
| **Sample answer:**$\genfrac{}{}{0pt}{}{4}{4}$ – 4 crotchet beats to a bar. |

1. Is the melody moving by (circle one) steps/leaps/repeated notes/**all of the above**?

Listen to 0:30–1:03 [Antonio Vivaldi – The Four Seasons – Spring – Allegro (3:15)](https://www.youtube.com/watch?v=t2cIUu-sS7w) or 0:35–1:12 [Vivaldi: The Four Seasons "Spring" (Score) (10:37)](https://www.youtube.com/watch?app=desktop&v=BzHOsQ3vcYk) and answer the following questions.

1. The composer using music, painted a picture in this section of the piece. Refer to the sonnet above and explain what images of spring you imagine when you listen to this section. How does the composer help you to imagine these images?

|  |
| --- |
| **Sample answer:**I imagine the songs of birds. The composer helps me to hear this through the string instruments that are imitating the high-pitched calls of birds, using high pitch notes and short note values. |

1. Can you tap a constant beat? (circle one) **Yes**. Is the beat (circle one) **regular**?

Listen to 1:03–2:06 [Antonio Vivaldi – The Four Seasons – Spring – Allegro (3:15)](https://www.youtube.com/watch?v=t2cIUu-sS7w) or 1:14–2:20 [Vivaldi: The Four Seasons "Spring" (Score) (10:37)](https://www.youtube.com/watch?app=desktop&v=BzHOsQ3vcYk) and answer the following questions.

1. Why do you think the composer changed the mood in this section of the piece? How did Vivaldi achieve this change in mood musically?

|  |
| --- |
| **Sample answer:**He wanted to change the mood to represent the storm in the sonnet. Vivaldi used lots of semiquaver notes that had an ascending and descending pattern to represent the wind blowing up just before the storm. Then there was the sound of high strings playing fast notes to represent rolling thunder, followed by the crash in the low string instruments to represent the lightning strikes. |

# References

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FollowTheScore (2 July 2023) ['Vivaldi: The Four Seasons "Spring" (Score)' [video]](https://www.youtube.com/watch?app=desktop&v=BzHOsQ3vcYk), *FollowTheScore*, YouTube, accessed 19 August 2024.

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