

Whiteboard Music Lessons

Module One
Lower Primary/Elementary

Lesson Plans

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Introduction

This module of music lessons is designed as a program of experiences in music, which can be taught by anyone with or without experience as a music teacher.

It is designed for early primary/elementary school students, up to approximately grade 3.

The overall aims of this program are:

- To give children the chance to sing
- To give children a chance to play music
- To encourage creativity and composition in music
- To understand relationships between music and culture from around the world
- To give the children the chance to improvise
- To listen and evaluate music performances
- To expose children to a variety of styles of music
- To introduce the reading and notation of music

These aims were defined after consulting the MENC standards for music education in the USA, the National Curriculum of the United Kingdom and the draft national curriculum of Australia.

Each lesson has:

- A simple song to sing
- A percussion related activity, which can be done with whatever instruments are available
- Activities to develop active listening of music
- Games to develop understanding of critical aspects of music including dynamics, pitch etc.

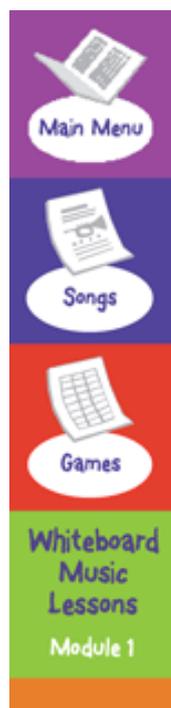
Obviously not all activities may suit all classes, for this reason we have made this as flexible as possible within the confines of what can be done inside the software we are using.

In any lesson you can:

Click the forward and back icons to move between activities



Click the centre of the circle at the bottom of the page to bring up a menu of just that lesson's activities

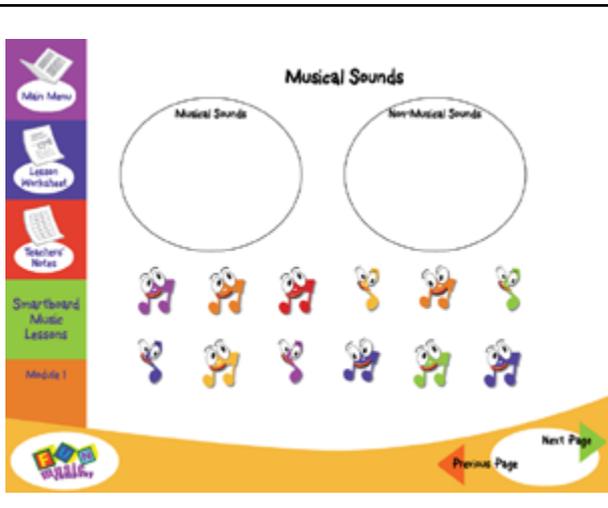


Click the icons down the left hand side if you'd like to skip to a song or a game that the children know and enjoy.

Lesson 1 - What is Music?

Outcomes of this lesson:

- Students will get a general introduction to learning music
- Students will explore the difference between musical and non-musical sounds
- Students will discover that music can be soft or loud
- Students will discover high and low pitched sounds
- Students will take part in active listening
- Students will play an instrument in time to music

Description	Whiteboard Slide																
<p>Activity #1 Theme Song: Music is Fun!</p> <p>Sing the song with actions. This is the theme song for this unit.</p> <p>First try simply clapping along to the beat, and singing along.</p> <p>All songs in this program are included in the back of this teacher's guide, so if you can play guitar or piano you are welcome to use your own accompaniment instead.</p>	 <p>Music is Fun!</p> <p>Singing to the Music, Singing to the music is Fun! Singing to the Music, Singing to the music is Fun! Clap your hands (clap clap) Stamp your feet (stomp stomp) Dance to the Rhythm (turn around) Feel the Beat (tap legs) Jump Up and Down, Turn a round, Singing to the Music is Fun!</p>																
<p>Activity #2 What is Music?</p> <p>Hold a class discussion about “What is music?”. Children give ideas and the teacher writes their suggestions on whiteboard. There are not really right or wrong answers to this activity, but here are some ideas of words that you can use to prompt them with:</p> <table border="0" data-bbox="119 1310 853 1467"> <tr> <td>Sound</td> <td>Notes</td> <td>Guitars</td> <td>Instruments</td> </tr> <tr> <td>Bands</td> <td>Dancing</td> <td>Singing</td> <td>Melody</td> </tr> <tr> <td>Harmony</td> <td>High and Low</td> <td>Pitch</td> <td>Good Fun</td> </tr> <tr> <td>Singing</td> <td>Songs</td> <td></td> <td></td> </tr> </table>	Sound	Notes	Guitars	Instruments	Bands	Dancing	Singing	Melody	Harmony	High and Low	Pitch	Good Fun	Singing	Songs			 <p>What is Music?</p> <p>Write what music means to you in the stars</p>
Sound	Notes	Guitars	Instruments														
Bands	Dancing	Singing	Melody														
Harmony	High and Low	Pitch	Good Fun														
Singing	Songs																
<p>Activity #3 Which are Musical Sounds?</p> <p>This activity has a selection of ten different sounds which play when you touch the music icons. This gives you the opportunity to continue the class discussion and hear different musical and non-musical sound effects. There are no “right” or “wrong” answers to this activity, as sometimes some of the “environmental” sounds may sound musical to the children. Have them take a vote on which they feel is musical or not.</p> <p>Class to decide as a group which sound belongs in which circle, and you can have children take it in turns to come up to the board, click an icon, then drag it to the appropriate circle.</p>	 <p>Musical Sounds</p> <p>Musical Sounds Non-Musical Sounds</p>																

Description	Whiteboard Slide
<p>Activity #4 Worksheet</p> <p>Children Color the word “Music” and draw pictures of what they think music is, while listening to soft classical music. Children can draw whatever they think music is to them. Some might draw music notes or instruments on the paper, or you might like to encourage them to draw themselves singing or playing an instrument.</p>	<p>The slide features a navigation sidebar on the left with icons for 'Main Menu', 'Lesson Worksheet', 'Students Refer', 'Smartboard Music Lessons', and 'Module 1'. The main content area has the text 'What is MUSIC to me?' with 'MUSIC' in large, outlined letters. Below the text is a play button icon and a progress bar. At the bottom right, there are 'Previous Page' and 'Next Page' navigation arrows.</p>
<p>Activity #5 Loud and Soft Sounds</p> <p>Music can be LOUD or SOFT. Children classify different pictures of worldwide objects by dragging and dropping them into columns.</p> <p>Note: there are no sounds attached to the icons in this activity, this is deliberate as we want them to think about what loud and soft means in their head.</p>	<p>The slide has a navigation sidebar on the left. The main content area is titled 'Loud and Soft Sounds' and contains two large empty circles labeled 'Loud Sounds' and 'Soft Sounds'. Below these circles are several icons: a fish, a jet airplane, a butterfly, a bird, a fish, and a dinosaur. At the bottom right, there are 'Previous Page' and 'Next Page' navigation arrows.</p>
<p>Activity #6 Time to Play</p> <p>This gives you the opportunity to use any instruments that you have in your classroom, or if you don't have instruments that is fine too.</p> <p>If you do have instruments separate them into three groups. Skinned instruments like drums & tambourines, metal instruments like triangles and wooden like claves. Sit them clearly in the three groups. Then, start and stop them playing with the music. You can then have a student come and be the 'conductor' and start and stop the groups.</p> <p>If you don't have instruments, then have three children use the instruments on the screen by touching them in time, and have the rest of the children clap or use other body percussion.</p>	<p>The slide has a navigation sidebar on the left. The main content area is titled 'Time to Play' and features a play button icon and a progress bar. Below these are three icons representing musical instruments: a drum, a triangle, and a pair of claves. At the bottom right, there are 'Previous Page' and 'Next Page' navigation arrows.</p>
<p>Activity #7 High and Low Sounds</p> <p>This activity has eight different melodies attached to the music icons. Have the children take turns in coming up to the board, click the icon and then discuss as a group whether this sound is high or low, and the student drags it into the appropriate circle.</p>	<p>The slide has a navigation sidebar on the left. The main content area is titled 'High and Low Sounds' and contains two large empty circles labeled 'High Sounds' and 'Low Sounds'. Surrounding these circles are eight small icons of cartoon birds, each with a musical note above it. At the bottom right, there are 'Previous Page' and 'Next Page' navigation arrows.</p>

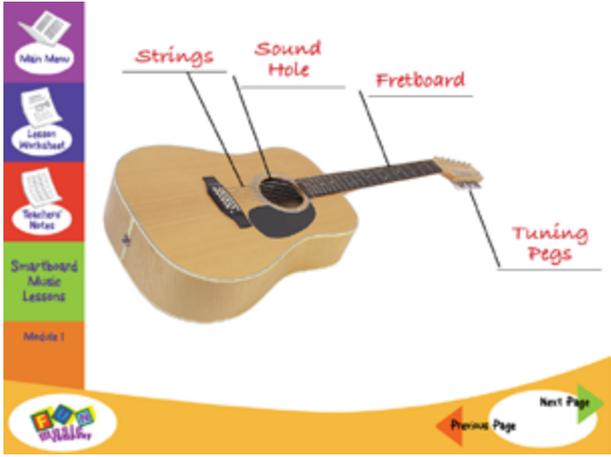
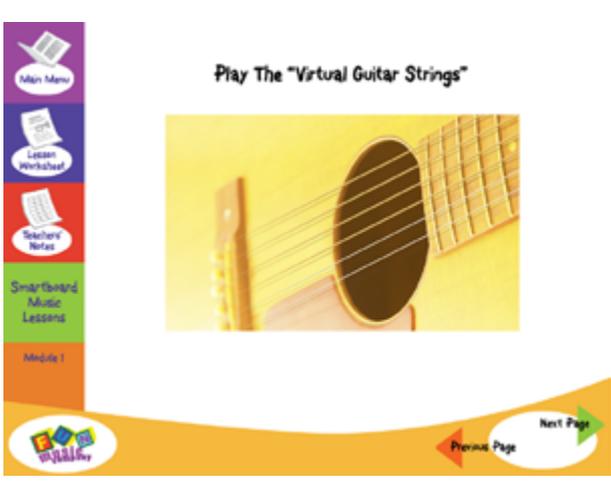
Description	Whiteboard Slide
<p>Activity #8 Musical Statues Game</p> <p>Game option #1 - You may choose either or both of the games (Activity #8 and #9) depending on the age and interests of the class.</p> <p>Musical Statues. Children move around the room and have to freeze when music stops. Class to elect one “music captain” to start and stop the track randomly, and one “judge” to decide if player is “out”. Have the “music captain” stand with their hands behind their back to touch the play button on the board, so that the children will not see when they are going to touch it!</p>	 <p>The slide features a vertical navigation bar on the left with icons for 'Main Menu', 'Lesson Worksheet', 'Teachers Notes', 'Smartboard Music Lessons', and 'Module 1'. The main content area is titled 'Musical Statues' and shows a jukebox graphic with a play button at the bottom. Navigation arrows for 'Previous Page' and 'Next Page' are in the bottom right corner.</p>
<p>Activity #9 Musical Matching Game</p> <p>This is a more complicated option, for older children than the musical statues game. In this game have the children take turns to come to the board, click two icons and see if the music matches. If they get a match, drag both icons to the rectangle.</p>	 <p>The slide features the same navigation bar as the first slide. The main content area is titled 'Musical Matching Game' and displays a 3x4 grid of musical note icons. To the right of the grid is a large empty rectangle with the text 'Drag pairs here when matched'. Navigation arrows for 'Previous Page' and 'Next Page' are in the bottom right corner.</p>
<p>Activity #10 Music Theme Song</p> <p>This gives you an opportunity to revisit the song of the day, and this time they have the chance to play along with it as well, as the tambourine graphic is able to be played in time with the music.</p> <p>You can have the children play with percussion instruments as well if you wish.</p>	 <p>The slide features the same navigation bar. The main content area is titled 'Music is Fun!' and contains the lyrics: 'Singing to the Music, Singing to the music is Fun! Singing to the Music, Singing to the music is Fun! Clap your hands (clap clap) Stamp your feet (stamp stamp) Dance to the Rhythm (turn around) Feel the Beat (slap legs) Jump Up and Down, Turn a round, Singing to the Music is Fun!'. Below the lyrics is a play button and a tambourine graphic. Navigation arrows for 'Previous Page' and 'Next Page' are in the bottom right corner.</p>

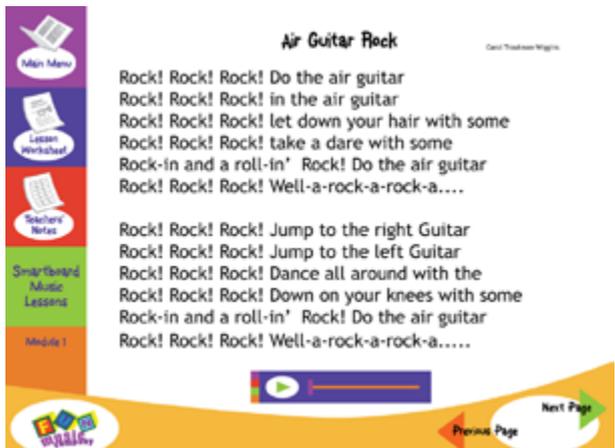
Lesson 2 - The Guitar

Outcomes of this lesson:

- Students will become more familiar with the guitar
- Students will hear different types of guitar played independently of other instruments
- Students will experience high and low pitch
- Students will learn that there are six strings on a guitar
- Students will identify the guitar on hearing it

Description	Whiteboard Slide
<p>Activity #1 Music Theme Song Sing the Song with Actions</p> <p>Using the same theme song every week when doing music will make children look forward to music, and get into the right energetic state of mind, ready to learn!</p>	<p>Music is Fun!</p> <p>Singing to the Music, Singing to the music is Fun! Singing to the Music, Singing to the music is Fun! Clap your hands (clap clap) Stamp your feet (stamp stamp) Dance to the Rhythm (turn around) Feel the Beat (step legs) Jump Up and Down, Turn a round, Singing to the Music is Fun!</p> <p>Whiteboard Music Lessons Module 1</p> <p>Next Page Previous Page</p>
<p>Activity #2 Name Musical Instruments</p> <p>Children have the opportunity to name instruments that they know. Of course they are going to name the guitar somewhere in it!</p>	<p>Can you name these instruments?</p> <p>Whiteboard Music Lessons Module 1</p> <p>Next Page Previous Page</p>
<p>Activity #3 Learn about the Guitar</p> <p>In this slide you can discuss the fact that guitars have strings, and how the strings vibrate. Of course, if you have a guitar in the room now is the time to bring it out and show them.</p> <p>This screen uses 'erase to reveal' - so you can write the answer to the question in the gap and then erase it to see if you are right.</p> <p>Have a student erase the lower part of the screen to reveal pictures of two guitars. Then you can click them to hear each instrument played.</p>	<p>About The Guitar</p> <p>The Guitar is a <u>S</u>tringed instrument</p> <p>Guitars normally have <u>6</u> Strings</p> <p>Erase here to reveal some pictures of the Guitar, then click on them to hear each instrument played.</p> <p>Whiteboard Music Lessons Module 1</p> <p>Next Page Previous Page</p>

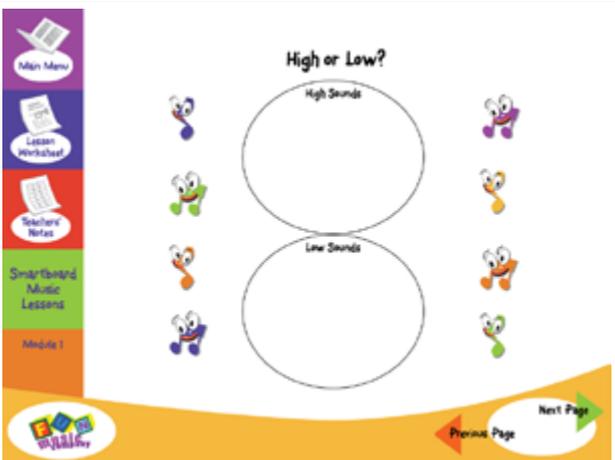
Description	Whiteboard Slide
<p>Activity #4 Parts of the Guitar</p> <p>Children identify important parts of the guitar - strings, sound hole, fretboard and tuning pegs.</p> <p>If you have a real guitar you can show them, this is the perfect time of course, however the whiteboard is quite sufficient if you don't have one.</p> <p>Answers are on the presentation as “erase to reveal” - so you can either write the answers on yourself with the pen and then erase to see if you are right - or just erase without writing anything.</p>	
<p>Activity #5 Worksheet: Draw the Missing Strings</p> <p>This worksheet allows the children to retain the fact that there are six strings on the guitar. Have them use a ruler and draw carefully from the six dots at the bottom upwards towards the pegs. You can do it yourself on the whiteboard with the whiteboard pen.</p>	
<p>Activity #6 Explore Pitch</p> <p>The purpose of this slide is for children to understand that the six strings of the guitar go from low to high pitch.</p> <p>You might start by “plucking” just one string in the centre of the guitar. You can then ask “if I play this one, will it be higher or lower?” Have them vote by raising their hands, and then give them the answer.</p> <p>There is another game you can play - have them close their eyes, and play a high string or low string and they have to tell you if it is low or high. As they get better and better you can use more and more strings.</p>	
<p>Activity #7 Different Types of Guitar</p> <p>Children look at pictures of an acoustic and electric guitar and learn the two names. They should remember this from the previous activity.</p>	

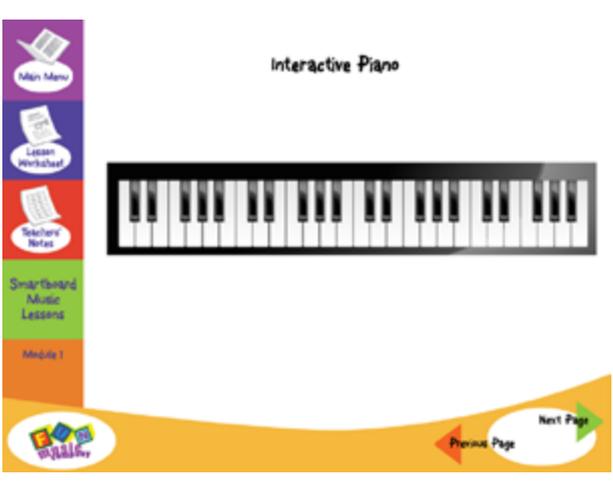
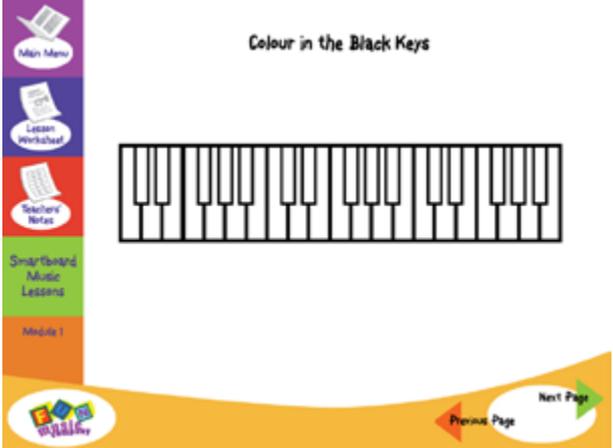
Description	Whiteboard Slide			
<p>Activity #8 - Acoustic and Electric Guitars - Similarities and Differences</p> <p>This gives you the opportunity to explore further the discussion about Electric and Acoustic Guitars.</p> <p>There are many possible answers of course, but here are a few suggested answers.</p> <p>Similarities</p> <table border="1" data-bbox="108 488 858 622"> <tr> <td> There are six strings They both have tuning pegs They are played by strumming They can play chords </td> </tr> </table> <p>Differences</p> <table border="1" data-bbox="108 689 858 891"> <tr> <td> Acoustic Has a sound hole to make the sound louder Is used around the campfire for singing songs Is used in classical music </td> <td> Electric Needs to be plugged into an amplifier Is often used with effects Is used in rock bands </td> </tr> </table>	There are six strings They both have tuning pegs They are played by strumming They can play chords	Acoustic Has a sound hole to make the sound louder Is used around the campfire for singing songs Is used in classical music	Electric Needs to be plugged into an amplifier Is often used with effects Is used in rock bands	
There are six strings They both have tuning pegs They are played by strumming They can play chords				
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<p>Activity #9 - Game - Identifying the Guitar by Sound</p> <p>Have a child come to the board and click an icon. They then decide if it is a guitar playing and place it in the appropriate circle. The entire class can participate in listening to the example and voting on if they think it is a guitar playing or not.</p>				
<p>Activity #10 - "Air Guitar Rock"</p> <p>Great fun this one! You can have them do lots of actions and dance moves in this one, and have an 'air guitar' competition at the end!</p>				
<p>Activity #11 - Music Theme Song Sing the song with actions</p>				

Lesson 3 - The Piano

Outcomes of this lesson:

- Students learn what the piano is and how it works
- Students are exposed to a few different styles of music that the piano can play
- Students experience the sounds four different keyboard instruments: pianos, electric pianos, harpsichords and organs, and understand the difference between them
- Students understand the layout of the black and white notes on the piano keyboard
- Students experience improvising a short tune on the black keys

Description	Whiteboard Slide
<p>Activity #1 - Music Theme Song Sing the song with actions</p>	
<p>Activity #2 - Learn About the Piano</p> <p>In this activity children can learn about the keys of a piano. How many are there? If you have a piano in the classroom, then they could even count them!</p> <p>Talk about black and white keys, and the pattern of three black keys and two white ones.</p> <p>Explain to them that this is how a pianist knows which key is which, and where to place their hands. You can click the graphic to hear an excerpt of the piano being played.</p>	
<p>Activity #3 - High or Low</p> <p>Students listen to excerpts of music and classify them as high or low pitched melodies (all played using a piano sound in today's lesson).</p> <p>Have a child come to the board and click the example. Then discuss as a class if they think it is a high pitched or low pitched melody.</p>	

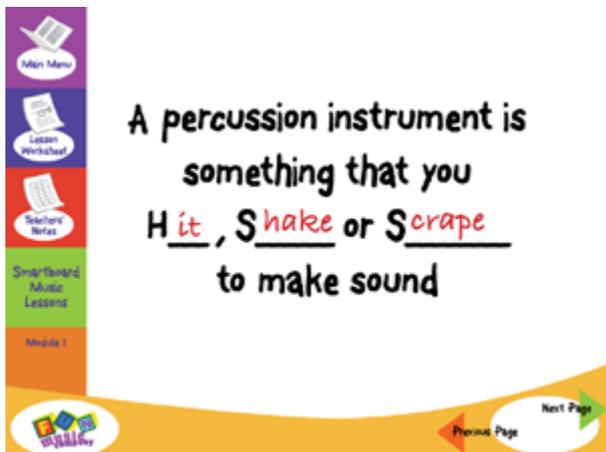
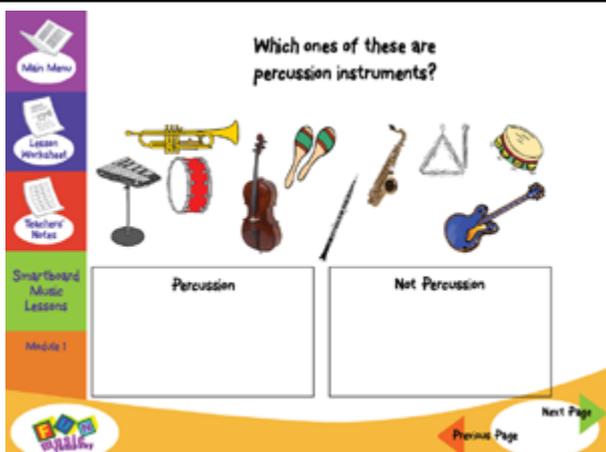
Description	Whiteboard Slide
<p>Activity #4 - High or Low on Piano</p> <p>This is the student's first interaction with the piano keyboard. You can show them the black and white keys, then play one note in the middle of the keyboard.</p> <p>Then play one up to the right, and ask them if they think it will be higher or lower.</p> <p>Most classes will be able to do this pretty easily, and you can then turn it into a game. Have them close their eyes, and have one student come to the board, play one note. Then have them play one higher or lower, and the rest of the class has to guess if it was higher or lower with their eyes closed. Great fun!</p>	
<p>Activity #5 - Black Key Tunes</p> <p>This is where we can show kids that it isn't hard to make music. Improvising, the skill of making music up as they go along, is a key skill that is used in all areas of music.</p> <p>The backing track is designed so that it sounds nice with whatever black notes are played, and we've also disabled the white keys on this virtual piano, so any notes should sound good.</p> <p>Start by showing them yourself. Start the track, then play a few notes on the black keys. Then, have a line up at the board, and they each get a few beats each (probably 8 counts maximum).</p>	
<p>Activity #6 - Worksheet - Color in the Black Keys</p> <p>This is pretty self-explanatory - they just have to Color in the black notes, and notice the pattern of 2 and 3 black notes.</p>	
<p>Activity #7 - Different Keyboard Instruments</p> <p>Of course there are other keyboard instruments that children may or may not have seen before. Most have seen an electric keyboard of some kind, and you may even have one in the school. This slide gives them the opportunity to see and hear acoustic piano, electric piano or keyboard, harpsichord and organ. Discuss the differences between them.</p>	

Description	Whiteboard Slide
<p>Activity #8 - Song “The Piano”</p> <p>In this song they can revise a few facts about the piano that they learned in the video.</p> <p>Have them also mime playing piano with their two hands in the line “Right hand, left hand, together they play”</p>	
<p>Activity #9 - “Who Can Play a Tune”?</p> <p>This activity gives the chance for any children in the class who know how to play piano to come up to the board and play any tunes that they know on the interactive whiteboard.</p> <p>If no-one does of course, you can demonstrate a short tune yourself - like “Hot Cross Buns” or “Three Blind Mice”.</p> <p>Even if you can’t play at all, just use the three black notes, and you can easily figure out “Hot Cross Buns”!</p>	
<p>Activity #10 Match the Instrument with the Sound</p> <p>In this activity children have to match the audio example to the picture.</p> <p>Have a child come to the board, click the music icon to play it, and then decide as a class which picture it belongs with. You can choose to either drag the icon next to the picture, or draw a line with the pen.</p> <p>Answers: #1 (yellow) = Electric Piano (second down) #2 (red) = Harpsichord (third down) #3 (green) = Organ (bottom) #4 (orange) = Piano (top)</p>	
<p>Activity #11 - Optional Song Revision</p> <p>Click “Song List”, and choose one of the songs they have already learned from:</p> <p>“Music is Fun” “Air Guitar Rock”</p>	

Lesson 4 - The Drums

Outcomes of this lesson:

- Students learn the term **percussion**, and what it means
- Students know some names of basic percussion instruments they may encounter in the music room
- Students know the drum kit - what the parts of it are and how they go together
- Students play a simple beat in time with music
- Students work together to play a simple drum beat as a class

Description	Whiteboard Slide
<p>Activity #1 - Music Theme Song</p> <p>Sing the song with actions</p>	 <p>Music is Fun!</p> <p>Singing to the Music, Singing to the music is Fun! Singing to the Music, Singing to the music is Fun!</p> <p>Clap your hands (clap clap) Stamp your feet (stamp stamp) Dance to the Rhythm (turn around) Feel the Beat (flap legs) Jump Up and Down, Turn a round, Singing to the Music is Fun!</p>
<p>Activity #2 - What is a Percussion Instrument?</p> <p>Hold a class discussion about what percussion is. You may wish to start this before you display this slide, as it obviously will influence them a little!</p> <p>This is the working definition we use, something that it “Hit, Shaken, or Scraped”.</p> <p>Have them discuss what could be unusual “home made’ percussion instruments; e.g. bucket drums, water bottles etc.</p>	 <p>A percussion instrument is something that you Hit, Shake or Scrape to make sound</p>
<p>Activity #3 Which of These are Percussion Instruments?</p> <p>You can continue the previous discussion, but deciding which of the instruments shown on screen are “hit, shaken or scraped” to make sound.</p> <p>Have the children take turns to come to the whiteboard to drag the instruments into the correct boxes.</p>	 <p>Which ones of these are percussion instruments?</p> <p>Percussion</p> <p>Not Percussion</p>

Activity #4 - Hip Hop Bunny

This hip-hop song should help them to feel a beat - that is the first and main aim for this song.

Have them tap their knees while they sing along to start.

You can then have them walk around the room during the "On'n" bit at the end!

Hip Hop Bunny

I'm the Hip hop Bunny and I feel the beat,
Hopping to the Rhythm with my bun-ny beat
I hope on my heels, and I hop on my toes
I jump down, spin around and go, go, go!

I say "Go, Go, Go!" Hip Hop Bunny say 'Go, Go, Go!'
Hip Hop Bunny say "Go, Go, Go!", Hip Hop Bunny goes.....
On 'n,
On 'n, On 'n, On 'n, On 'n, On 'n, On 'n, On 'n, On 'n, on!

Activity #5 - Play Along with the Hip Hop Bunny.

Similar to the activities in Lesson #1, the purpose of this exercise is to have them feel the beat of the music, and learn to play in time. You can have three children on the board, playing the "virtual instruments", and you can have others in the class playing real instruments if you have them.

Hip Hop Bunny

Activity #6 - Listen to the sounds

This gives a chance for them to hear four percussion instruments, the drum kit, glockenspiel, bongos and maracas.

Click the pictures to hear a short example.

Listen to the sounds

Activity #7 - Match the Instrument to the Sounds

Have them click the sound icons and determine which of the instruments they are playing, then draw a line or drag the icon next to the picture.

Match The Instrument to the Sound

Activity #8 - Put the Drum Kit Together

This is an opportunity to discuss the names of the parts of the drum kit and put them together.

Have each child take it in turns to move the pieces into position. The bass drum should not have to move - everything else should move around it.



Put the Drum Kit Together

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The image shows a collection of individual drum kit components including a snare drum, two tom-toms, a floor tom, a bass drum, and two cymbals, arranged on a white background. A vertical sidebar on the left contains navigation icons and text. At the bottom right, there are 'Previous Page' and 'Next Page' buttons.

Activity #9- Parts of the Drum Kit

In this worksheet the children can name the parts of the drum kit on their worksheet. Once again, the answers are on the board as “erase to reveal”, so simply use the eraser when the class knows the answer.



Parts of The Drum Kit

Cymbal
Hi-hat
Tom Toms
Snare Drum
Floor Tom
BASS DRUM

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The image shows a line drawing of a complete drum kit with labels pointing to its various parts: Cymbal, Hi-hat, Tom Toms, Snare Drum, Floor Tom, and BASS DRUM. A vertical sidebar on the left contains navigation icons and text. At the bottom right, there are 'Previous Page' and 'Next Page' buttons.

Activity #10 - Our Drum Beat Song

This is a chance for them to actually learn something that is played on the drum kit. The backing track is designed for them to hear clearly the three different parts. Divide the class into three groups, and have three leaders at the board playing the parts on the whiteboard. Everyone else should mime. You can of course try instruments with this at your own peril!

Start with the bass drum playing this pattern:



Have the bass drum group playing the pattern by stomping their right foot on the ground.

Then try the snare drum group:



Have them clap with this pattern.

Then try the hi-hat. Have them play this on their left knee with their right hand:



Once you've tried the three parts, try with the track. The track is structured like this

- 1) Bass drum plays then stops
- 2) Snare drum plays then stops
- 3) Hi-hat plays then stops
- 4) Bass drum starts and continues
- 5) Snare drum joins in and continues
- 6) High hat joins in and continues

The track has been written in order to make it extremely clear when each instrument starts and stops.

Everyone continues until you hear the guitar at the end.

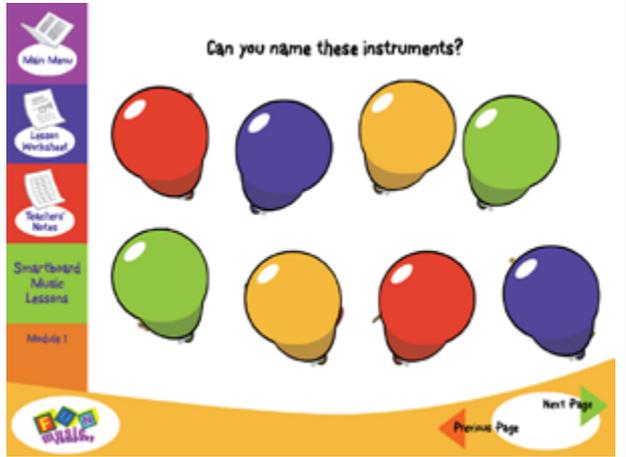
If you have any real drums in the room, and any children learning drums, this is of course your chance to highlight them, and have them play this drum beat for the class.



Lesson 5 - Instrument Families

Outcomes of this lesson:

- Students learn about and experience hearing a wide range of instruments
- Students learn the main families of instruments: Woodwind, Brass, Strings & Percussion
- Students can classify the main instruments by family
- Students can identify basic instruments by their sound

Description	Whiteboard Slide
<p>Activity #1 - Music Theme Song</p> <p>Sing the song with actions</p>	
<p>Activity #2 - Name Musical Instruments</p> <p>Children name musical instrument pictures which appear from behind balloons. Teacher “pops” balloons, or students can take turns coming to the board to pop them. Children will enjoy being the first with their hand up to say the instrument’s name.</p> <p>**Hint - If you’re doing it... click the red one on the bottom line LAST.... It’s meant to be a joke as it reveals something that shouldn’t be there!!</p>	
<p>Activity #3 - The String Family</p> <p>Children learn about, and hear the sounds of, the four members of the orchestral string family: violin, viola, cello and double Bbass. Have them compare their differences and similarities. You can touch the images to hear the instruments being played.</p> <p>E.g. each instrument has four strings, they are all played with a bow, violin and viola are played under the chin, while cello and double bass are played while supported on the floor.</p>	

Activity #4 - The Woodwind Family

Have the children identify and name the four primary instruments of the orchestral woodwind family, flute, oboe, clarinet and bassoon. Have children take turns to come to the board to touch the instrument and hear it being played.

Children may or may not have experienced these instruments before.

You can play a game by having all the children close their eyes, and one child choose one instrument and they all have to guess which one it is.

The Woodwind Family

Flute

Oboe

Clarinet

Bassoon

Activity #5 - The Percussion Family

Children name some of the members of the orchestral percussion family, and hear their sounds. Xylophone, snare drum, glockenspiel, timpani and bass drum. Once again, the answers are present on the screen with erase to reveal, and you can click to hear the instruments being played.

The Percussion Family

Xylophone

Snare Drum

Glockenspiel

Timpani

Bass Drum

Activity #6 - The Brass Family

Children look at the four members of the orchestral brass family, and hear and compare their sounds. You may also have them notice the large amount of pipe involved in some of the brass instruments, and the reasons for their shape. Have them compare similarities and differences if you have time.

The Brass Family

Trumpet

Tuba

French Horn

Trombone

Activity #7 - Song: Four Families (of the Orchestra)

Sing song with actions: in this you can have the children mime playing violin, clarinet, snare drum and trumpet in the verse.

You can even set them up as an orchestra, in four different sections. Then have them stand up when it is their turn to play their little solo.

Four Families (of the Orchestra)

Strings, Winds, Percussion and Brass
Strings, Winds, Percussion and Brass
Strings, Winds, Percussion and Brass
Strings, Winds, Percussion and Brass

Start with a string. The bow makes it sing
Blowin' through wood, Now that's sound-in' good!
Add a good beat. Now that's sound-in sweet
Pack a little punch, with brasses in a bunch
That's all four families (of the orchestra)

Strings, Winds, Percussion and Brass
One Two Three Four Families: Strings,Winds,Percussion and Brass

Activity #8 - Worksheet: Classify Instruments by Family

Students complete this worksheet by drawing lines from pictures of instruments to the family name at the top of the page. You can do it with them on the whiteboard, or if you don't want to print the worksheet then just do it on the whiteboard without the worksheet.

What Family?
Draw a line from each instrument to its family name

Strings Woodwind Percussion Brass

Illustrations of instruments: Violin, Flute, Trumpet, Trombone, Saxophone, Clarinet, Piano, Drums, Harp, Guitar, Bass, and others.

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Activity #9 - Match the Orchestral Instrument Sounds

In this game children take turns to come to the whiteboard to click two icons in turn. Decide if they match, and then sit down again. If you get a match, drag both icons to the rectangle.

Match the Instrument Sounds

Drag pairs here when matched

Grid of 12 cartoon instrument icons (3 rows by 4 columns).

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Activity #11 - Song Revision

There is an opportunity here to revise any of the songs learned so far:

- 'Music is Fun'
- 'Air Guitar Rock'
- 'The Piano'
- 'Hip Hop Bunny'
- 'Four Families'

Song Revision

Choose your favourite songs from the songs menu

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Lesson 6 - The Rock Band

Outcomes of this lesson:

- Students learn about what instruments are in a rock band
- Children learn the difference between a rock band and other types of band
- Students learn what a bass guitar is and what it does
- Students learn the difference between an electric guitar and a bass guitar
- Students hear and experience the different roles in a rock band, what each instrument does and gets to hear and experience each role independently

Description	Whiteboard Slide
<p>Activity #1 - Music Theme Song Sing the song with actions</p>	
<p>Activity #2 - What Sort of Band is Playing?</p> <p>Listen to three different excerpts of music, and determine if it is a jazz band, a rock band or a marching band playing.</p> <p>Have them either draw a line or drag the music icon next to the picture of the matching style of music.</p> <p>Answers: Blue = Marching Band Orange = Jazz Band Green = Rock Band</p>	
<p>Activity #3 - What Instruments Belong in a Rock Band?</p> <p>Students discuss and identify the instruments that are found in a typical rock band from pictures on the screen.</p> <p>Obviously the drums and guitars belong in the rock band box, and the electric piano is one that could be in the rock band box.</p> <p>Rock band instruments: drums, electric guitar, electric bass, electric piano</p> <p>Not rock band instruments: timpani, tuba, oboe, bassoon, harpsichord, violin</p>	

Activity #4 - Hungry Wolf Rock

This is a great fun song that early primary children will adore!

They love playing the classic “What’s the Time Mr Wolf?” game along with this song, and have them creep up to “The Wolf” during the song.

Other action ideas include patting their tummies or legs in time with the music, or pointing their hands like the hands of a clock.



Hungry Wolf Rock

One o'clock, two o'clock, three o'clock four,
 Lots of hungry wolves are crouching on the floor
 Five o'clock, Six o'clock, seven and eight,
 Waiting for their dinner so don't be late!
 Nine o'clock, Ten o'clock, eleven and then
 There's one more til we reach the end
 When the bell chimes twelve o'clock **DINNER TIME!**

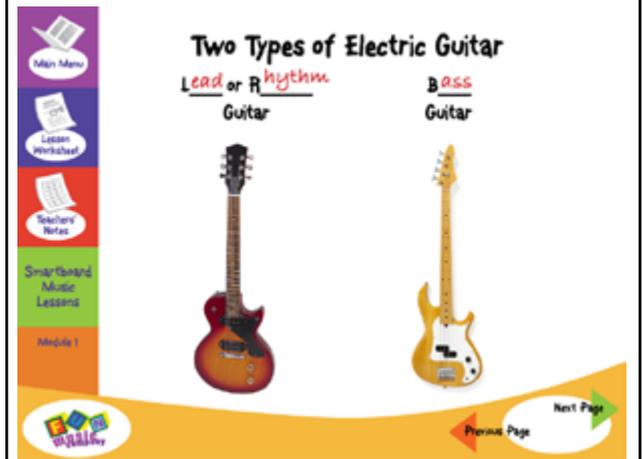
Author: Carol

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Activity #5 - Electric & Bass Guitars

Students discuss and learn about the differences between electric guitars and bass guitars. Four strings vs six strings, their length and size. Explore their sounds by clicking on them.

Explain that in a rock band the electric guitar is often described by its role - the “rhythm guitar”, which plays the chords, or the “lead guitar” which plays the guitar solos.



Two Types of Electric Guitar

Lead or Rhythm Guitar Bass Guitar

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Activity #6 - Similarities and Differences

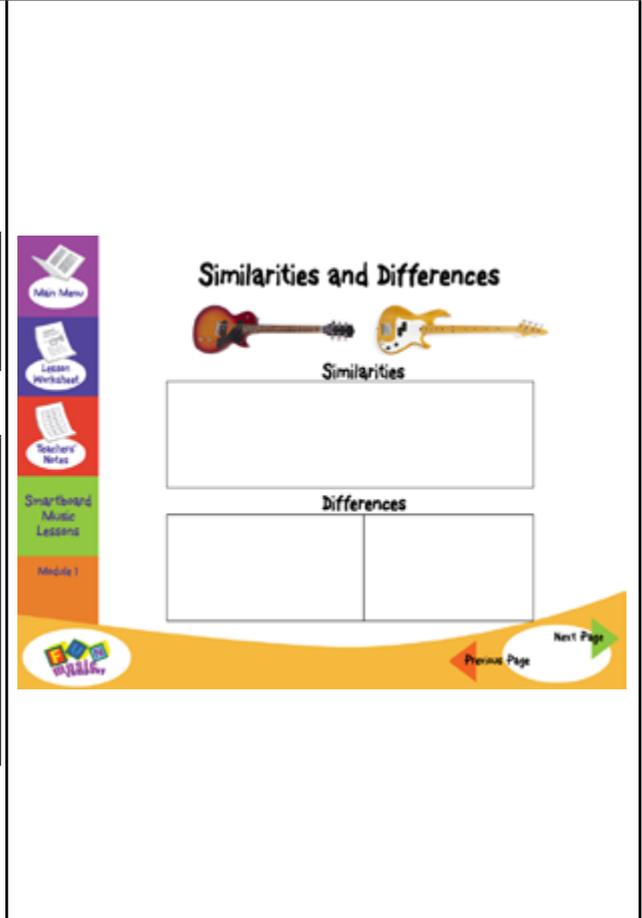
Discuss the differences and similarities between the bass guitar and electric guitar. Have them click on the pictures to listen to the sound first to hear the differences.

Similarities

- They are both plugged into an amplifier to make sound
- They both have tuning pegs
- They both have frets

Differences

Electric Guitar (Lead or Rhythm Guitar)	Bass Guitar
Sound is higher 6 Strings Commonly plays chords Played by strumming downwards, often with a plectrum	Sound is lower 4 strings Does not play chords, usually single notes Played by plucking upwards with the fingers



Similarities and Differences

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Activity #7 - Let's Become a Rock Band: The Drums

The purpose of the next few slides is for students to start to understand the different roles that the musicians play in the rock band.

The drummer keeps the beat, so the job here is to have the class take on that role.

- Early years students can just tap their legs in time with the music.
- More advanced classes might like to try learning a drum beat with just bass - snare - bass - snare. Have them tap their right foot for the bass, and left hand for the snare.

Lets Become a Rock Band
start with the drums

Activity #8 - Let's Start a Rock Band: Add the Bass

Here their job is to hear the notes on the bass, and mime playing those three notes in time.

Boom - Boom - Boom etc

The bass line does a few fancy bits in between, but basically stays on that rhythm throughout the whole track.

If you have xylophones or boomwhacker tubes you could use them with the note "F" in this activity also.

Lets Become a Rock Band
Add in the Bass

Activity #9 - Let's Start a Rock Band: The Rhythm Guitar

This is very similar to the last activity, but this time they have to mime playing a guitar chord - a larger strumming motion downwards - rather than picking out a single string note.

Again, this is a perfect place to add some practical activities if you have xylophones or other pitched instruments - you can use notes of an "F" Chord: So mainly F's, and some C's and A's would also work.

Lets Become a Rock Band
Add some Rhythm Guitar

Activity #10 - Let's Start a Rock Band: Time to Sing!

In this activity you could split the class into groups - one group to mime drums, one to mime guitar, one to mime bass.

Have everyone sing the words to "Air Guitar Rock" which they would have learned in Lesson #2 (Guitar)

Lets Become a Rock Band
Time to Sing!

Rock! Rock! Rock! Do the air guitar
Rock! Rock! Rock! in the air guitar
Rock! Rock! Rock! let down your hair with some
Rock! Rock! Rock! take a dare with some
Rock-in and a roll-in' Rock! Do the air guitar
Rock! Rock! Rock! Well-a-rock-a-rock-a....

Activity #11 - Worksheet: Roles in the Rock Band

This gives you an opportunity to follow up on the activities that have just been done in the past few slides, by having a discussion around what each member of the band does.

Have the children draw a line on their worksheet from the description in the circles on the right to each person in the band.

They can then Color in their worksheet if you have time!

Plays the Chords
Keeps the Beat
Sings the Tune
Plays the low notes

Activity #12 - Song Revision

Now that they have learned a few songs - you have the opportunity to follow up on any of them, or use the games menu if you need extra activities.

Song Revision

Choose your favourite songs from the songs menu

Activity #4- Walking the Bass

The purpose of this activity is to show students what the bass does in jazz music, and have them hear and experience a “walking bass line”.

Talk about the fact that sometimes they use a double bass (as in the picture), and sometimes an electric bass (like in the rock band).

When you click repeatedly the bass on the screen, you’ll hear a pattern of notes, a walking line. Have one student do it in time, and then have the whole class walk around the room in time to the bass line. Try it fast or slow!

Activity #5 - Instruments of Jazz

Drag and drop the different instruments into the circles.

Talk about the fact that some instruments are used in both jazz and classical music, such as the piano, the double bass and the trumpet.

You might like to point out that there are no real ‘rules’. For example violin and french horn can play jazz, but they do so very rarely.

In this activity:

Jazz instruments: Saxophone, Electric Guitar, Double Bass, Trumpet, Piano

Other instruments: Oboe Cello, Bassoon, French Horn

Activity #6 - Worksheet: Label and Color Instruments used in Jazz

From top left, clockwise: Trumpet, Saxophone, Bass, Drums

You have the option, of course, of not using the included worksheet, and just completing this on the screen.

The answers are available via “erase to reveal”.

Activity #7 - “All About Jazz” Song

In this song you might like to teach one line at a time, as it is quite tricky with all those words.

You might like to discuss the words used in the second section - all the different sub-styles of jazz!

Activity #8 - Our Own Tunes.

This is an improvisation activity. This is based on an A minor pentatonic scale, which is just all the white notes on the piano, without B or F.

There are several ways to accomplish this:

- 1) If you have instruments such as xylophones, remove all the B's and F's if possible, then have students take turns in making up short tunes that go along with the backing track.
- 2) If you have boomwhacker tubes or similar instruments, divide them into groups by color, then have one student at the front conduct each group to start and stop whenever they wish. (Colors of the notes on screen should match boomwacker colors)
- 3) If you don't have instruments, have the children form a line on the left hand side of the whiteboard, and each take a turn to come up and play a short melody on the virtual xylophone on the board. No more than a few seconds, or eight counts each would be good.

If the track runs out you can always start it again!

Our Own Tunes!

Activity #9 - Pick the Jazz Tunes

Click the icons to listen to them, and then decide as a class if they think each one is “jazz” music or not.

This exposes them to a few different sub-genres of jazz.

Pick the Jazz Tunes

Activity #10 - Song Revision

You might like to explore which of the songs you've already learned in this course have a “jazz” influence in their musical style.

Hint: “Four Families” definitely has a jazz flavor, as well as “Music is Fun”.

Song Revision

Choose your favourite songs from the songs menu

Lesson 8 - The Concert Band

Outcomes of this lesson:

- Students experience a few different types of bands
- Students learn what instruments are in a concert band
- Students discuss the difference between a concert band and an orchestra
- Students can identify different bands by hearing them
- Students are inspired about their own school band (if they have one) and perhaps take up an instrument!

Description	Whiteboard Slide
<p>Activity #1 - Music Theme Song</p> <p>Sing the song with actions.</p>	 <p>Music is Fun!</p> <p>Singing to the Music, Singing to the music is Fun! Singing to the Music, Singing to the music is Fun! Clap your hands (clap clap) Stamp your feet (stamp stamp) Dance to the Rhythm (turn around) Feel the Beat (tap tap) Jump Up and Down, Turn a round, Singing to the Music is Fun!</p>
<p>Activity #2 - What Instruments Do You Hear?</p> <p>Listen to the recording on the screen, and have the students identify instruments that they hear.</p> <p>There is no absolute 'right' answer to this - you can have the students direct the order of the instruments that appear. You certainly wouldn't expect most junior classes to get all the answers below!</p> <p>More more advanced classes, you can also remind them of what they learned in the instrument families lesson.</p> <p>This is a typical military concert band, so the instruments that might be mentioned that would be in this recording are: Woodwind: Clarinets, Saxophones, Flutes, Piccolo, Oboe, Bassoon Brass: Trumpets, Trombones, Tuba, Horns Percussion: Drums, Bass and Snare Drums, Cymbal, Triangle, Glockenspiel</p>	 <p>What Instruments do you hear?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Activity #3 - Put the Concert Band Instruments on the Stage</p> <p>This activity is more about what isn't in a concert band, than what is.</p> <p>As they've just heard a concert band and identified what they heard, you can have students come up and take turns to place an instrument on the stage.</p> <p>Ones that SHOULD be placed on the stage: Glockenspiel, Trombone, Saxophone, French Horn, Bass Drum, Piccolo</p> <p>Ones that SHOULD NOT: Cello, Electric Guitar</p>	 <p>Put the Concert Band instruments on the Stage</p>

Activity #4 - Which Shape has the Concert Band Playing?

This is a listening activity. Have them listen to all four shapes, and tell them that there are four different types of bands playing. They have to identify which one has the concert band. More advanced classes can identify what the other bands are.

They are all playing the christmas carol "Deck the Halls" in different styles.

- Red circle: the concert band
- Yellow square: a jazz band
- Green triangle: string orchestra
- Blue star: a rock band

Which Shape has the Concert Band Playing?

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Activity #5 - Worksheet: Find the Band instrument Names

This is a simple find-a-word, designed especially for younger children in that there are no backwards words.

You may like to use the 'highlighter' tool on your whiteboard to select the answers.

As always you can print the included worksheet for this activity or just do it as a class on the whiteboard.

Find the Band Instrument Names

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s	a	x	o	p	h	o	n	e	b	
n	t	r	u	m	p	e	t	b	a	flute
a	i	i	t	h	i	s	r	d	s	clarinet
r	m	r	p	t	c	p	o	h	s	bass drum
e	p	e	m	u	c	h	m	o	d	saxophone
d	a	a	o	b	o	e	b	f	r	oboe
r	n	x	c	a	l	e	o	l	u	horn
u	i	n	n	h	o	r	n	u	m	trumpet
m	c	l	a	r	i	n	e	t	r	trombone
u	a	e	h	u	m	e	b	e	r	tuba
										piccolo
										snare drum
										timpani

Activity #6 - Orchestra & Concert Band, Similarities and Differences.

This is a chance for the students to discover what is different about a concert band from an orchestra.

Here are a few ideas to get them started

Similarities

Both are large groups of musicians:
They both have brass, woodwind and percussion instruments
Both usually have a conductor

Differences

Orchestra	Concert Band
Has stringed instruments	Does NOT have stringed instruments
Never marches, only plays on a concert stage.	Can sometimes march, or play on a concert stage.
Is very old - dating back hundreds of years to the 1700's	Is relatively new in comparison with the orchestra.

Orchestra Concert Band

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Similarities

Differences

Activity #7: Put the Concert Band Together

This is a simple puzzle where you can discuss where each of the instrument groups sit on the stage.

Have students take turns to drag and drop a piece to where they think it goes on the grey puzzle board.

Put the Concert Band together

Activity #8: "Band is Cool" Song

You can, of course, just sing this song if you want to.

However, one fun way to do it is to have the class set up AS a band, like they learned how to do in the previous activity.

Divide them into six groups: Clarinets, Flutes, Saxophones, Trumpets, Drums and Trombones.

Set them up just like in the picture of the completed puzzle in the activity before.

Band is Cool

Band is awesome! Band is Cool!
Playing music in our School
Clarinets and flutes and saxophones,
Trumps, drums and slide trombones.

Time for the clarinet (clarinets stand)
play on the flute (flutes stand)
now for the saxophone (saxophones stand)
And the trumpet (trumpets stand)
Beat the drums (drums stand)
and the slide trombone (trombones stand)
on concert night we play it right, the songs we play are out-a sight!

Activity #9: The Instrument Race

In this game you can divide the class into four teams, with the triangle, guitar, harmonica, and piano icons.

Each player takes a turn to move their team's icon around the board, based on the number they roll with the dice.

If they land on a square with a treble clef on, they get to click the card pile in the middle and answer a question. Click it again to reveal the answer. If they get it right, they can advance one square.

Game: The Instrument Race

Activity #10: Song Revision

The games in this lesson may take extra long, but if there is time you can always revise a song or a game from a previous lesson.

Song Revision

Choose your favourite songs from the songs menu

Lesson 9 - Music From Other Cultures

Outcomes of this lesson:

- Students are exposed to a few different types of music they may not have heard before
- Students learn about a few instruments that are not 'Western' in origin
- Students identify a type of music by sound alone
- Students clap back a rhythm that is played for them
- Students perform on percussion in a song

Description	Whiteboard Slide
<p>Activity #1: Music Theme Song</p> <p>Sing the song with actions</p>	 <p>Music is Fun!</p> <p>Singing to the Music, Singing to the music is Fun! Singing to the Music, Singing to the music is Fun! Clap your hands (clap clap) Stamp your feet (stamp stamp) Dance to the Rhythm (turn around) Feel the Beat (clap legs) Jump Up and Down, Turn a round, Singing to the Music is Fun!</p>
<p>Activity #2: Music Around the World</p> <p>Discuss the fact that music is different in different parts of the world. Look at where you are located, and discuss the countries or continents that they are familiar with on the map.</p> <p>There are music samples to listen to on four continents: Africa, Europe, Asia and South America</p> <p>Discuss what instruments they hear, and whether or not they like the style of music that is heard, and why or why not.</p>	 <p>Music Around the World</p>
<p>Activity #3 - Match the Music to the Continent.</p> <p>This is a follow up to Activity #2, and in fact if they are paying attention should be able to do this activity easily, as they are exactly the same music examples.</p> <p>Just click the blue music icons to listen to them, then either drag them next to the continent that they come from or draw a line with a pen.</p> <p>The four in order from top to bottom are:</p> <ol style="list-style-type: none"> 1) South America 2) Asia 3) Europe 4) Africa 	 <p>Match the Music to the Continent</p>

Activity #4: World Music Instruments

See if the students can accurately name any of the instruments they see, then drag and drop them to the right area on the world map.

from left:

- 1) The accordion (or piano accordion) is from Europe
- 2) The djembe is from Africa
- 3) The sitar is from India, a country in Asia
- 4) The conga drums are from South America

Where in the world do these instruments come from

Click on each instrument to listen to it, then drag it to the part of the world it is from



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Activity #5 - Worksheet on World Music Instruments

This gives them the opportunity to follow up on the previous activity and write down where each instrument comes from.

You can also click on the instrument pictures again to listen to their unusual sounds.

Worksheet: Where do these instruments come from?

The Djembe is from Africa

The Accordion is from Europe

The Sitar is from India

The Conga Drums are from South America

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Activity #6 - Match the Instrument to Its Sound

This is another follow up to the work in the previous two activities, with the addition of the Chinese gong.

You can draw lines, or drag the music icons on top of the pictures.

Match the instrument to its sound



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Activity #7 - Sanibonani

This is an African-inspired song. Sanibonani is Zulu for "I see you" and is typically used when greeting people.

You can teach this song one line at a time if you wish.

Sanibonani

Sanibonani "Good Day!"
Sanibonani "Good Afternoon!"
Sanibonani "How do you do?"
Sanibonani means "I see you!"

Sanibonani, Sanibonani, Sanibonani "Welcome friends!"
Sanibonani, Sanibonani, Sanibonani wave your hands!



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Activity #8 - Echo Rhythm

Have the students clap in response to the clapping on the track. There are a couple of short “bridges” in between clapping examples. In these bridges have them do some movement to keep their attention. e.g.: “Everybody shake your hands up high”, “Shake your hands down low” etc.

When you are feeling more confident, use the second track, which does not have any claps on it, and have them copy your rhythms in time with the backing track.

Activity #9: Sanibonani with Drums

This is a chance to get any percussion instruments out if you have them, or just use body percussion.

It's probably a good idea with most classes to start by learning the activity with body percussion first, then have them go to an instrument, or you have mayhem!

Practice each line by yourself first, without any music, then try it with the track.

Activity #10: Trivia Quiz

This quiz has a range of questions on world music topics.

Divide the class into two teams, and have students take turns to come to the board and click the card stack to reveal a question. If someone from the team can answer it they'll get a point. If they can't answer it they can pass to the other team who will get a point for it instead.

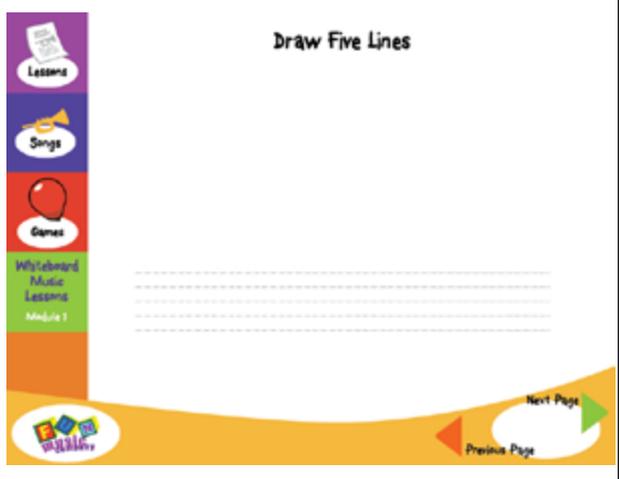
Activity #11: Song Revision

Choose your favourite songs from the songs menu

Lesson 10 - How Music is Written

Outcomes of this lesson:

- Students learn the very basics of music notation
- Students *enjoy the process* of learning music notation!
- Students experience writing music for the first time
- Students learn what a treble clef is, and how to draw it
- Students learn a simple song to be played on tuned percussion

Description	Whiteboard Slide
<p>Activity #1: Music Theme Song</p>	 <p>Music is Fun!</p> <p>Singing to the Music, Singing to the music is Fun! Singing to the Music, Singing to the music is Fun! Clap your hands (clap clap) Stamp your feet (stamp stamp) Dance to the Rhythm (turn around) Feel the Beat (clap legs) Jump Up and Down, Turn a round, Singing to the Music is Fun!</p>
<p>Activity #2: Draw Five Lines</p> <p>The idea of this exercise is that they learn that there are five music lines, and that they are evenly spaced.</p> <p>Use a meter rule if possible to trace over the dotted lines to make the music lines.</p>	 <p>Draw Five Lines</p>
<p>Activity #3: Placing Notes on a Line</p> <p>The purpose of this activity and the next is for students to understand that music pitches are represented by notes either on the lines or in the spaces.</p> <p>In this activity students will take turns to drag and drop the Colored notes onto LINES on the board.</p> <p>First, show them that the notes have to be perfectly placed, with an even amount above and below the lines.</p> <p>You can then divide them into teams, a blue team and a red team, and have “races” to come to the board and accurately place a note on a line.</p> <p>This simple activity can be loads of fun, and last a long time if needed!</p>	 <p>Placing Notes on a line</p>

Activity #4: Placing Notes in a Space.

The same as the previous activity, but this time you place the notes in between the lines.

Again, you could have a race to get all six of their team's notes on the board, but they have to be placed perfectly in order to score a win!

Placing Notes in the spaces

Activity #5 Drawing the Treble Clef.

This is an activity where you can show children how to draw the treble clef. They can use a piece of paper or a book to do it, or you could have a couple use the board. Trace it on the board, then have one or two children have a try at coming to the board to do one.

The key thing with drawing a treble clef is remembering to start at the center. Most of the time you'll go wrong if you try and start at the other end.

Drawing The Treble Clef

Activity #6 - Placing the Treble Clef Onto the Music Lines

Discuss the fact that the treble clef is also called the "G" clef: because it looks like a stylised letter G.

Then practice placing the treble clef onto the music lines. Place it so that the middle rounded section sits exactly between the bottom line and the third line

You can then tell them that this position defines where the note G is found on the music lines, as it curls around the second line.

The Treble Clef
is also called the **G** Clef
Drag the treble clefs to the correct position.

Activity #7: Placing the Note "G"

Now that we know where "G" is, drag the music notes to the right place, on the second line up.

Lets Place the note "G"

Activity #8: G Jam Song

Now that children know what a treble clef is, and where a G is located, they can learn this simple song.

If you have xylophones, have the children find the note G on them. If you have boomwhacker tubes, just use all the G's you have.

Children could also take turns to play it on the virtual xylophone on screen.



Activity #9: Worksheet: Drawing Treble Clefs and Copying

You can do part of this worksheet earlier in the lesson if you wish, when doing activity #5, then just do the second part of it now.

Alternatively do it all now if you wish.



Activity #10 - Treble Clef Puzzle

This is a simple puzzle game, where children can take turns to place a piece onto the completed treble clef.

There are 12 pieces, so you may need to do it twice at least to give the whole class a turn at placing a piece.



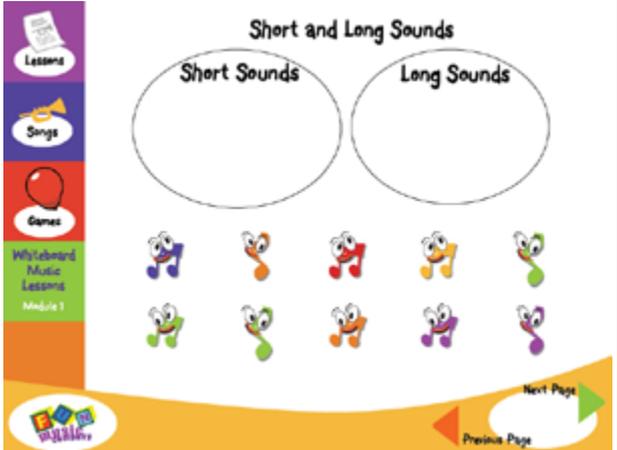
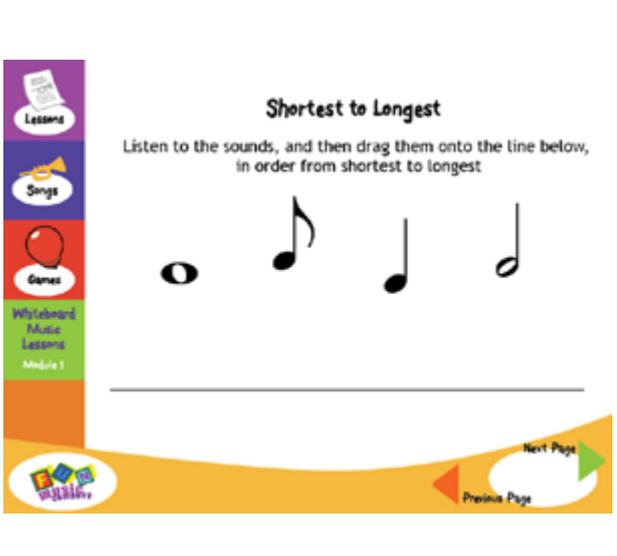
Activity #11: Song Revision



Lesson 11 - Short and Long Sounds

Outcomes of this lesson:

- Students continue to learn the basics of music notation, in particular they are exposed to rhythm notation for the first time in this lesson
- Students identify short and long sounds by ear
- Students order a set of sounds from shortest to longest, which also corresponds with the notation
- Students make their own instrument (a shaker) and perform with it
- Students participate in their first composition activity as a class by making their own song for their shakers
- Students perform a song with their shakers

Description	Whiteboard Slide
<p>Activity #1: Music Theme Song</p>	
<p>Activity #2: Short and Long Sounds</p> <p>Click on the various icons to listen to them, then have children take turns to come to the board, click on them to listen to them and drag & drop them into the appropriate circle.</p> <p>The blue one at the top left is a long sound, and the green one at the bottom left is a short sound. You can click those two yourself and discuss them as a class before having the children start.</p>	
<p>Activity #3: Shortest to Longest</p> <p>If you've got bright musicians who already learn instruments in the room, they may even be able to do this without listening. In any case, click each of the notes in turn, then discuss which they thought was the shortest, the next shortest etc, and drag and drop them onto the line.</p> <p>You can go as far as you like with this activity. If you're a music specialist, and your students are already familiar with rhythm notation you can use names for these notes. Otherwise you can just leave it like it is without any further explanation.</p> <p>As young musicians start to learn music they'll become more and more familiar with these note types. This is just early exposure to them - you may not necessarily be looking for retention of which note is longer or shorter at this stage.</p>	

Activity #4: Find each Instruments Short and Long Sounds

In this activity you'll hear each instrument play some long notes, and some short notes.

Children will first have to identify which instrument is playing, and then say if it is playing short notes or long notes.

Find Each Instrument's Short and Long Sounds

	Short	Long
		
		
		
		

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Activity #5: Making Our Own Instrument!

This is where students can make their own simple shaker to play in class and take home if desired.

This is optional of course, however you'll want to make sure you have some shakers or other instruments available for the next few slides if you do decide to skip it.

You can make your shaker as elaborate as you want, however here is a simple method that works quite well.

You'll need:

- 1) Some cardboard tubes: toilet rolls or similar
- 2) Some rubber bands
- 3) Some small fabric squares to cover the ends
- 4) Some uncooked rice, or un-popped popcorn to fill the shakers with

Firstly place the fabric over one end, then secure it with a rubber band. Then place a small amount of rice inside (you don't need much, around a tablespoon should be plenty). Then place another piece of fabric over the other end.

There are other methods of course, using paper and glue instead of fabric & rubber bands - it is completely up to you!

Time to make our own instrument!



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Activity #6 - Practice Playing Short and Long

In this activity children will use the shakers they have just made to perform a short piece, and follow the instructions on the video.

First practice the three things:

- 1) Make a long sound - shake the shaker vigorously
- 2) Shhhh! or rest. - hold the shaker still so it makes no noise
- 3) Make a short sound - hold the shaker in one hand and play it into your other hand, in a consistent beat with the music

You can then put the video track on and have a go!

Practice Playing Short and Long

Make a Long Sound Shhhhhh! Make a Short Sound



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Activity #7 - "Shake it Up!" Song

In this song they have a great opportunity to use their shakers (or other instruments)

Do the actions as per the lyrics.

Shake it Up!

Shake it up! Shake it up baby! Shake it up! Shake it up baby!
Shake it up! Shake it up baby! Shake it up! Shake it up baby!
Shake it to the left! Shake it to the right! Shake it up and down
and shake it all around.
Shake it Up (shake)
Shake it Up (shake)

Activity #8: Our Own Short and Long Sound Song

This is a follow up to activity #6, and is really a class composition activity.

- 1) First look at the four boxes, and talk about what each one means.
- 2) Next, decide which one should go first in your class composition, and drag it to the left most part, between the two lines
- 3) Then decide which boxes should come second, third and last and drag them into place.
- 4) Then have a practice at playing it, along with the backing track. It's up to you how long you play each box for, but make it at least 8 or 16 counts. Make sure you "conduct" by pointing to the box with a stick or pointer that they should be currently playing.
- 5) You can then have the students take turns to be the conductor, or come to the board, rearrange the boxes and then conduct the song.

Our Own Short & Long Sound Song

Activity #9: Worksheet: Copy These Notes

This just lets them know that there are different music notes, that are shorter and longer than others.

It will give them a brief introduction to the 'note tree' they may see later in their music instruction.

As in the previous activities you can go ahead and use names for these notes at this stage if you want to; however there is no requirement to do so. Younger classes can simply copy the notes.

Worksheet

Copy these notes

Activity #10 - Matching Game

In this game they will be matching various rhythm notation symbols.

Once again, you can use names for the notes if your students are familiar with them, however there is no requirement to do so. You can just say things like “There’s a note with a curvy tail” etc.



The interface features a vertical sidebar on the left with four colored buttons: purple for 'Lessons', blue for 'Songs', red for 'Games', and green for 'Whiteboard Music Lessons Module 1'. The main area is titled 'Matching Game' and contains a 3x4 grid of twelve identical cartoon bird icons. At the bottom, there is a yellow curved bar with a 'Next Page' button (green arrow pointing right) and a 'Previous Page' button (red arrow pointing left).

Activity #11 - Song Revision



The interface features a vertical sidebar on the left with four colored buttons: purple for 'Lessons', blue for 'Songs', red for 'Games', and green for 'Whiteboard Music Lessons Module 1'. The main area is titled 'Song Revision' and contains a blue arrow pointing left towards the 'Songs' button, with the text 'Choose your favourite songs from the songs menu' next to it. At the bottom, there is a yellow curved bar with a 'Next Page' button (green arrow pointing right) and a 'Previous Page' button (red arrow pointing left).

Lesson 12 - Fast and Slow

Outcomes of this lesson:

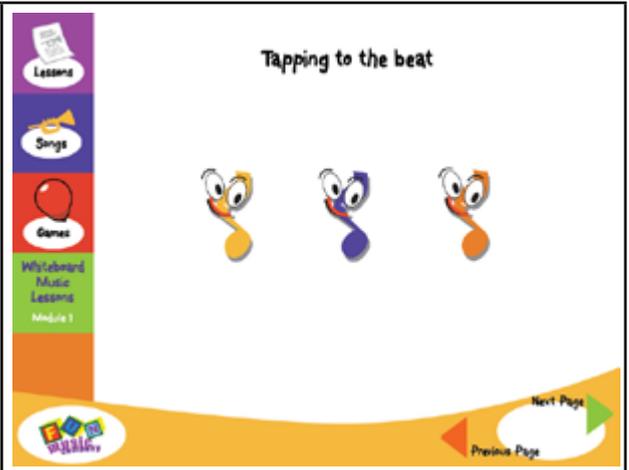
- Students identify that music has a steady beat
- Students know that the beat of music can be fast or slow
- Students respond by clapping back a pattern that is played
- Students can identify the speed of some music that is played
- Students play in time with percussion instruments

Description	Whiteboard Slide
<p>Activity #1: Music Theme Song</p>	
<p>Activity #2: Echo Rap</p> <p>Clap in response to the clapping patterns heard on the track.</p> <p>If you're an experienced music teacher you may prefer to use the second track.</p> <p>The track involves a short 'bridge' where you can have the children copy a simple action, like "shake your hands up high" etc.</p>	
<p>Activity #3: March to the Beat</p> <p>This is a simple march, which you can have the children march around the room to.</p> <p>This lesson is all about the speed of music, so the purpose of this exercise is just to get them to feel the beat.</p> <p>You could also try sitting on the floor with the children just tapping the knees in time with the music</p>	

Activity #4: Tapping to the Beat

This is an activity with three different pieces of music, at three distinct speeds.

Have the students tap their knees or laps in time with the music, which starts and stops when you touch the icons on the board.



Activity #5: Fast and Slow Song

In this song they have to sing two distinct sections - fast and slow.

Students sing along with the track - and feel the beat by tapping on their laps.



Activity #6: Fast and Slow Song with Percussion

In this activity you can play instruments in both fast and slow time.

Trying having two groups of instruments, and have one group play the fast section, and one group play the slow section.



Activity #7: Hearing the Beat Game

On the left are the same three music examples they have already heard in activity #4.

Click the music icon, and the click one of the lights to see if it matches, then click it off, and try the second one. The lights switch on and off when clicked.

Answer:

Blue Icon: Slowest = bottom light
Yellow Icon: Fastest = top light
Orange Icon: Medium = middle light



Activity #8: Worksheet: Fast and Slow Objects

This is a simple activity, drawing a line from each object to fast or slow.

Fast objects: Racehorse, rocket, cheetah, plane, racing car

Slow objects: Tortoise, elephant, snail, old ship

Worksheet: Fast and Slow Objects
Draw a line from each picture to either "fast" or "slow"

Fast Slow

Next Page
Previous Page

Activity #9: Sorting Fast and Slow Music

This is actually a Classical music appreciation activity, as they get to listen to four absolute classical gems.

Blue Icon: Rimsky Korsakov, "Flight of the Bumble Bee" (fast)
Purple Icon: J.S. Bach, "Air from Suite #3" (Slow)
Green Icon: Bizet, Excerpt from "Carmen Suite" (fast)
Orange Icon: Dvorak, Slow Movement from "New World Symphony" (slow)

Sorting Fast and Slow Music

Fast Music Slow Music

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Activity #10: Song Revision

Song Revision

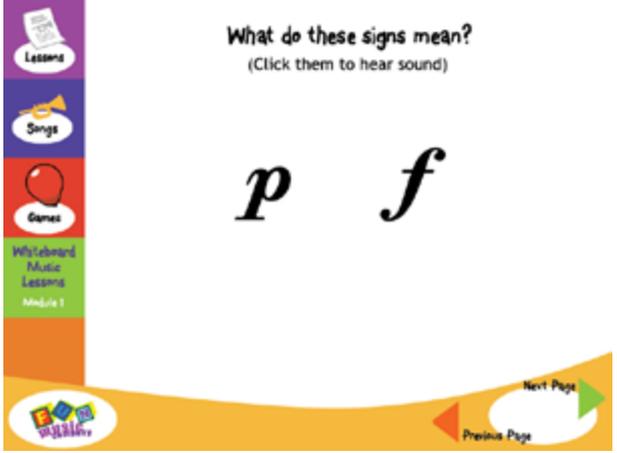
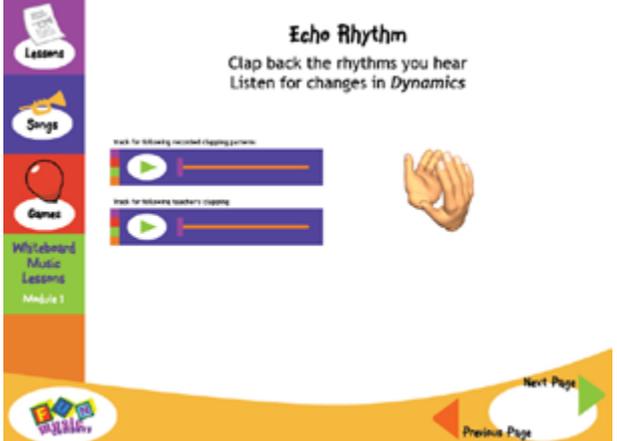
Choose your favourite songs from the songs menu

Next Page
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Lesson 13 - Loud and Soft

Outcomes of this lesson:

- Students experience that music has soft and loud sections - dynamics
- Students learn the symbols p (piano) and f (forte) meaning soft and loud respectively
- Students echo rhythms, using different levels of volume
- Students think critically about the volume of objects in their environment
- Students learn about crescendo and diminuendo, and their symbols
- Students can identify changes in dynamics by listening

Description	Whiteboard Slide
<p>Activity #1: Music Theme Song</p>	
<p>Activity #2: What do These Signs Mean?</p> <p>It may be that you have some music students who know the answer to this question before clicking anything.</p> <p>Have a student come to the board, and click one of the symbols and then discuss what they mean.</p> <p>You can use the terminology piano and forte if you wish.</p>	
<p>Activity #3: Echo Rhythm</p> <p>In this echo rhythm track there is variation in louds and softs for the students to follow.</p> <p>If you use the teacher's clapping track, you should also use some variation in volume.</p>	

Activity #4: Soft and Loud Sounds

Drag the items below into the circles for soft and loud sounds respectively.

There are deliberately no sounds attached to the icons - this is to have the students think about what sounds in their environment are loud and soft.

Soft and Loud Sounds

p *f*

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Activity #5: Soft and Loud Music

This is the same, but this time they need to listen to each example. As volume is a relative thing of course you'll want to listen to a couple of examples before placing the very first one.

Soft and Loud Music

p *f*

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Activity #6: Worksheet - Loud and Soft

This is similar to activity #4 - but this time they'll have to do it on the worksheet.

You can also have them write the words piano and forte on the worksheet, next to the symbols.

Worksheet: Loud and Soft

Draw a line between each picture and a symbol which represents its sound

p
f

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Activity #7: Crescendo

Again, this is discovery based learning. You can click on the top icon, and listen to what it does, THEN ask them what the symbol means, or the other way around if you like.

Then try some body percussion with the second activity, and get out some instruments (if you're feeling brave!)

Crescendo

Listen to this Crescendo

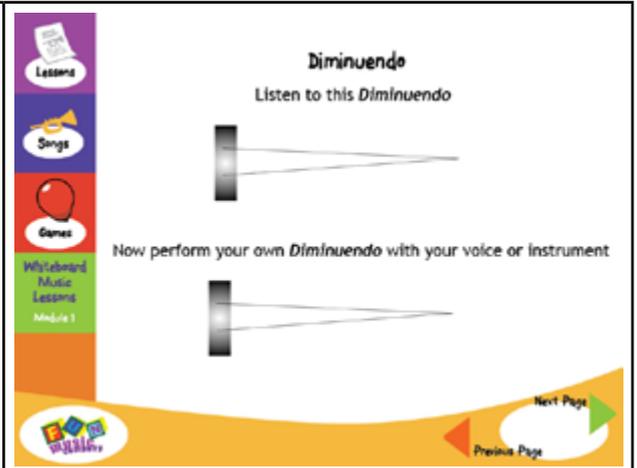
Now perform your own Crescendo with your voice or instrument

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Activity #8: Diminuendo

Similar to activity #7, some bright children are sure to know already what the symbol means.

They don't really have to be that familiar with the term *diminuendo* at this stage of their learning.



Activity #9: Matching Each Sound with its Appropriate Symbol

Now they have to listen very carefully to detect which is which. Draw a line or drag and drop the icon, whichever you prefer.

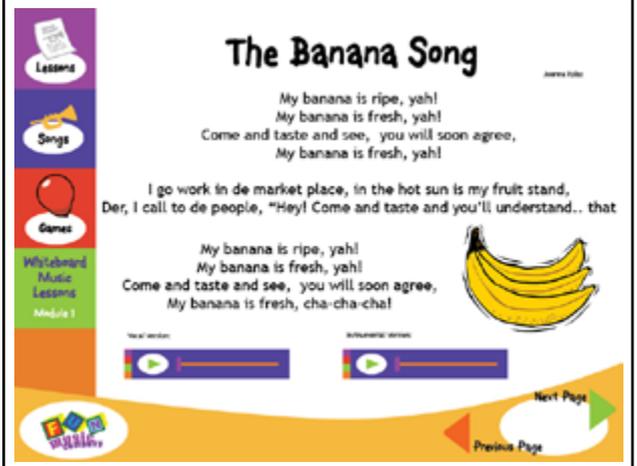
Answers

- 1) Top icon = Diminuendo
- 2) Second icon = Piano
- 3) Third icon = Crescendo
- 4) Fourth icon = Forte



Activity #10: Song: "The Banana Song"

This is a great fun little song that we just had to include!



Lesson 14 - Composing and Performing!

Outcomes of this lesson:

- Students experience composing their own piece of music for the first time
- Students experience graphic notation
- Students analytically listen to a piece, and write a simple score for it
- Students think creatively about sounds that are in their environment
- Students learn a performance piece that they can do together as a class

Description	Whiteboard Slide
<p>Activity #1: Music Theme Song</p>	
<p>Activity #2: Which Instrument is Making that Sound?</p> <p>This is just an introductory activity, they should be good at this by now!</p>	
<p>Activity #3: Listen to this Music and Follow the Map</p> <p>This is an introduction to graphic notation, which is a compositional device commonly used in classrooms.</p> <p>You have four sounds: Rain, Wind, Thunder and Birds, and you hear them played separately and together.</p> <p>On the first listen say “Can anyone tell me what is happening here?”</p> <p>Have a student point to the boxes as they progress through the piece of music for a second time.</p> <p>You also have the option of performing the work as a class. Have them invent ways to make the sounds of Rain, Wind, Thunder and birds - then divide them into four groups to perform it.</p>	

Activity #4: Listen to this Music and Write the Map for It.

This will get their listening skills going, and will also further familiarize them with the concept of graphic notation.

Listen to the music, then discuss what they heard. Then drag and drop the icons below to the right places on the grid.

You may need to start and stop the music a few times to get this activity correct.

Again, you can perform it as a class if you wish.

Listen to this Music & write the map for it

Rain																				
Wind																				
Thunder																				
Birds																				

Activity #5: Our Own Class Composition

Now the class get to create their own piece. Drag and drop the pieces to the grid to create a unique piece.

Note that you do NOT have to use all the icons - there are four provided of each thing for convenience only. Use only as many as you need.

Perhaps think of a story - what will happen in their story?

Does the storm come all at once, scaring the birds away?

Perform the piece all together using body percussion sounds, or, if you wish, have them take turns to come to the board and click sounds as they go past, as all the icons make sound when clicked.

Our own class composition

Rain																				
Wind																				
Thunder																				
Birds																				

Activity #6: Match the sound to the Symbol

Extending graphic notation a little bit, this is encouraging them to think wider than the sounds of rain, wind, thunder and birds. Each of the sound icons has a sound, and it matches one of the graphics.

Have them take turns to come to the board and click them to see which one matches which graphic.

Match the Sound to the Symbol

Activity #7: Worksheet: My Own Composition

Each member of the class can now have a turn creating their own composition. You might like to do it as a class first. Have them write four 'instruments' in the leftmost box.

They can use 'rain, wind, thunder and birds' if they wish, but they may wish to be more adventurous, and use something of their own invention.

Then try drawing symbols to represent what sound they would like to create.

Have fun creating amazing compositions!

My own composition

Rain																				
Wind																				
Thunder																				
Birds																				

Activity #8: "We'd Like to Play a Song" - Practice

This is an extension activity for those classes and teachers who have instruments and want to use them more extensively.

Firstly, review for yourself the song on the next slide, which you will be doing with the class.

You can click each circle above and it will play just one bar for practice purposes.

Activity #9: "We'd Like to Play a Song"

This song features students echoing a teachers singing, then playing on Xylophones or whatever instruments you have available.

This song may be a little advanced for some, but we thought that it made a great conclusion to this module, as it provides a little performance piece that the class can work up to doing for the whole school or parent community.

The music on the board is really not necessary - it is mainly for the teacher's reference!

Return to the Songs & Games menu as many times as necessary to conclude the class!

Songbook

Music is Fun!

Carol Troutman Wiggins

C C C C⁷

Sing-ing to the mu-sic, sing-ing to the mu-sic is fun!_

5 F F C

Sing-ing to the mu-sic, sing-ing to the mu-sic is fun!_ Clap our

9 G F G F

hands! (clap clap) Stamp our feet! (stomp stomp) Dance to the rhy- thm! (turn) feel the beat! (slap legs) Jump

13 C A F G C

up and down, turna-round Sing-ing to the mu-sic is fun!_

Air Guitar Rock

Carol Troutman-Wiggins

Musical score for 'Air Guitar Rock' in 4/4 time. The score consists of eight staves of music with lyrics and performance instructions. Chords are indicated above the notes.

Staff 1: Chords: F, F, F7, B \flat . Lyrics: Rock! Rock! Rock! Do the air gui-tar rock! Rock! Rock in the air gui-tar Rock! Rock!

Staff 2: Chords: B \flat 7, F, F, C, C7. Instructions: (Bend over, shake hair while strumming), (Improvise motion). Lyrics: Rock! Let down your hair with some rock! Rock! Rock! Take a dare with some rock-in' and a - roll- in',

Staff 3: Chords: B \flat , B \flat 7, F, D, E \flat , E, F. Lyrics: Rock! Do the air gui-tar rock! Rock! Rock! Well-a rock-a rock-a Rock! Rock!

Staff 4: Chords: F, F7, B \flat . Instructions: (Jump to the right - strum), (Jump to the left - strum). Lyrics: Rock! Jump to the right gui-tar rock! Rock! Rock! Jump to the left gui-tar Rock! Rock!

Staff 5: Chords: B \flat 7, F. Instructions: (Hop on one foot in circle - strum), (Strum down on both knees). Lyrics: Rock! Dance all a - round with the rock! Rock! Rock! Down on your knees with some

Staff 6: Chords: C, C7, B \flat , B \flat 7, F, D, E \flat , E. Instruction: (Improvise). Lyrics: rock-in' and a - roll- in', Rock! Do the air gui-tar rock! Rock! Rock! Well-a rock-a rock-a...

Staff 7: Chords: F, F, F7, B \flat , B \flat 7, F, F. Instruction: (Improvise random air guitar "licks" and crazy moves).

Staff 8: Chords: C, C7, B \flat , B \flat 7, F, D, E \flat , C7, F (Jump). Instruction: (Strum). Lyrics: Rock-in' and a - roll- in', Rock! Do the air gui-tar rock! Rock! Rock! Do the air gui-tar rock!

The Piano

Andrea Johnson

Chorus Eb Bb

The pi - a - no. The pi - a - no you can play it all on pi - a - no

5 Eb Ab Adim Bb7 Eb **Fine**

Right hand, left hand, to ge - ther they play, You can play it all on pi - a - no

9 Bb *Verse* Eb

The pi - a - no has eigh - ty eight keys (thir - ty six black and

13 Bb Eb Bb7

fif - ty two white). There are three main kinds of pia - nos to play: Grand, e - lec - tric, and

17 Eb Bb7 **D.C. al Fine**

up - right. So lim - ber up your fin - gers and get rea - dy to play, The pi

Four Families (Of The Orchestra)

♩ = 116, swung 8ths

Emily Flathers

CHORUS

F C⁷ F

Strings, Winds, Per - cus - sion and Brass. Strings, Winds, Per - cus - sion and Brass.

5 F B^b F C⁷ F *2nd time to CODA*

Strings, Winds, Per - cus - sion and Brass. Strings, Winds, Per - cus - sion and Brass!

VERSE

9 F Vln. C⁷ Vln. trem. gliss.

Start with a string. The bow makes it sing.

13 Clar. F Bssn.

Blow - in' through Wood. Now that's sound - in' good!

17 B^b Sn.D. 3 3 F Tom-Tom.

Add a good beat. Per - cus - sion is sweet!

21 G⁷ Brass blast! C⁷

Pack a lit-tle punch With Brass-es in a bunch. That's all FOUR FA - MI - LIES. *(Of the Or - ches - tra...)*

CODA

25 F F/E^b B^b/D Bdim⁷/D^b F/C C⁷ F

One, Two, Three, FOUR FA - MI - LIES: Strings, Winds, Per - cus - sion and Brass!

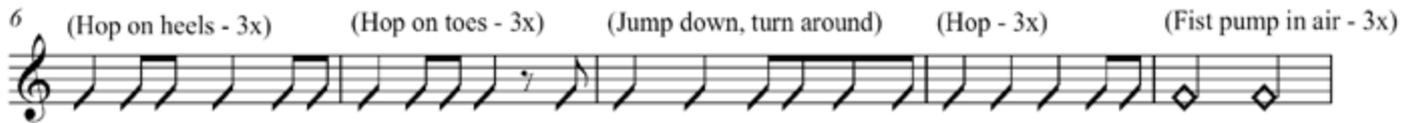
Hip Hop Bunny

Carol Troutman-Wiggins

(Clap - 3x)



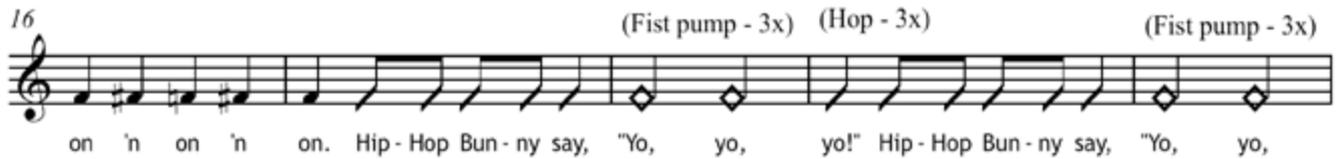
I'm the Hip-Hop bun-ny and I feel the beat, Hop-ping to the rhy-thm with my bun-ny feet; I



6 (Hop on heels - 3x) (Hop on toes - 3x) (Jump down, turn around) (Hop - 3x) (Fist pump in air - 3x)
hop on my heels. and I hop on my toes, I jump down, spin a-round and go, go, go! I say, "Go, go,



11 (Hop - 3x) (Fist pump in air - 3x) (Hop - 3x) (Fist pump - 3x)
go!" Hip-Hop Bun-ny say, "Go, go, go!" Hip-hop Bun-ny say, "Go, go, go!" Hip-Hop Bun-ny goes



16 (Fist pump - 3x) (Hop - 3x) (Fist pump - 3x)
on 'n on 'n on. Hip-Hop Bun-ny say, "Yo, yo, yo!" Hip-Hop Bun-ny say, "Yo, yo,



21 (Hop - 3x) (Fist pump - 3x) (Hop - 3x) (Hop to end)
yo!" Hip-Hop Bun-ny say, "Yo, yo - yo!" Hip-Hop Bun-ny goes on 'n on 'n on 'n on 'n



26 (Fall on floor!)
on 'n on!

Hungry Wolf Rock

Nathan Cahill

D D⁷ G⁷ A D

One o' clock, two o' clock, three o' clock, four, Lots of hun gry wolves are crouch - ing on the floor

5 D D⁷ G⁷ A D

Five o' clock, six o' clock sev - en and eight, Wait - ing for their din - ner so don't be late!

9 G G⁷ D

Nine o' clock, ten o' clock e - lev - en and then there's one more 'til we

12 B⁷ Em G A⁷ D (A⁷)

reach the end_ When the bell chimes twelve o' clock_ DIN - NER TIME!

All About Jazz

Carol Troutman-Wiggins

Cm Fm G⁷ Cm Fm G⁷

Dad - dy - O Dale was a "jazz ma - chine", He played his sax - o - phone on the mus - ic scene;

5 Cm Fm Fm⁶ G⁷ Cm

Grooves and riffs and eight to the bar, His syn - co - pat - ed rhy - thms made him a star!

9 G⁷ Cm Cm G⁷

Be - bop. Boog - ie, jump and jive, Big Band, Dix - ie - land and old Rag - time;

13 Cm B^{b6} A^b G⁷ G⁷ G⁷ Cm

Hard Bop, Cool Jazz and razz - a - ma - tazz, jam - min' funk and fu - sion made it all a - bout jazz.

Band is Cool!

Carol Troutman Wiggins

Musical score for "Band is Cool!" in 4/4 time, key of B-flat major. The score consists of six staves of music with lyrics underneath. Chords are indicated above the notes. The piece ends with a "To Chorus" instruction.

Band is— awe-some! Band is cool! Play-ing— mu-sic in our school;

5 Clar-i-nets flutes, and sax-o-phones, Trum-pets, drums and slide trom bones. **Fine**

9 Time for the clar-i-net (Clarinet stands) pl-ay on the flute (flutes stand)

13 Now for the sax o phone (saxes stand) And the trum-pet (Trumpets Stand)

17 Beat the— drums (Drums Stand) and the slide trom-bone (Trombones Stand) On

21 con-cert night we play it right (B♭, A♭, B♭, B♭7, C7) The songs we play are out-a-sight! (C7) **To Chorus**

Sanibonani

Carol Troutman-Wiggins

Musical score for "Sanibonani" in 4/4 time, key of C major. The score consists of four staves of music with lyrics and performance instructions. Chords are indicated above the notes.

Sa-ni-bo-na-ni "Good Day!" Sa-ni-bo-na-ni "Good af-ter-noon!"

5 Sa-ni-bo-na-ni (Bow to front.) "How do you do?" (Point to eyes, then to front.) Sa-ni-bo-na-ni means, "I see you!"

9 Sa-ni-bo-na-ni Sa-ni-bo-na-ni Sa-ni-bo-na-ni (Right hand in front, pan left to right.) "Wel-come friends!"

13 Sa-ni-bo-na-ni Sa-ni-bo-na-ni Sa-ni-bo-na-ni (Wave both hands.) wave your hands!

The Banana Song

Joanna T. Xylas

The musical score is written in 4/4 time and consists of six staves of music. The first staff (measures 1-4) has chords F, C, and G7. The second staff (measures 5-8) has chords C, G, and C, with lyrics: "My ba - na - na is ripe. Yah! My ba - na - na is fresh. Yah!". The third staff (measures 9-12) has chords C, F, G7, and C, with lyrics: "Come and taste and see; you will soon a-gree, my ba - na - na is fresh. Yah!". The fourth staff (measures 13-16) has chords C, G7, and C, with lyrics: "I go work in de mar-ket place. In de hot sun is my fruit stand.". The fifth staff (measures 17-20) has chords C, F, G7, C, and G7, with lyrics: "Der, I call to de peo-ple, 'Hey! Come and taste and you'll un - der - stand that". The sixth staff (measures 21-24) has chords C, F, G7, and C, with lyrics: "Come and taste and see; you will soon a-gree, my ba - na - na is fresh. Cha cha cha!". The score includes a double bar line with repeat dots at the end of the fifth staff, and a "To Coda" instruction at the end of the third staff. A "D.S al coda" instruction is placed above the G7 chord in the fifth staff.

There are more verses available for this song than we have used in this program. You are welcome to contact the composer, Joanna T. Xylas at three8thnotes@yahoo.com for a complete version.

We'd Like to Play a Song

Tim Billiards

1 We'd like to play a song *(Students Echo Sing)* We'd like to play a song *(Students Echo Sing)* We'd

5 like to play for you *(Students Echo Sing)* and this is what we do *(Students Echo Sing)* We play

9 C C C *(Students Play)* we play D D D *(Students Play)* we play E E E *(Students Play)*

15 D D G *(Students Play)* We'd like to play a gain We'd

21 like to play a-gain We'd like to play for you Be-cause you're our friend

26 We play E E E *(Students Play)* We play F F F

30 *(Students Play)* G F E D C C *(Students Play)*

Music Credits List

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Lesson 1 -What is Music?

7	Music is Fun Composed by Carol Troutman Wiggins. Vocals: Leslie Mounteney Produced by Jim McCarthy http://www.macstudio.com.au
10	Andante from Eine Kleine Nachtmusik , Performed by the Moscow International Symphony Orchestra conducted by Mr. Konstantin Krimetz., licensed from shockwave-sound.com
12	Victory March , Dominic Hauser., licensed from shockwave-sound.com
14	The Can Can , from Orpheus in the Underworld Recorded by the RFCM Symphony Orchestra conducted by Dr. Keith J.Salmon, licensed from shockwave-sound.com

Lesson 2- The Guitar

28	Air Guitar Rock Composed by Carol Troutman Wiggins. Vocals: Carman J. Price Produced by Jim McCarthy http://www.macstudio.com.au
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Lesson 3 - The Piano

39	The Piano Composed by Andrea Johnson Vocals: Leslie Mounteney Produced by Jim McCarthy http://www.macstudio.com.au
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Lesson 4 - Drums and Percussion

47	Hip Hip Bunny Composed by Carol Troutman Wiggins. Vocals: Carman J. Price Produced by Jim McCarthy http://www.macstudio.com.au
53	Drum Beat Song Composed by Kevin Tuck

Lesson 5 - Instrument Families

39	Four Families (of the Orchestra) Composed by Emily Flathers Vocals: Leslie Mounteney Produced by Jim McCarthy http://www.macstudio.com.au
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Lesson 6 - Rock Band

69	Which Band is Playing? Jazz Band Example: Little Tramp Alexander Kashkin licensed from shockwave-sound.com Rock Band Example: Frat Party Michele Vanni licensed from shockwave-sound.com Marching Band Example: Monty's Marching Band Tempero licensed from shockwave-sound.com
71	Hungry Wolf Rock Composed by Nathan Cahill Vocals: Carman J. Price Produced by Jim McCarthy http://www.macstudio.com.au

Lesson 7 - What is Jazz?

69	Match the Music to the Style Jazz Example: Butterfly Fun , Sergei Stern, licensed from shockwave-sound.com Rock Example: I'm Feeling Good , Dan Gautreau, licensed from shockwave-sound.com Classical Example: Eine Kleine Nachtmusik part 1: Allegro , W.A. Mozart Moscow, International Symphony Orchestra conducted by Mr. Konstantin Krimetz, licensed from shockwave-sound.com
88	All About Jazz Composed by Carol Troutman Wiggins. Vocals: Leslie Mounteney Produced by Jim McCarthy http://www.macstudio.com.au
89	A minor Blues Composed & Produced by Jim McCarthy http://www.macstudio.com.au

Lesson 8 - The Concert Band

95	What Instruments Do you Hear? Concert Band Recording: Washington Post J.P. Sousa Arr Keith Salmon Shockwave Sound Symphony Orchestra conducted by Dr. Keith J Salmon
97	Which Shape is the Concert Band Playing? Circle (concert band: correct answer): Deck the Halls (arranged & produced by Jim McCarthy http://www.macstudio.com.au Square (jazz band): Deck the halls , Stuart Moore, licensed from shockwave-sound.com Triangle (orchestral arrangement) : Deck The Halls ,Tempero, licensed from shockwave-sound.com Star: Rock the Halls Gavin Courtie & Liz Radford licensed from shockwave-sound.com
101	Band is Cool Composed by Carol Troutman Wiggins. Vocals: Leslie Mounteney Produced by Jim McCarthy http://www.macstudio.com.au

Lesson 9 - Music from Other Cultures

108	Music around the World, Match the Music to the Continent South America: Rio Rio , Gavin Courte & liz Radford, licensed from shockwave-sound.com Africa: Song of Africa , Gavin Courte & liz Radford, licensed from shockwave-sound.com Asia: Kingdom of the chinese , Bjorn Lynne, licensed from shockwave-sound.com Europe: Funiculi Funicula , Tempero, licensed from shockwave-sound.com
112	Sanibonani Composed by Carol Troutman Wiggins. Vocals: Leslie Mounteney Produced by Jim McCarthy http://www.macstudio.com.au
113	Echo Rap Composed & Produced by Kevin Tuck

Lesson 10 - How Music is Written

125	G Jam Song Composed & Produced by Kevin Tuck
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Lesson 11 - Short and Long

136	Practice Playing Short And Long (Video): Latin Tumbao Julio Kladniew, licensed from shockwave-sound.com
137	Shake it Up Composed by Carol Troutman Wiggins. Vocals: Leslie Mounteney Produced by Jim McCarthy http://www.macstudio.com.au
138	Our Own Short and Long Sound Song: Latin Tumbao (underscore version), Julio Kladniew Licensed from shockwave-sound.com

Lesson 12 - Fast and Slow

145	March: Radetsky March , Johann Strauss, recorded by the RFCM Symphony Orchestra conducted by Dr. Keith J. Salmon.
147	Fast and Slow , Composed by Carol McCurdy Vocals: Leslie Mounteney Produced by Jim McCarthy http://www.macstudio.com.au
149 151	“Tapping to the beat” & “Hearing the Beat” game Slow: Blessed , Klaus Lunde, licensed from shockwave-sound.com Medium: Travelling Man , Jerome Lamasset, licensed from shockwave-sound.com Fast: Stingray , Bjorn Lynne, licensed from shockwave-sound.com
151	Sorting Fast and Slow Music Fast 1: Carmen Suite excerpt , Georges Bizet. Performed by the Moscow International Symphony Orchestra conducted by Mr Konsantin Krimetz, licensed from shockwave-sound.com Fast 2: Flight of the Bumble Bee , Nikolai Rimsky-Korsakov. Performed by the RFCM Symphony Orchestra conducted by Dr. Keith J. Salmon, licensed from shockwave-sound.com Slow 1: Symphony #9, Movement 2 . Antonin Leopold Dvorak. Performed by the RFCM Symphony Orchestra conducted by Dr. Keith J. Salmon, licensed from shockwave-sound.com Slow 2: Air on a G string . J.S. Bach, from Orchestral Suite No. 3. Performed by the Moscow International Symphony Orchestra conducted by Mr Konsantin Krimetz, licensed from shockwave-sound.com

Lesson 13: Loud and Soft

156	Allegro from Eine Kleine Nachtmusik , Performed by the Moscow International Symphony Orchestra conducted by Mr. Konstantin Krimetz., licensed from shockwave-sound.com
157	Echo Rap composed & produced by Kevin Tuck
159	Soft and Loud Music Orange: Funiculi, Funicula , Tempero, licensed from shockwave-sound.com Green: Washington Post , J.P. Sousa, Arr Keith Salmon, Shockwave Sound Symphony Orchestra conducted by Dr. Keith J Salmon. Purple: Allegro from Eine Kleine Nachtmusik , Performed by the Moscow International Symphony Orchestra conducted by Mr. Konstantin Krimetz, licensed from shockwave-sound.com
161 162 163	Crescendo & Diminuendo, Matching Sound Game Rio Rio , Gavin Courte & liz Radford, licensed from shockwave-sound.com
164	The Banana Song Composed by Joanna Xylas Vocals: Leslie Mounteney Produced by Jim McCarthy http://www.macstudio.com.au

Lesson 14: Composing and Performing

28	We'd Like to Play a Song composed by Tim Billiards Vocals: Carman J. Price Produced by Jim McCarthy http://www.macstudio.com.au
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