



# **WESTERN MUSIC**

## **GRADE 6**

**Self - Learning Pack  
(Term III)**

**Ministry of Education  
Aesthetic Education Branch**



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## **CONTENT**

- **3.1.2** Enjoying music of the past and present.
- **3.2.1.** Reacting to differentiate a Waltz from a March.
- **5.1.1** Exploring the tone colour in music.
- **5.2.1** Let us care for our instrument.
- **5.3.1** Identifying high and low sounds.
- **8.2.2** Singing with feeling.
- **6.5.1** Learning about scales.
- **6.8.1** Using dynamics in music.
- **6.8.2** Experiencing detached and connected playing.
- **4.1.3** Learning to play simple melodies on piano
- **4.2.2** Playing tunes on the piano

### **Competency 3.0**

Ability to identify the types and styles and the characteristics of the different periods in history of music.

### **Competency Level 3.1**

Listens to music and states whether it is music of the past or present.

#### **3.1.2**

Enjoying music of the past and the present.

## **NEW MUSIC AND OLD MUSIC**

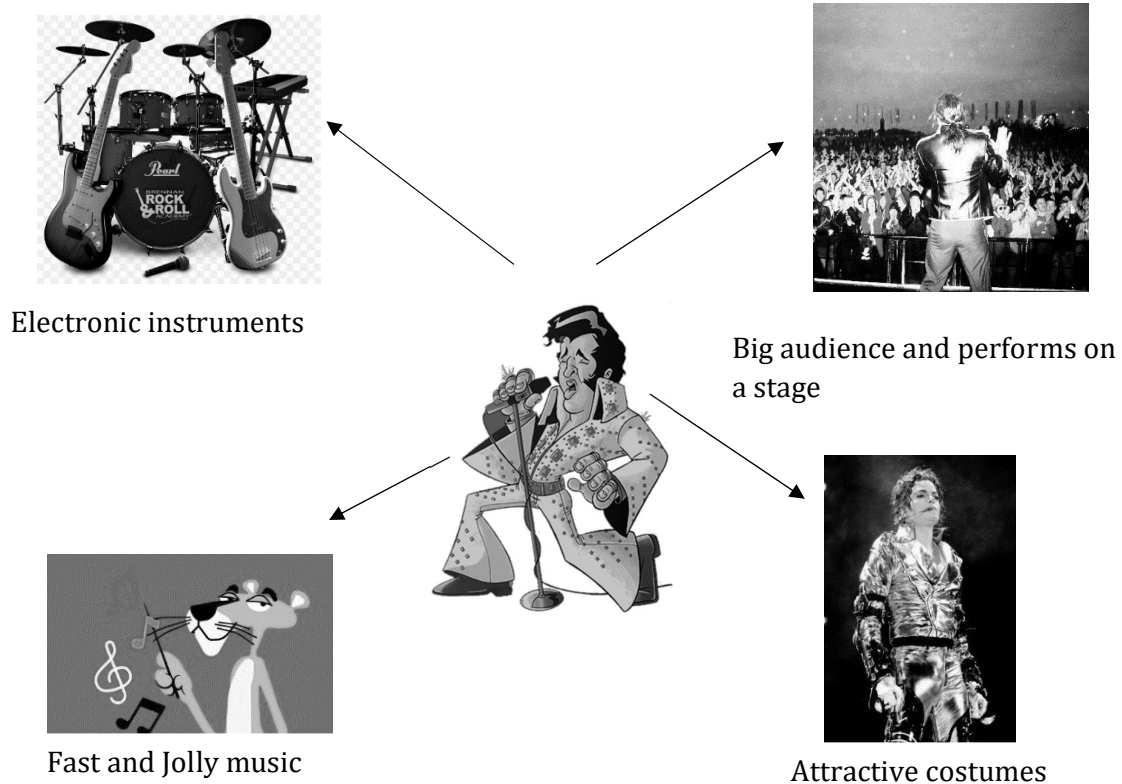
### **Music of the past and present days**



### **New music**

Music which was written after 1900 is called New music (Modern music). This includes different kinds of music such as Jazz, Swing, Blues, Pop, Rock, etc. Music with odd accent and strange sound were evident. During the latter part of 1900 loud percussive sounds and electronic instruments were commonly used in modern music. New music is popular among people because of their simple and “catchy” tunes.



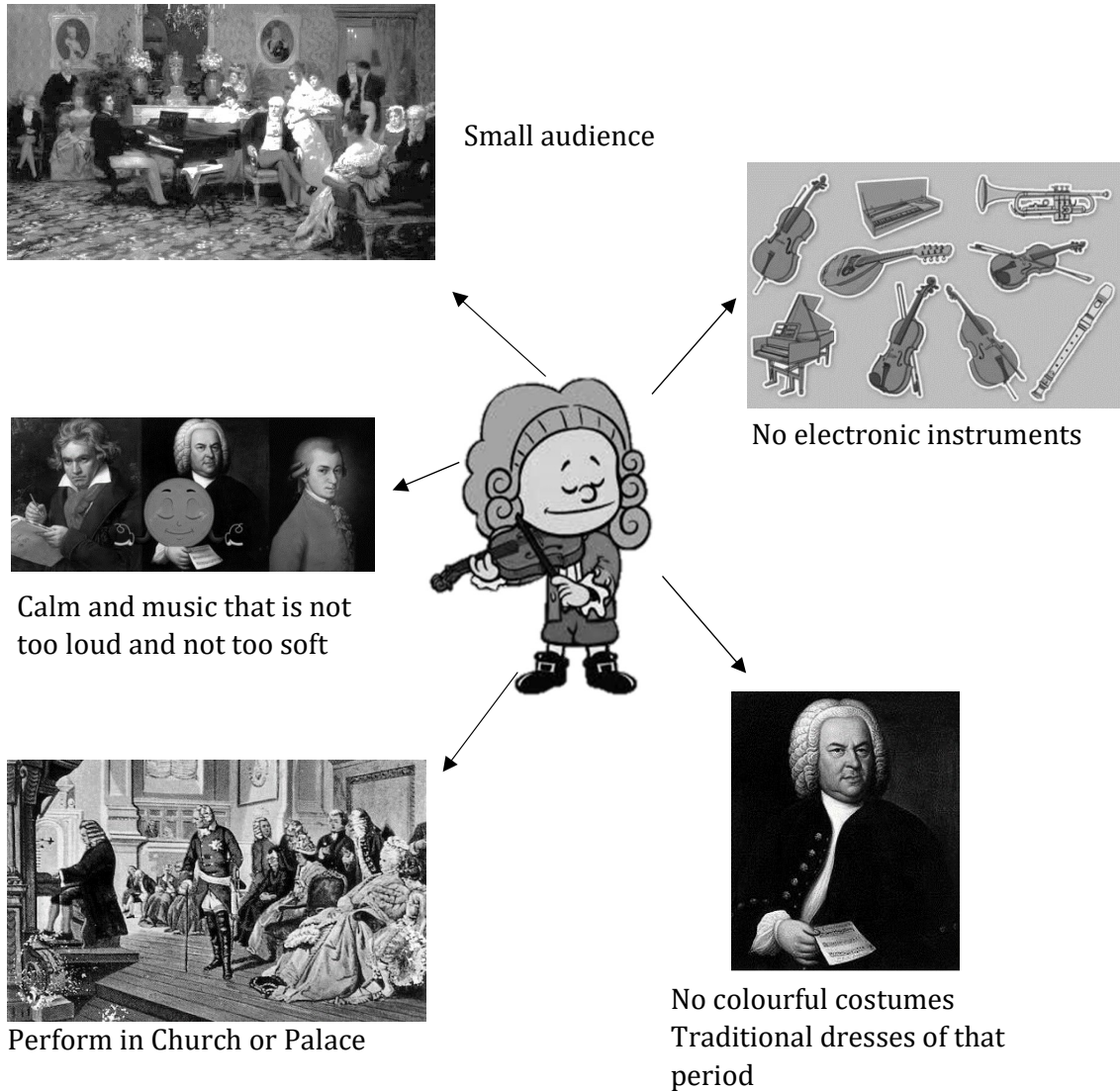


Watch these songs for further references -

<https://youtu.be/lp6z3s1Gig0> (Pink Panther) , <https://youtu.be/fPmruHc4S9Q> ( The Entertainer),  
<https://youtu.be/F1IyrZZQd0g> ( Let's get together). <https://youtu.be/jo505ZyaCbA> (Yesterday by Beatles),  
<https://youtu.be/QAzmhpxKlBQ> (When I'm 64)

## Old music

Music written before 1900 is considered Old music. They did not use any electronic instrument at this time. Old music was mostly performed in church, at the king's palace or in concert halls.



Watch these songs for further references -

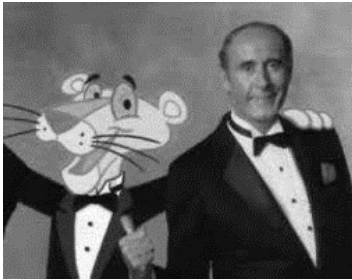
<https://youtu.be/GMkmQlfOJDk> (Air on the G String)

<https://youtu.be/O1zrO3c6Y3o> (Home on the range)

<https://youtu.be/5-MT5zeY6CU> (Moonlight sonata)

- **Composers of the New music**

<https://boingboing.net/2016/05/11/the-pink-panther-theme-is-very.html>



**Pink Panther**

Henry Mancini (1924 - 1994)

American Composer



**Earth song**

Michel Jackson (1958-2009)

American Composer

<https://classicalfm.ca/station-blog/2019/11/19/king-ragtime-scott->



**The Entertainer**

Scott Joplin

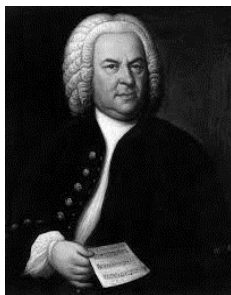
American Composer



**Yesterday**

Beatles (Group of 4 singers)

- **Composers of the Old music**

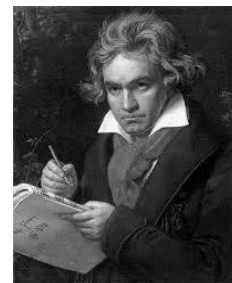


**Air on G string**

J.S Bach - 1685-1750

German composer

[https://en.wikipedia.org/wiki/Johann\\_Sebastian\\_Bach](https://en.wikipedia.org/wiki/Johann_Sebastian_Bach)



**Moonlight sonata**

L. v. Beethoven - 1770-1827

German composer

[https://en.wikipedia.org/wiki/Ludwig\\_van\\_Beethoven](https://en.wikipedia.org/wiki/Ludwig_van_Beethoven)

**Answer the following questions****1. Put  $\sqrt$  or X**

	Special features	Old music	New music
1	Using electronic instruments	×	$\sqrt$
2	Big audience		
3	Performs on the stage		
4	Performs in the palace, Church or concert halls		
5	Singing Pop songs		
6	More percussion sounds and loud music		
7	Performers wear colourful costumes		
8	Music sheets written by hand		

**2. Listen to the two compositions and circle the word under each song that described the features given in the first column of the table.****LISTEN**1) <https://youtu.be/GMkmQlfOJDk> (**Air on the G String**)2) <https://youtu.be/fPmruHc4S9Q> (**The Entertainer**)

	Special features	Air on G string	The Entertainer
1	Speed of music	Fast / Slow / Medium	Fast / Slow / Medium
2	Beat	Regular / Irregular	Regular / Irregular
3	Expression	Less / More	Less / More
4	Tempo -Accent	On the first beat / off beat	On the first beat / off beat
5	Mood	Happy/ Pensive peaceful/Sad/ Calm/ Jolly	Happy/ Pensive peaceful/ Sad/ Calm/ Jolly

**3. LISTEN - 1)** <https://youtu.be/jo505ZyaCbA> (**Yesterday by Beatles**)  
**2)** <https://youtu.be/jXBZjb9JxiY> (**The Blue Bells of Scotland**)

	Special features	<b>Yesterday</b>	<b>The Blue Bells of Scotland</b>
1	Speed of music	Fast / Slow / Medium	Fast / Slow / Medium
2	Beat	Regular / Irregular	Regular / Irregular
3	Expression	Less / More	Less / More
4	Tempo -Accent	On the first beat / off beat	On the first beat / off beat
5	Mood	Happy/Pensive peaceful/ Sad/ Calm/ Jolly	Happy/ Pensive peaceful/ Sad/ Calm/ Jolly

4. LISTEN - 1) <https://youtu.be/5-MT5zeY6CU> (**Moonlight sonata**)  
 2) <https://youtu.be/lp6z3s1Gig0> (**Pink Panther**)

	Special features	<b>Moonlight sonata</b>	<b>Pink panther</b>
1	Speed of music	Fast / Slow / Medium	Fast / Slow / Medium
2	Beat	Regular / Irregular	Regular / Irregular
3	Expression	Less / More	Less / More
4	Tempo -Accent	On the first beat / off beat	On the first beat / off beat
5	Mood	Happy/ Pensive peaceful/ Sad/ Calm/ Jolly	Happy/ Pensive peaceful/ Sad/ Calm/ Jolly

### Competency: 3

Ability to identify the types and styles and the characteristics of the different periods in history of music.

#### Competency level: 3.2

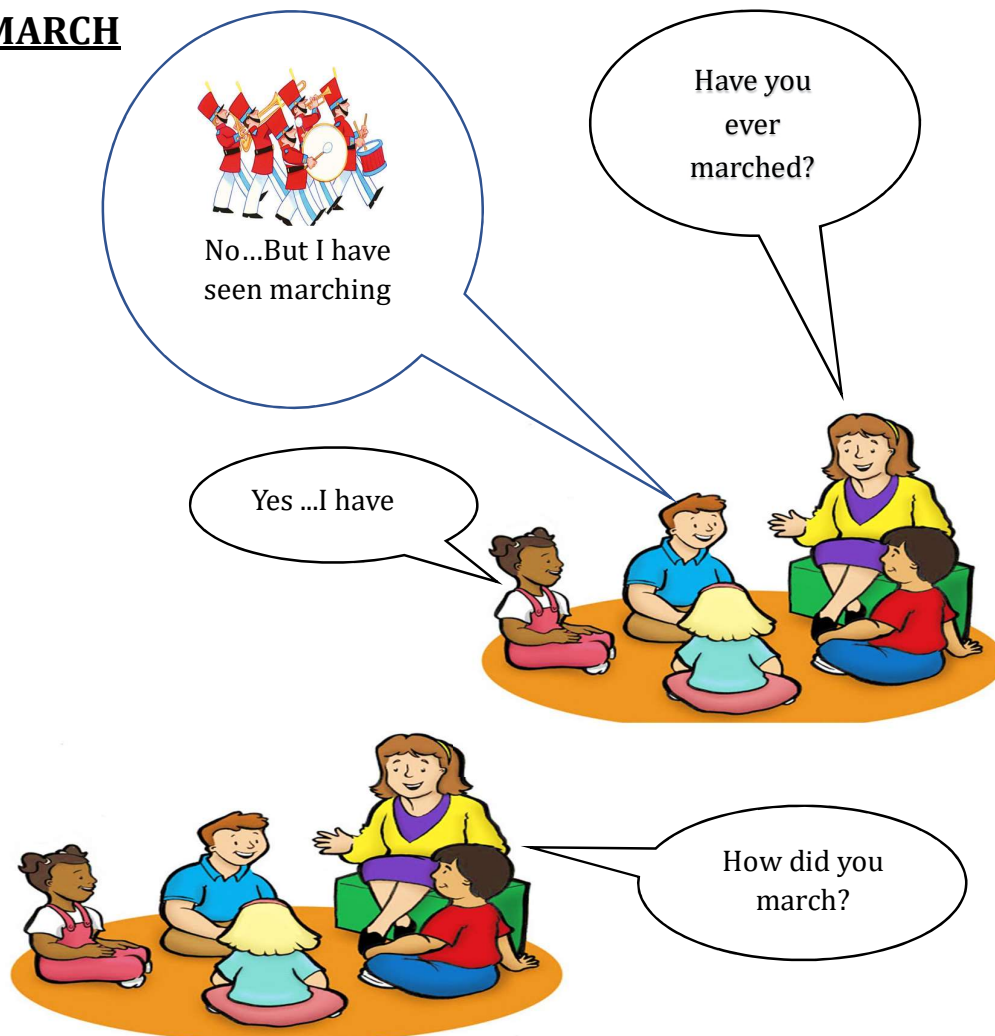
Identifies the difference between a Waltz and March.

##### 3.2.1.

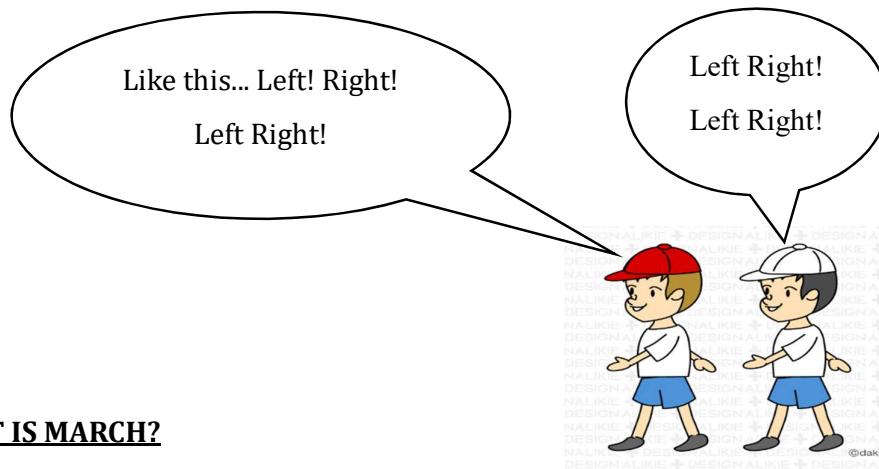
Differentiating a Waltz from a March.

### March and Waltz

#### MARCH







### **WHAT IS MARCH?**



- It's a steady walk
- Where have you seen marching?  
Let's see....



### **THE PLACES WHERE WE CAN SEE MARCHING.**

#### **IN SCHOOL BANDS**

<https://images.app.goo.gl/KmG7sKWAC6Vs11WY6>



Many schools have a marching band which provide music for school functions. A school marching band may contain from 25 – 35 students. Most bands have some kind of uniform that includes the school name, school colours and the school crest. A school band consists of wind instruments, percussion instruments or even keyboard instruments. (melodicas)

### IN CADET BANDS

([HTTPS://IMAGES.APP.GOO.GL/CMXW7VTK27YBCEAZA](https://images.app.goo.gl/CMXW7VTK27YBCEAZA))



### IN MILITARY PARADES.

([HTTPS://IMAGES.APP.GOO.GL/F9JP597M9GB1AEIL7](https://images.app.goo.gl/F9JP597M9GB1AEIL7))



### IN MILITARY BANDS

([HTTPS://IMAGES.APP.GOO.GL/5IXIT2JNQJRP7YW7](https://images.app.goo.gl/5IXIT2JNQJRP7YW7))



### IN SCHOOL MARCHING PARADES.

([HTTPS://IMAGES.APP.GOO.GL/PKYZBKIVZHKHF7ER6](https://images.app.goo.gl/PKYZBKIVZHKHF7ER6))



### WHAT IS A MARCH IN MUSIC?

- In music, march is a piece of music with a strong marching rhythm.
- Marches are usually in Duple time (one- two) or in Quadruple time (one- two- three- four)
- These marches are usually played by a marching band.



**A March in Duple Time** ( <https://images.app.goo.gl/nnxQxIqziYbpDMoR7> )

**Colonel Bogey March** Kenneth J. Althford  
Wesley Wilson (2014)

4 BAR INTRODUCTION      6 BAR PHRASE

6 BAR PHRASE CON'D      6 BAR PHRASE

6 BAR PHRASE CON'D

**A March in Quadruple Time** ( <https://images.app.goo.gl/t6n14wPiestDvsU2A> )

**Radetzky March**  
Transcrita por T.S. Mastropiero, para piano facil Johann Strauss I

**Vivement**

Piano

Pno.

**Further references**

- <https://youtu.be/xvWLMkxSwIo>
- <https://youtu.be/rLQXTziuHbl>



Have you seen bands marching at different speeds?



Hmm... Yes ...  
Sometimes they march quickly sometimes slowly.



*Yes, that's right...*

*Let's see.*

We can march either quickly or slowly.

- To march quickly, we need a quick march(music).
- To march slowly we need a slow march(music).

## **TYPES OF MARCHES**

There are two types of marches.

- 1.Quick marches (music made for quick marching)
- 2.Slow marches (music made for slow marching)

## **EXAMPLES FOR MARCHES**

### **Slow marches**

- Scipio march by Handel
- Funeral march by Chopin

### **Quick marches**

- Military march by Schubert
- Colonel Bogey march by K. Alford

**This is J. P. Sousa**

He is American.

He has written over  
200 marches for  
marching parades.

Source: <https://images.app.goo.gl/TqWSdKfPgPTZXDgw7>



### **Further references**

- Colonel Bogey march by Kenneth J. Alford- <https://youtu.be/QuVYS4uw0as>
- Military march by Schubert- <https://youtu.be/PKUPBr0eY6Y>
- Scipio march by G.F Handel - <https://youtu.be/YFMM9rjL8XA>
- Funeral march by F. Chopin- [https://youtu.be/hZY5DBmgC\\_A](https://youtu.be/hZY5DBmgC_A)

### **WALTZ**

([HTTPS://IMAGES.APP.GOO.GL/QHW8DCVYZERGJ9HD6](https://images.app.goo.gl/QHW8DCVYZERGJ9HD6))



This is a picture of a  
waltz.

As you see...what is a  
Waltz?



Hmm... It  
seems to be a  
dance



Yes!! Let's see...

### What is a waltz?

- Waltz is a dance in triple time (one –two-three). It was the most popular dance of the 19th century.
- The music made for the waltz dance is named as waltz too.

### A waltz in Triple Time

(<https://images.app.goo.gl/i1osLUTABZsHPqp5>)

**Spring Waltz** Fritz Spindler

**Allegretto**



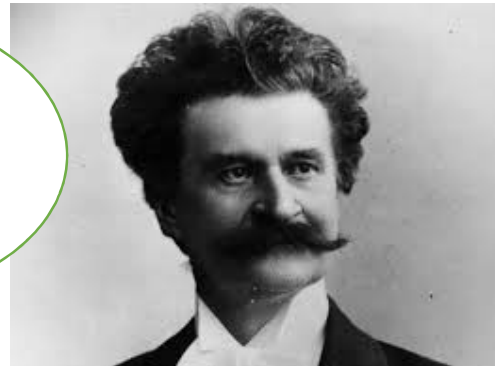
There are many  
composers who  
wrote waltzes.

## **POPULAR WALTZES**

- Waltz of the flowers by **Tchaikovsky**
- Fairy wedding waltz by **J.W. Turner**
- Beautiful Blue Danube waltz by Johann **Strauss**
- Waltzes have been written as solo pieces for piano by composers like **Chopin and Brahms**
- Waltzes for dancing have been written by the Viennese composer Johann Strauss



This is Johann Strauss.  
He is an Austrian composer. He is named as the ***King of waltz*** as he wrote many waltzes.



Source: <https://images.app.goo.gl/si54BYBPrREpML9SA>

## **further references**

- <https://youtu.be/tRTVoN95miM>
- <https://youtu.be/QxHkLdQy5f0>
- <https://youtu.be/bF84yW5wTuk>
- <https://youtu.be/CTYymbbEL4>
- <https://youtu.be/YwAAosTb904>
- <https://youtu.be/T76yj0JtAPU>

Shall we play a March and a Waltz  
with the Recorder.

Let's try...



### MARCH



### BAG WALTZ





## Competency 5.0

Ability to exhibit awareness of the structure, sound production and tone quality of musical instruments.

### Competency Level 5.1

Identifies, observes and names the four sections of the orchestra

#### 5.1.1

Exploring the tone colour in music

### Exploring the tone colour in music

#### Orchestra



Source: <https://images.app.goo.gl/UDswWdkHsjVTAfCs8>

Look at the above picture

- **What kind of a performance is this?**

It is a group of instrumentalists, that is playing classical / modern music.

- **Do you see many musicians there?**
- **Who are they?**

They are the combination of string, woodwind, brass, and percussion instrumentalists.

Therefore,

The orchestra is a group of instrumentalists playing together, especially which combines string, woodwind, brass wind, and percussion instrumentalists and playing classical / modern music.

- **You can see the different kinds of instruments.**

**Do all the instruments appear the same?**

No, you can see the different types of instruments.

For further reference:

<https://m.youtube.com/watch?feature=youtu.be&v=M0Jc4sP0BEE>

- **Did all the instruments sound the same in that orchestral performance?**

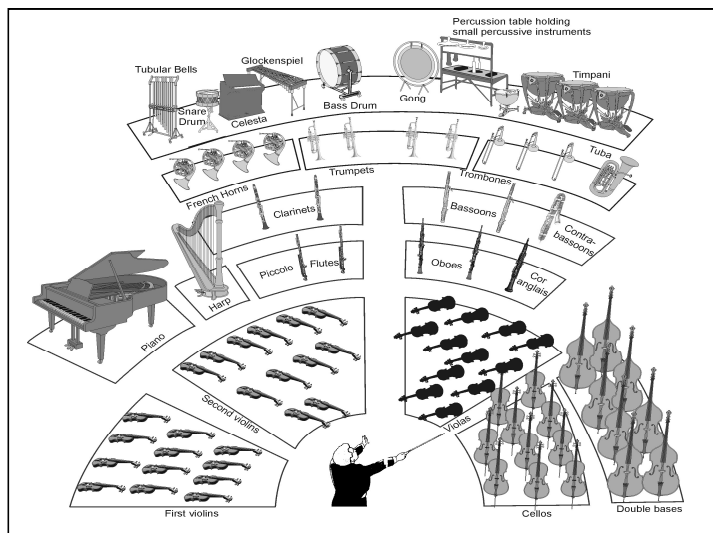
No. The instruments in between the different sections, show the differences in the tone as well as the way they are played.

But you can see the same kind of instrumentalists seating together in sections. The following diagram shows the **seating arrangement of the instrumentalists in an Orchestra**.

## **MAIN SECTIONS OF AN ORCHESTRA**

An orchestra is a combination of instruments made of the following.

- **String Section**
- **Woodwind Section**
- **Brass wind Section**
- **Percussion Section**



Source: <https://images.app.goo.gl/Qnq8cuGtpgXjKzKT6>

Now let's learn about those **Main Sections of the Orchestra** in detail.



- **What section of instrument is made up of the most number of players as you can see in the above diagram?**

That is the **Violin family** of the **String section**.

Two thirds of the orchestra consist of the string players.

What are the instruments you can see in the string section? Are they all violins of different sizes?

## **1) String Section of an Orchestra**



Source: <https://images.app.goo.gl/NVf7pNmSnHAWJQre6>

### **Main features of the String Section**

- This is the largest section of an orchestra

Violinists



<https://images.app.goo.gl/zaa3LYJ5BtejtTB77>

Violists



<https://images.app.goo.gl/rodWjff4THg1ujS28>

Cellists



<https://images.app.goo.gl/hyjbLDpyoy1EAECY6>

Double Bassists



<https://images.app.goo.gl/pKCHmChah3oU2UHBA>

- All the instruments look the same but are of different sizes.



Violin    Viola    Violoncello    Double Bass (Contrabass)

<https://images.app.goo.gl/ZAx8tgM7KAig3jhD7>

- Violin, Viola, Violoncello (Cello) and Double Bass are the four main instruments.
- They all can be played,

with a bow

or

plucked with the fingers.



<https://images.app.goo.gl/Fex8MR9K4aeiMFVm8>

<https://images.app.goo.gl/nQwbfsorpKA927fT9>

## 2) Wood wind Section of the orchestra



<https://images.app.goo.gl/8Erkry4yGDPNPxAHA>

## **Main features of the Wood wind Section.**



- These instruments all look different from one another.
- The Flute, Clarinet, Oboe and Bassoon are the four main instruments of the wood wind family
- They all make their sound by being blowing in different ways and make different sounds.

Flautist



<https://images.app.goo.gl/mNI43yg2AuR86KP2A>

Clarinetists



<https://images.app.goo.gl/k8rHmkuGX2AGAVWCA>

Oboist



<https://images.app.goo.gl/fnLwAywzjWSH911r5>

Bassoonists



<https://images.app.goo.gl/ZubS5iqhjif6hND9Y7>

## 2) Brass wind Section of the orchestra



<https://images.app.goo.gl/rnFXKg7gTrTIPKb68>

### Main features of the Brass wind Section.

- The sound is produced by buzzing the lips of the player in to a cup-shaped mouth piece.
- The Trumpet, French Horn, Trombone and Tuba are the four main instruments of the Brass wind section of the orchestra.



Trumpet



Trombone



French Horn



Tuba



- This is the strongest section of the Orchestra

Trumpeters



<https://images.app.goo.gl/x29PrKeoGKUCziWL8>

French Hornists



<https://images.app.goo.gl/Ag2zv3JnoU7Me5xCA>

Trombonists



<https://images.app.goo.gl/KWttrjNfRKogE5b16>

Tuba Players



<https://images.app.goo.gl/gzSVfjRUSr2jYJEe6>

### 3) Percussion Section of the orchestra



#### Main features of the Percussion section

- This is the rhythm section of the orchestra.
- Any instrument that can produce sound by being hit, struck or shaken is called Percussion.
- Some of the Instruments can play a melody (definite pitch) and the others can only give the beat (indefinite pitch).



**What do you think the person standing Infront of the orchestra is doing?**

**Who is he?** He is the **Conductor**.



- He is the person who gives the instructions to all in the orchestra.
- He moves his arms to express these instructions.
- He helps all the players to keep together and control their speed and the way they should play as how loudly or quietly.
- He sometimes has a stick known as the baton.

Now you know about an Orchestra.

- **Have you seen a performance of this nature before?**
- **Do you know about the Western Classical Orchestras in Sri Lanka?**

You also can join the **National Youth Orchestra** to improve your skills and to perform as talented musicians.

There are a few Western Classical Orchestras in Sri Lanka such as,

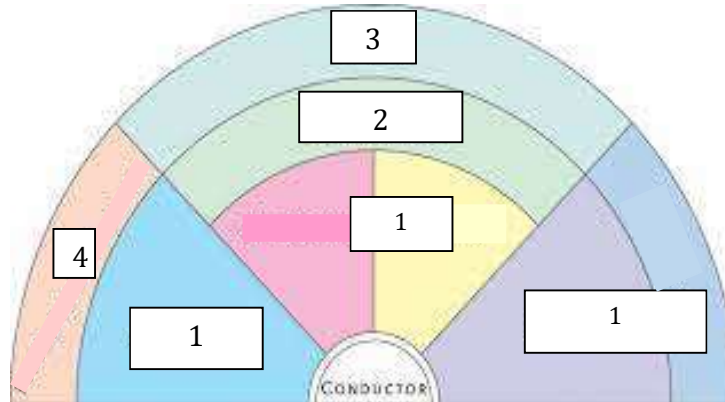
- The Symphony Orchestra of Sri Lanka (SOSL)
- Orchestra of the Chamber Music Society of Colombo (CMSC)
- National Youth Orchestra (NYO)

**Watch the following videos for further knowledge about the orchestra.**

- <https://www.youtube.com/watch?v=dP91qeohMeo>  
(performed by SOSL)
- <https://www.youtube.com/watch?v=gwQq10rytgY>  
(performed by NYO of Sri Lanka)
- <https://www.youtube.com/watch?v=Sr-l2m8twX0>  
(Introduction to the instruments of the orchestra)
- <https://www.youtube.com/watch?v=4vvhU22uAM>  
(The Young Person's Guide to the Orchestra by Benjamin Britten)

**Evaluation**

1) Name the sections of the orchestra according to the **number** given below.



1		2	
3		4	

2) Match the instruments to the relevant section. Draw a line and match.



WOOD WIND

STRING

BRASS WIND

PERCUSSION





## **Competency 5.0**

Ability to exhibit awareness of the structure, sound production & tone quality of musical instruments

## **Competency Level 5.2**

Maintenance of the recorder and melodica

### **5.2.1**

Let us care for our instrument

## **Learn how to maintain the Recorder and Melodica observing hygienic conditions**

The word 'care' is used in connection with almost everything we use in our daily life-care for ourselves, care for the environment, care for the thing we use. So, it is natural that we have to care for the instrument we use.

### **Recorder**



### **How to maintain the recorder**

- Warm the head joint close to body temperature before playing.
- Use the protective plastic tenon (joint) caps when storing the instrument in its cases.
- Store the instrument in its case to prevent damages.
- Avoid eating or drinking just before playing.
- Plastic instrument can be cleaned using warm soapy water.

In the following video you can watch how to clean a recorder.

<https://www.youtube.com/watch?v=QYE9aFMBMac&feature=youtu.be>

## **Melodica**



- The melodica is a free-reed instrument and is like a combination of an accordion and a harmonica.
- It has a musical keyboard on top.
- Played by blowing air through a mouthpiece.
- Melodica is a small, light, and portable instrument.
- Always keep your melodica in a case or box when not in use.
- Wash the mouth piece after used.

## **How to care for your Instruments.**

### **Common factors**

- Wash your hands so that they are clean before assembling your recorder.



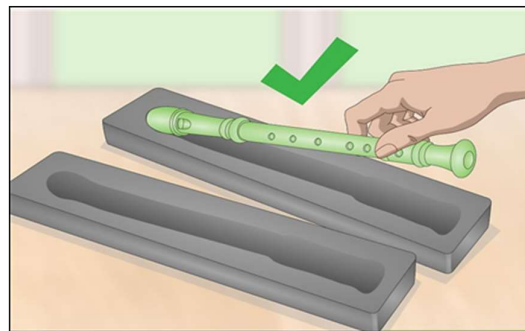
- Assemble carefully and correctly, turn to the correct side.



- After use they should be cleansed specially the mouth pieces.



- The instruments should be stored in a safe place at a moderate temperature -not too cold, not too hot.



## Competency 5.0

Ability to exhibit awareness of the structure, sound production & tone quality of musical instruments

## Competency Level 5.3

Identifies and reproduces high and low sounds.

### 5.3.1

Identifying high and low sounds

### **HIGH AND LOW SOUNDS**

- We say high sounds are high pitch sounds, while low sounds are low pitch sounds.
- Blowing a whistle produces a high pitch sound while hitting a drum produces a low pitch sound.
- You will realize that a violin produces a high pitch sound, while human heartbeat has a low pitch sound.
- In a similar way, chirping of birds is a high pitch sound, while a lion's roar is a low pitch sound.

In the following video you can hear how the notes on the piano sounds from left to right (low to high).

<https://youtu.be/yYiKcsrL0mg>

### **Evaluation**

(01) Group the following sounds as high sounds and low sounds.

Frog's croaking - Bird's chirping - Sound of the Violin - Singing of a Lady - Singing of a Man - Pig's Oink - A Dog's Bark - A Puppy's bark - Whistle of a kettle - Sound of an Ambulance

High Sounds	Low Sounds

(02) Who makes a high sound and who makes a low sound?

Write HIGH or LOW in front of the animal.





Bird's tweet



Cow's moo



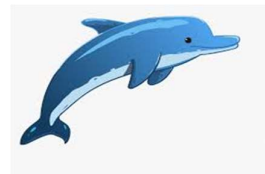
Cat's Meow



Frog's croaking



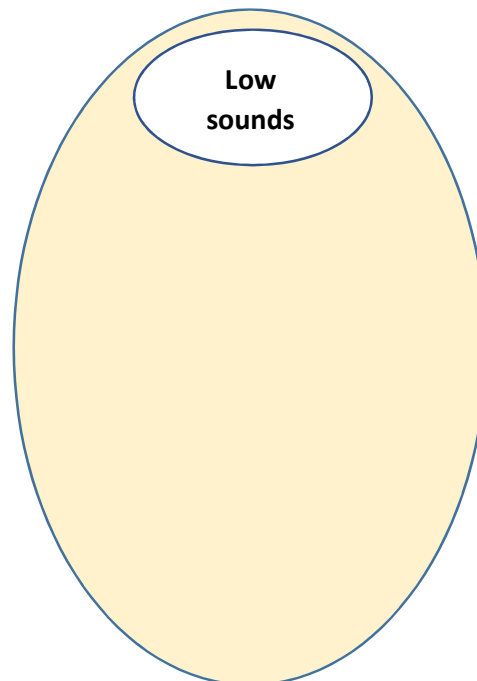
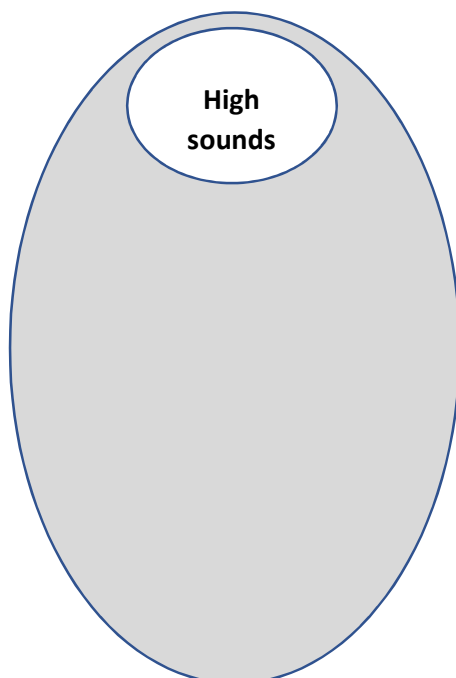
Lion's Roar



Dolphin's cry




(03) Let's listen to the environment and find examples for the following.



## **Competency 8.0**

Ability to present Satisfactory performances using vocal techniques and respecting other cultures.

## **Competency Level 8.2**

Learns the Sinhala, Tamil and English songs

### **8.2.2**

Singing with feeling



### **Singing with feeling**

- We listen to a lot of songs in our day to day life.
- Some songs are happy, some songs are sad.
- We sing happy songs merrily, with happy thoughts and with smiling faces.
- We sing sad songs with sorrowful, cloudy faces.
- In that way we express the song's idea to the listener.
- When we sing according to the lyrics the listener as well as the singer will enjoy the song better.
- Sometimes we add actions to the song while singing. It makes us enjoy singing with friends.

Following are some songs we can sing in the classroom.

### මා බාල කාලේ

මා බාල කාලේ අම්මාගේ උකුලේ  
නැළවුණු තාලේ මට තාම සිහි වේ  
මා බාල කාලේ අම්මාගේ උකුලේ  
නැළවුණු තාලේ මට තාම සිහි වේ

පෑ ආදරේ මා හොචමින් තුරුල්ලේ  
නැ හින වුයේ මැණි මගේ  
ඇ දුන් ඔවා මී ගහලේහි නාමී  
මට තාම සිහි වෙයි ඇගේ හීන නාදේ  
මා බාල කාලේ...

ඉගෙනීම ඔබගේ ධනයයි සිතාලා  
ඉවසීම, කරුණා ගුණදම් ගොතා  
දුරලත්ත වංචා, මදා, මාන, ඊර්ෂ්‍යා  
මේ වාගේ මට ඇ අවවාද දුන්නා

මා බාල කාලේ...

මේ පුංචි ලංකා ඔබගේ පුතේ  
ඇ රැකුම ඇත්තේ පුතුගේ අතේ  
නංවාලා ස්නේහේ රට දැ කෙරේහි  
රැකගන්න හැමදා ඇගේ...

<https://youtu.be/4-ZD0dnE8M8>



### රන් ටිකිරි සිතා

රන් ටිකිරි සිතා මුව මුව පාලා  
ලංචි අත් අල්ලාගෙන ඇස් දැල්වුවා  
රන් ටිකිරි සිතා මුව මුව පාලා  
ලංචි අත් අල්ලාගෙන ඇස් දැල්වුවා

දැනේ බැඳිලා ඇතට දුවලා  
නොපෙනී යනවද සුදු නංගී  
ඉනීමං නැගලා ලස්සන හොයලා  
ගමනක් යනවද සුදු මල්ලී

රන් ටිකිරි සිතා මුව මුව පාලා  
ලංචි අත් අල්ලාගෙන ඇස් දැල්වුවා  
රන් ටිකිරි සිතා මුව මුව පාලා  
ලංචි අත් අල්ලාගෙන ඇස් දැල්වුවා

බාලේ ගෙවලා ආලේ දුරලා  
නොපෙනී යනවද සුදු නංගී...

<https://www.youtube.com/watch?v=wO79v5>



### පින් සිදුවන්නේ

පින් සිදුවන්නේ අතේ බාල ළමුන්ගේ  
මගේ කුඩා නිවෙස කඩා බිම නොදමන්නේ

වනේ පුරා සොයා ගොසින් කෝටු කඩාලා  
කුඩා කුඩා කැබලි තුඩින් මෙහි ගෙනවිල්ලා  
ගසේ මුදුන් අත්ත උඩින් කෝටු තබාලා  
උදේ පටන් දවස පුරා කෝටු තනාලා

පින් සිදුවන්නේ අතේ බාල ළමුන්ගේ  
මගේ කුඩා නිවෙස කඩා බිම නොදමන්නේ

කොළේ කොළේ දමා කුඩා නිවෙස තනන්නේ  
මගේ දයා බිරිඳ නිතර එය සරසන්නේ  
රැළේ රැළේ පුළුන් දමා යහන සඳන්නේ  
අතේ මටයි ළදරුවනේ එය නොකඩන්නේ

පින් සිදුවන්නේ අතේ බාල ළමුන්ගේ  
මගේ කුඩා නිවෙස කඩා බිම නොදමන්නේ//

<https://youtu.be/ai21seVqf9U>



### හින්වි පින්වි භාවා

හින්වි පින්වි භාවා යඳ්දි තනිවෙලා  
විලේ උන්නු ඉබ්බා දැකලා වතුරේ නැවිලා  
ඉබ්බා දැකපු භාවා ඉවුරේ නැවිතිලා  
ඔට්ටු තියලා අපි දුවමුද ඇහුවා ලන්වෙලා

දුවන්නට හැකි තමුසේ හපනෙකි  
ඔව්වර ඔය කියන නිසා දුවලා බලමුද  
හැබැයි භාවෝ මට ඉස්සර වෙන්න දෙනවද  
හැබැයි භාවෝ මට ඉස්සර වෙන්න දෙනවද

හින්වි පින්වි භාවා.....

භාවා දුව එනා නිදන්නට උනා  
ඉබ්බා හෙමින් හෙමින් නියම තැනට ලන් උනා  
නිදා උන්නු භාවා උාට උඩින් පැරදුනා..  
නිදා උන්නු භාවා උාට උඩින් පැරදුනා..

හින්වි පින්වි භාවා...

<https://youtu.be/Dn3IVeRvEPg>



### This old man

This old man, he played one,  
He played knick-knack on my thumb;  
Knick-knack paddywhack,  
Give a dog a bone,  
This old man came rolling home.

This old man, he played two,  
He played knick-knack on my shoe;  
Knick-knack paddywhack,  
Give a dog a bone,  
This old man came rolling home.

This old man, he played three,  
He played knick-knack on my knee;  
Knick-knack paddywhack,  
Give a dog a bone,  
This old man came rolling home.

This old man, he played four,  
He played knick-knack on my door;  
Knick-knack paddywhack,  
Give a dog a bone,  
This old man came rolling home.

This old man, he played five,  
He played knick-knack on my hive;  
Knick-knack paddywhack,  
Give a dog a bone,  
This old man came rolling home.

This old man, he played six,  
He played knick-knack on my sticks;  
Knick-knack paddywhack,  
Give a dog a bone,  
This old man came rolling home.

This old man, he played seven,  
He played knick-knack up in Heaven;  
Knick-knack paddywhack,  
Give a dog a bone,  
This old man came rolling home.

This old man, he played eight,  
He played knick-knack on my gate;  
Knick-knack paddywhack,  
Give a dog a bone,  
This old man came rolling home.

This old man, he played nine,  
He played knick-knack on my spine;  
Knick-knack paddywhack,  
Give a dog a bone,  
This old man came rolling home.

This old man, he played ten,  
He played knick-knack once again;  
Knick-knack paddywhack,  
Give a dog a bone,  
This old man came rolling home.

<https://youtu.be/KqugjUzgpFY>



## Here we go Looby loo



Here we go looby loo, here we go looby light.  
Here we go looby loo, all on a Saturday night.  
You put your right hand in, you take your right hand out.  
You give your hand a shake, shake, shake and turn yourself  
about.

Here we go looby loo.....  
You put your left hand in, you take your left hand out.  
You give your hand a shake, shake, shake.  
And turn yourself about.

Here we go looby loo.....  
You put your right foot in, you take your right foot out.  
You give your foot a shake, shake, shake.  
And turn yourself about.

Here we go looby loo.....  
You put your left foot in, you take your left foot out.  
You give your foot a shake, shake, shake.  
And turn yourself about.

Here we go looby loo.....  
You put your head in, you take your head out.  
You give your head a shake, shake, shake.  
And turn yourself about.

Here we go looby loo.....  
You put your whole self in, you take your whole self out.  
You give your whole self a shake, shake, shake.  
And turn yourself about.

<https://youtu.be/EHaoEKcuX0g>

### වින්න තමිබි



වින්න තමිබි, වින්න තමිබි

නිත්තිරයෝ නිත්තිරයෝ  
මනි අඩිකිරදා, මනි අඩිකිරදා  
එලුමුංගෝ, එලුමුංගෝ

<https://youtu.be/TsG-r55b968>

### නිලා නිලා ඕඩි වා



නිලා නිලා ඕඩි වා  
නිල්ලාමල් ඕඩි වා  
මලයි මෙලා ඒරි වා  
මල්ලිගෙයි පු කොන්ඩු වා

<https://youtu.be/ig6k1Ylkqgc>

## Competency 6.0

Ability to apply theoretical and practical knowledge of the rudiments of music

## Competency level 6.5

Studies the C major scale

### 6.5.1

Learning about Scales

## C major Scale

On a [piano](#), there are white keys and black keys.

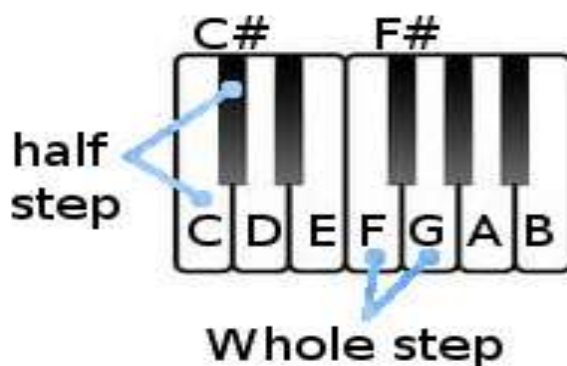
If we start on the note **C** and play each white key going up until we come to the next **C**, we have played the **C Major scale**.

There were eight notes. In order going up, they are **C (middle), D, E, F, G, A, B** and **C (high)**, or can be octaves higher or lower.

Scales can also go up, then down, like **C (middle), D, E, F, G, A, B, C (high), B, A, G, F, E, D, C (middle)**.

The major scale is a pattern of half steps and whole steps.

A half step is the smallest distance in music. It is the distance between any pitch on the piano and its direct neighbour. One whole step = 2 half steps.



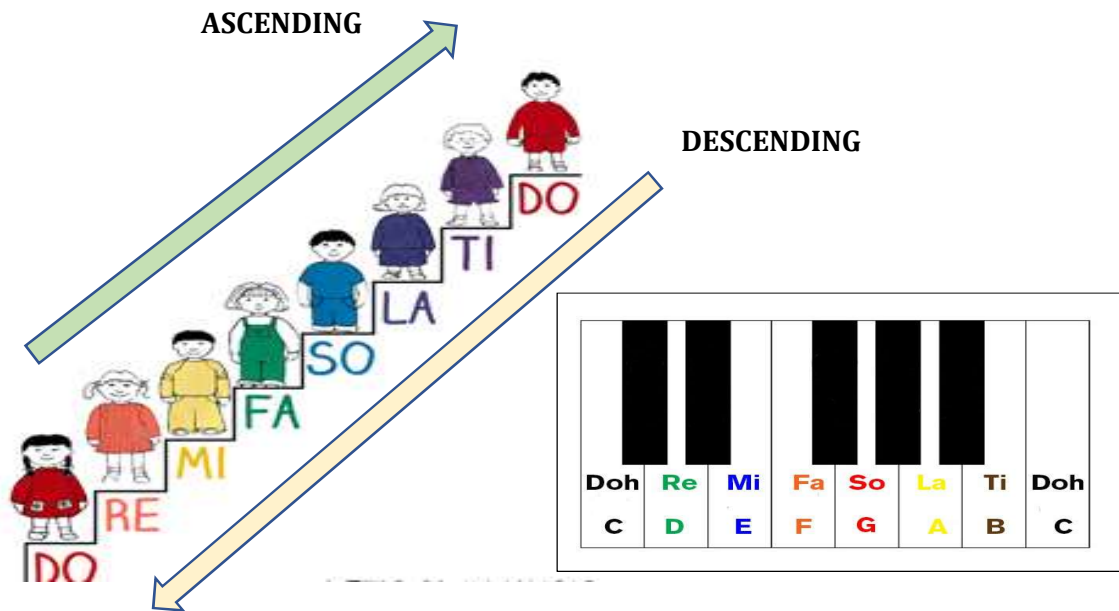
The distance of 8 notes - From M.C – C is called an Octave.

It is like moving on a staircase. When we go up, the notes go up and the pitch gets higher.

We call it **Ascending**.

When we come down, the notes come down and the pitch gets lower.

We call it **descending**.



## Let's sing a song

Doe, a deer, a female deer  
 Ray, a drop of golden sun  
 Me, a name I call myself  
 Far, a long, long way to run  
 Sew, a needle pulling thread  
 La, a note to follow Sew  
 Tea, a drink with jam and bread  
 That will bring us back to Do (oh-oh-oh)

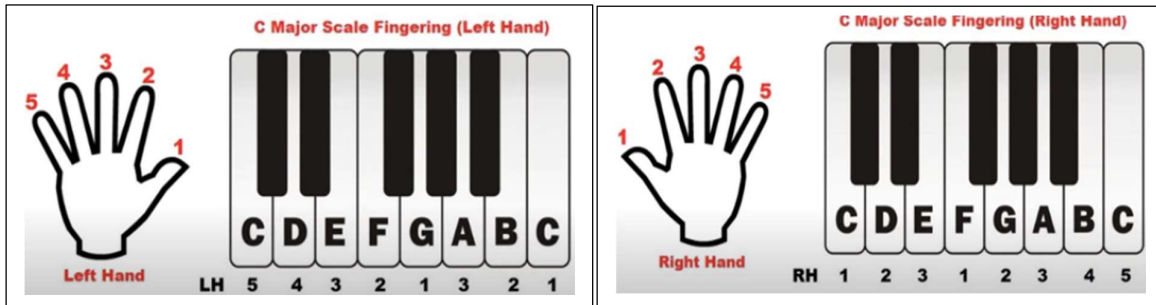
Do-re-mi-fa-so-la-ti-do  
 So-do!



You can listen to the song from the following link.

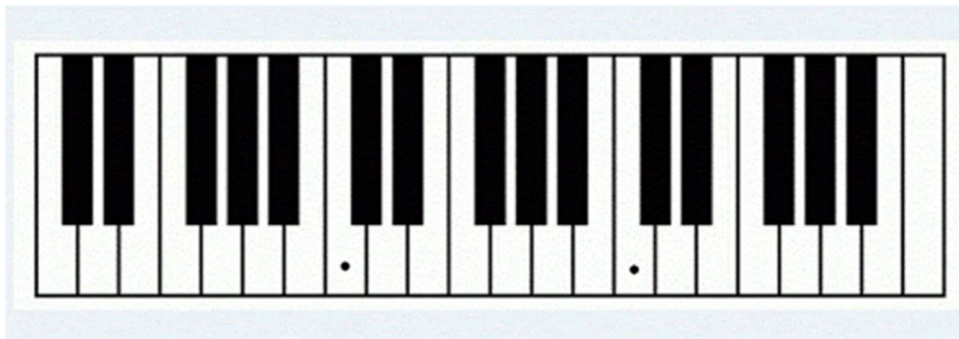
[https://youtu.be/s\\_Ul0oyvOs](https://youtu.be/s_Ul0oyvOs)

## Let's play C Major on the Keyboard



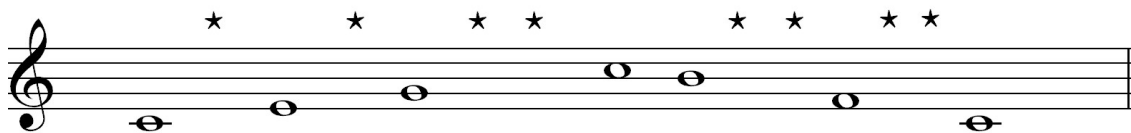
## Evaluation

(01) Name the note on the key board to form the C major scale.



(02) Fill the missing notes in the scale given below

Name the notes in the scale



## Competency 6.0

Ability to apply theoretical and practical knowledge of the rudiments of music.

### Competency Level 6.8

Identifies and describes terms and signs used in music.

#### 6.8.1

Using dynamics in music

#### Using dynamics in music



- Let's listen to two musical compositions.
- While you are listening to the compositions pay attention to the sound levels of the music.
- Use the following links to listen to the musical compositions.
  - Hungarian Dance No.5 by Brahms - <https://youtu.be/3o551FLEX1U>
  - Symphony No.1 by Beethoven - <https://youtu.be/x-ILsPFUeAI>
- What do you think about the sound of the music of the two compositions?
  - Was the music played at a same sound level?
  - Was the music loud from the beginning to the end of the composition or soft from the beginning to the end of the composition?
  - Were there any changes of the sound levels of the music?
  - Did the sound get gradually louder or gradually softer in some sections?



- The two compositions were not played at a same sound level. There were changes of the sound levels of the music.
- The changes in loudness and softness of a musical composition are called “DYNAMICS”.
- Markings added to the music to indicate the changes in loudness and softness are known as dynamic markings.
- Traditionally, dynamic markings are based on **ITALIAN** words.
- Composers used abbreviations or signs to indicate dynamic markings in music notations.
- The main dynamics used in music are,

**Piano** and **Forte**

- ***Piano*** means “SOFT”.

Abbreviation for ***Piano***



*p*

- ***Forte*** means “LOUD”.

Abbreviation for ***Forte***



*f*



You will understand the terms piano and forte by watching this video.

Use the given link below.

<https://youtu.be/lUYEvCly8Fo>

- There are two dynamics which are used for a gradual change of the sound from loud to soft or from soft to loud.

- They are,

**Crescendo** (cre-shen-doe)                      and                      **Decrescendo** (decre-shen-doe)

- Crescendo means “**Gradually becoming louder**”.
- Decrescendo means “**Gradually becoming softer**”.

Abbreviation for Crescendo

Abbreviation for Decrescendo

***cresc.***

Sign for Crescendo



***decresc.***

Sign for Decrescendo



- You will understand the terms crescendo and decrescendo by watching this video.

Use the given link below.

<https://youtu.be/Y7CFftv3Aul>

- Diminuendo is another Italian term which has the same meaning as decrescendo.

Abbreviation for diminuendo is dim. or dimin.

## **Evaluation**

(01) Match the Italian term with its meaning by drawing a line across.

Crescendo

Soft

Piano

Gradually becoming softer

Forte

Loud

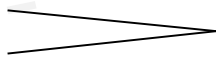
Decrescendo

Gradually becoming louder

(02) Match the sign with its corresponding Italian term by drawing a line across.

*p*

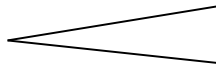
Forte



Piano

*f*

Crescendo



Decrescendo

(03) Write answers for the following questions.

1. What are dynamics in music?
2. What does 'forte' mean?
3. Give the Italian term for 'soft'?
4. What is the sign for decrescendo?
5. What does Crescendo mean?

## Competency 6.0

Ability to apply theoretical and practical knowledge of the rudiments of music.

## Competency Level 6.8

Identifies and describes terms and signs used in music

### 6.8.2

Experiencing short and detached playing, smooth and connected playing.

## LEGATO AND STACCATO



- Let's learn two new terms in Western music.
- Use the following links and listen to the two melodies carefully.  
<https://youtu.be/tmmKJFgUN1s>  
<https://youtu.be/QrAwRmKZGvo>
- Did you recognize a difference of playing the notes in the above two melodies?
  - The notes of the first melody are connected. They move smoothly into the next note.
  - The notes of the second melody are disconnected. They are short and bouncy.
- The way you press the piano keys changes how the notes sound.
- Notes can move smoothly into the next or can stop short.

- The different ways of playing a single note or a group of notes are known as '**Articulation**' in music.
- There are two common types of articulation in music.



### 1. Staccato

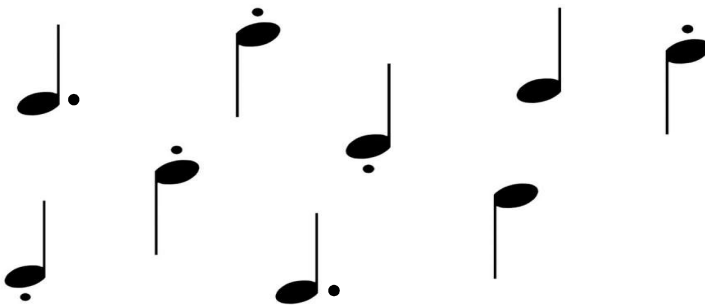
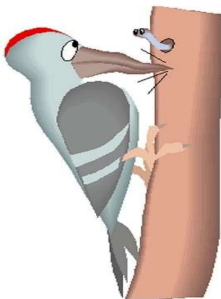


- A dot over or under a note means Staccato.
- Staccato notes are to be played short and detached (disconnected).
- To play staccato let go of the key as soon as you play it letting your wrist bounces lightly.

### Let's be Dotty

Circle the **STACCATO** notes.

Playing **STACCATO** is a lot like a woodpecker pecking its beak on a tree - short, jumpy pecks. You can tell which notes are **STACCATO** as they have a dot below or above the note head.





# Staccato

## Clapping Song

Bouncy (♩ = 140)

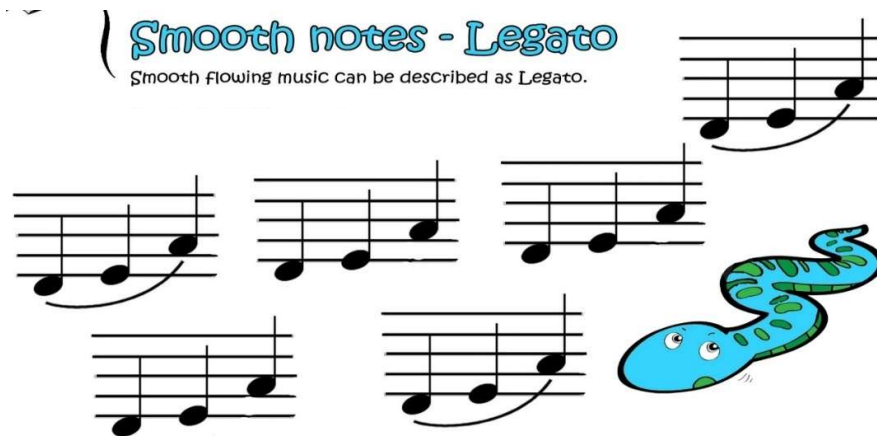
Guatemalan

- This a piano piece with Staccato notes.
- Watch the performance of the above piano piece using the given link.  
<https://youtu.be/5Z-xU4QaAMI>
- Try to play this piece on your piano with a bouncing wrist.

## 2. Legato

# Legato

- A curved line (slur) over or under several notes means Legato.(any note without a dot above or below)
- Legato notes are to be played smoothly and connected.
- To play legato, connect the notes by pressing the key down smoothly from one finger to the next. (like a see saw action)



**Andantino**

**Legato**

\*Andantino 

Louis Köhler  
(1820-1886)  
Adapted by Fred Kern

The musical score is for a piano piece in 3/4 time, marked Andantino. It consists of four systems of music. The first system starts with a piano (p) dynamic. The second system has a mezzo-forte (mf) dynamic. The third system has a forte (f) dynamic. The fourth system has a mezzo-forte (mf) dynamic. The piece ends with a double bar line. A magnifying glass icon is placed over the first system.

*\* Andantino means a slightly faster tempo than Andante.*

- This is a piano piece with Legato notes.
- Watch the performance of the above piano piece using the given link.  
<https://youtu.be/YeboSvpUDig>
- Try to play this piece on your piano gently lifting the wrist at the end of each slur.

**Evaluation** (01) Listening Activity

Listen to the following music using the given links and identify legato and staccato playing.

1. <https://youtu.be/FtdudXOTAwQ>
2. <https://youtu.be/YTi2lutY22U>
3. <https://youtu.be/pUXIXtkkYHs?list=PLE2CD76725E8317C5>
4. <https://youtu.be/PuANLsNbMFA>
5. <https://youtu.be/d-QYuFl3yo>
6. <https://youtu.be/SCXo4I1LrI8>

	Legato Playing	Staccato Playing
1		
2		
3		
4		
5		
6		

## (02) Answer the following Questions

1. How is the Staccato indicated in music?
2. What is the term used for smooth and connected playing?

## Competency 4.0

Ability to perform music on Recorder and Piano using proper technique

### Competency Level 4.1

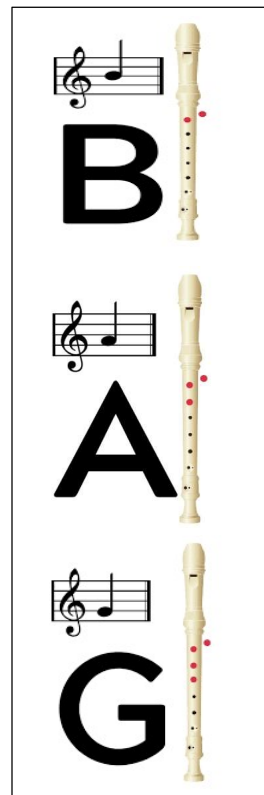
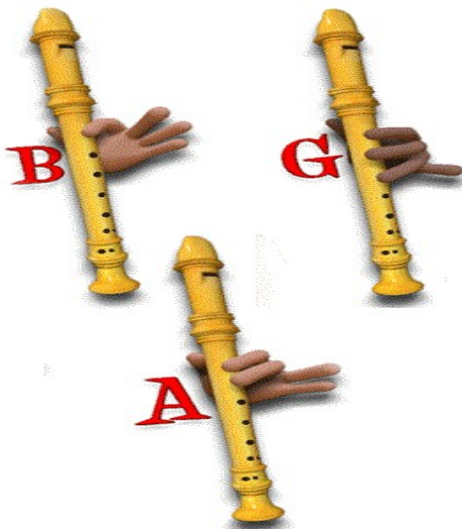
Plays tunes using notes G-A-B on the recorder

#### Activity 4.1.3

Plays simple melodies built on these notes and write some melodies



Let's revise how to play the easiest three notes, **G-A-B** on recorder



## Can you remember we have played notes B, A and G on the Recorder?

Let's do some blowing activities with the notes **B**, **A** and **G** using different note values.

You have already learnt that there are different note values.

### Learn the Basic Note Values



Name	Note	Name	Rest	Beats
Whole Note		Whole Rest		4 beats
Half Note		Half Rest		2 beats
Quarter Note		Quarter Rest		1 beat
Eight Note		Eight Rest		1/2 beat

When blowing the recorder, you have to follow the way of tonguing as follows.

### Rhythm Syllables

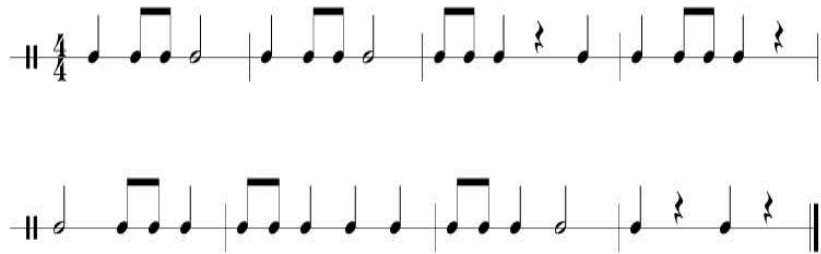
	ti-ri-ti-ri
	ti-ti
	ta
	Ta-ah
	Ta-ah-ah-ah

## Evaluation

(01) Do the following blowing Exercises.


- (1) With the note **B**
- (2) With the note **A**
- (3) With the note **G**

Rhythm-only



**Ringo Ringo Rango**

Folk Song



Source: Feierabend, John. The Book of Simple Songs and Circles. 1996, p. 63.



# Recorder Notes



## Let's play simple melodies

### The Clock and the Moon

Yellow Belt

Don Muro



### Spin Cycle

Blue Belt

Katie Traxler



## Song of the Sea

**Moderato**

Yellow Belt

Don Muro

Musical score for 'Song of the Sea' in 3/4 time, marked Moderato. The score is written for four staves. The first staff begins with a mezzo-forte (mf) dynamic. The music consists of eighth and quarter notes. A 'Fine' marking is placed above the third staff, and 'D.C. al Fine' is written below the fourth staff.



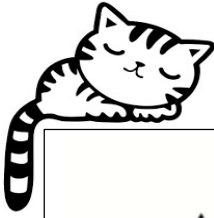
## Mary had a Little Lamb

Musical score for 'Mary had a Little Lamb' in 4/4 time. The score is written for two staves. The lyrics are: 'Ma-ry had a lit-tle lamb lit-tle lamb, lit-tle lamb. Ma-ry had a lit-tle lamb, it's fleece was white as snow.' The melody is simple and consists of quarter and eighth notes.

## Waltz

Musical score for a Waltz in 3/4 time. The score is written for two staves. It includes a first ending (marked '1.') and a second ending (marked '2.'). The melody is written in a simple, dance-like style.





**I love Little Pussy**

Recorder

Piano

**Ring - a - Ring - a - Roses**

Recorder

Piano

Recorder

Piano



### **Let's create a simple melody to play**

- Put the Treble clef at the beginning of the stave.
- Let's write it in Triple time. So put the time signature accordingly. (as in the Waltz above.....)
- Start and end with the note **G**
- You can use the notes of **G, A** and **B** to create your melody (using different note values as you wish)
- Complete the simple melody with four bars.

Now, play your own melody on the recorder and enjoy. Try to create more.

## Competency 4.0

Ability to perform music on recorder and piano using proper technique

### Competency level 4.2

Plays tunes using notes specified for the keyboard

#### 4.2.2

Play short melodies on the piano

Let's revise.....

### What is a Keyboard instrument?

It is a musical instrument played using a keyboard.

The keys are levers which can be pressed by fingers

Some of the Keyboard Instruments are



piano



Electric Keyboard



Synthesizer



Accordion



Harpsichord

### **Let's make a dummy Keyboard**

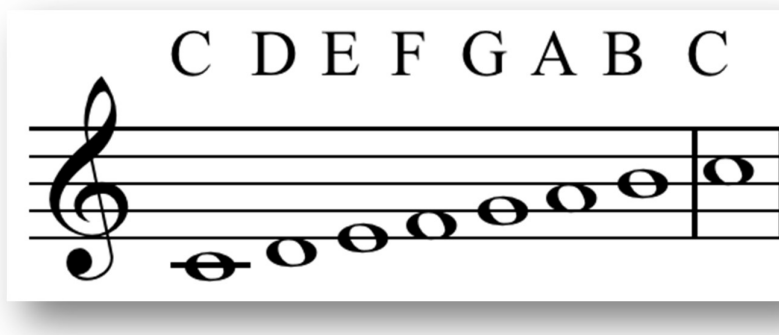
How to name the Keys



How to place your hand and Play Middle C



### **Basic Notes on the stave**



## Lets play simple melodies on the piano

### MARY HAD A LITTLE LAMB



### OLD MAC DONALD HAD A FARM

