

# Teacher's Manual Fifth Class

MUSIC

Made

EASY.



SAMPLE

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# MONTHLY REPORT AND CHECKLIST

<u>MONTH</u>	<u>CHECKLIST</u>	<u>PERSONAL REMINDERS</u>
<b>SEPTEMBER</b>	<p><b>1. Lesson 1 (Part 1 &amp; Part 2):</b>  Lesson 1 - CD work <input type="checkbox"/>  Pages in children's workbook (Pg. 2, 3, 4 &amp; 5) <input type="checkbox"/>  Song - "Cockles and Mussels" <input type="checkbox"/></p> <p><b>2. Lesson 2 (Part 1 &amp; Part 2):</b>  Lesson 2 - CD work <input type="checkbox"/>  Pages in children's workbook (Pg. 6, 7, 8, 9 &amp; 10) <input type="checkbox"/>  Song - "Thugamar Féin An Samhradh Linn" (Two parts) <input type="checkbox"/></p>	Work not completed and any other reminders:
<b>OCTOBER</b>	<p><b>1. Lesson 3:</b>  Lesson 3 - CD work <input type="checkbox"/>  Pages in children's workbook (Pg. 11, 12 &amp; 13) <input type="checkbox"/>  Song - "Sacramento" <input type="checkbox"/></p> <p><b>2. Lesson 4:</b>  Lesson 4 - CD work <input type="checkbox"/>  Pages in children's workbook (Pg. 14, 15 &amp; 16) <input type="checkbox"/>  Song - "Fuaireas-sa Cuireadh" (Two parts) <input type="checkbox"/></p> <p><b>3. Lesson 5:</b>  Lesson 5 - CD work <input type="checkbox"/>  Pages in children's workbook (Pg. 17, 18, 19 &amp; 20) <input type="checkbox"/>  Song - "Getting To Know You" <input type="checkbox"/></p> <p><b>4. Mystery Person No. 1:</b>  Page in children's workbook (Pg. 21) <input type="checkbox"/></p>	Work not completed and any other reminders:
<b>NOVEMBER</b>	<p><b>1. Lesson 6:</b>  Lesson 6 - CD work <input type="checkbox"/>  Pages in children's workbook (Pg. 22, 23 &amp; 24) <input type="checkbox"/>  Song - "Éiníní" (Two parts) <input type="checkbox"/></p> <p><b>2. Lesson 7:</b>  Lesson 7 - CD work <input type="checkbox"/>  Pages in children's workbook (Pg. 25, 26, 27 &amp; 28) <input type="checkbox"/>  Song - "The Riddle Song" (Two parts) <input type="checkbox"/></p>	Work not completed and any other reminders:
<b>DECEMBER</b>	<p><b>1. Lesson 8:</b>  Lesson 8 - CD work <input type="checkbox"/>  Pages in children's workbook (Pg. 29, 30 &amp; 31) <input type="checkbox"/>  Song - "The Ash Grove" (Two parts) <input type="checkbox"/></p> <p><b>2. Lesson 9:</b>  Lesson 9 - CD work <input type="checkbox"/>  Pages in children's workbook (Pg. 32, 33, 34 &amp; 35) <input type="checkbox"/>  Song - "Chónaigh Siad I Stábla" (Two parts) <input type="checkbox"/></p> <p><b>3. Lesson 10:</b>  Lesson 10 - CD work <input type="checkbox"/>  Pages in children's workbook (Pg. 36, 37, 38 &amp; 39) <input type="checkbox"/>  Song - "The Minstrel Boy" <input type="checkbox"/></p> <p><b>4. Mystery Person No. 2:</b>  Page in children's workbook (Pg. 40) <input type="checkbox"/></p>	Work not completed and any other reminders:
<b>JANUARY</b>	<p><b>1. Lesson 11 (Part 1 &amp; Part 2):</b>  Lesson 11 - CD work <input type="checkbox"/>  Pages in children's workbook (Pg. 41, 42, 43, 44 &amp; 45) <input type="checkbox"/>  Song - "Waltzing Matilda" <input type="checkbox"/></p>	Work not completed and any other reminders:

# MONTHLY REPORT AND CHECKLIST

<u>MONTH</u>	<u>CHECKLIST</u>	<u>PERSONAL REMINDERS</u>
<b>FEBRUARY</b>	<p><b>1. Lesson 12:</b> Lesson 12 - CD work <input type="checkbox"/> Pages in children's workbook (Pg. 46, 47 &amp; 48) <input type="checkbox"/> Song - "A Shaighdiúirín A Chroí" (Two parts) <input type="checkbox"/></p> <p><b>2. Lesson 13 (Part 1 &amp; Part 2):</b> Lesson 13 - CD work <input type="checkbox"/> Pages in children's workbook (Pg. 49, 50 &amp; 51) <input type="checkbox"/> Song - "The Boys Of Wexford" <input type="checkbox"/></p>	Work not completed and any other reminders:
<b>MARCH</b>	<p><b>1. Lesson 14:</b> Lesson 14 - CD work <input type="checkbox"/> Pages in children's workbook (Pg. 52, 53 &amp; 54) <input type="checkbox"/> Song - "Caoineadh Na dTrí Muire" <input type="checkbox"/></p> <p><b>2. Lesson 15:</b> Lesson 15 - CD work <input type="checkbox"/> Pages in children's workbook (Pg. 55, 56, 57 &amp; 58) <input type="checkbox"/> Song - "Isle Of Innisfree" <input type="checkbox"/></p> <p><b>3. Mystery Person No. 3:</b> Page in children's workbook (Pg. 59) <input type="checkbox"/></p>	Work not completed and any other reminders:
<b>APRIL</b>	<p><b>1. Lesson 16:</b> Lesson 16 - CD work <input type="checkbox"/> Pages in children's workbook (Pg. 60 &amp; 61) <input type="checkbox"/> Song - "Tír Agus Teanga" <input type="checkbox"/></p> <p><b>2. Lesson 17:</b> Lesson 17 - CD work <input type="checkbox"/> Pages in children's workbook (Pg. 62 &amp; 63) <input type="checkbox"/> Song - "Song For Ireland" <input type="checkbox"/></p>	Work not completed and any other reminders:
<b>MAY</b>	<p><b>1. Lesson 18:</b> Lesson 18 - CD work <input type="checkbox"/> Pages in children's workbook (Pg. 64 &amp; 65) <input type="checkbox"/> Song - "Go Meidhreach Sa Róimh" (Round) <input type="checkbox"/></p> <p><b>2. Lesson 19:</b> Lesson 19 - CD work <input type="checkbox"/> Pages in children's workbook (Pg. 66, 67, &amp; 68) <input type="checkbox"/> Song - "Sailing" <input type="checkbox"/></p> <p><b>3. Lesson 20:</b> Lesson 20 - CD work <input type="checkbox"/> Pages in children's workbook (Pg. 69, 70, 71, 72 &amp; 73) <input type="checkbox"/> Song - "Fill, Fill a Rún ó" <input type="checkbox"/></p> <p><b>4. Mystery Person No. 4:</b> Pages in children's workbook (Pg. 74) <input type="checkbox"/></p>	Work not completed and any other reminders:
<b>JUNE</b>	Use this time to either finish lessons which were not completed during the year, to revise songs taught during the year, to up-date observation files and if you have any musicians in your local area, invite them in, to play for the children.	Work not completed and any other reminders:

SAMPLE

PAGES

# SCORE/OBSERVATION CHART

NAME	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10					
11.					
12					
13.					
14.					
15.					
16.					
17.					
18.					

# SCORE/OBSERVATION CHART

NAME	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					
31.					
32.					
33.					
34.					
35.					
36.					

SAMPLE

PAGES

# LESSON 3

<u>RESOURCES REQUIRED</u>	<u>OBJECTIVES</u>
<ul style="list-style-type: none"> <li>• CD 2</li> <li>• Children's Workbook / Worksheets</li> <li>• Pencils / pens for children to complete workbook activities</li> <li>• Wall chart containing the map of the World</li> <li>• Wall chart with rhythm symbols and time signatures</li> <li>• Percussion instruments (Always have percussion instruments within easy reach because you will need them to accompany song singing)</li> </ul>	<p><b>The child will be enabled to:</b></p> <ul style="list-style-type: none"> <li>• Listen to and recognise strong and weak-beat patterns, illustrating them through gestures.</li> <li>• Listen to, identify and differentiate between music which has a 2/4 time signature, 3/4 time signature and a 4/4 time signature.</li> <li>• Recognise and understand the value of some standard symbols in music notation i.e. time signatures, bar lines, crotchet symbols, quaver symbols, crotchet rest symbols, minim symbols and dotted minim symbols.</li> <li>• Explore ways of making sounds using manufactured and/or home-made instruments when accompanying song singing.</li> <li>• Recognise and sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression, especially the song chosen for this lesson i.e. "Sacramento". Also to have an awareness of the song's social, historical and cultural context.</li> <li>• Show greater control of a steady beat and tempo while singing the ever increasing repertoire of songs.</li> <li>• Sing familiar songs with increasing control of musical elements e.g. control of pitch and extended vocal range, increasing awareness of dynamics, phrasing and expression.</li> <li>• Recognise and sing familiar, simple tune using the tonic solfa names i.e. simple melody which is sung at the beginning and end of every lesson using the notes <i>d r m s l and d'</i>.</li> <li>• Use percussion instruments with increasing confidence and skill to accompany songs.</li> <li>• Select from a wide variety of sound sources i.e. voice, body percussion, untuned and tuned percussion and melodic instruments for a range of musical purposes, in particular and most commonly in the accompaniment of song singing.</li> <li>• In relation to accompanying song singing, invent and arrange pieces, with the use of graphic notation, that show an increasing awareness and control of musical elements i.e. simple rhythmic patterns, dynamics etc.</li> </ul>

<b><u>MUSICAL CONCEPTS</u></b>	<b><u>STRANDS</u></b>
<ul style="list-style-type: none"> <li>• <b>A Sense of Pulse</b> (Show a steady beat e.g. clapping/playing percussion instruments, discover and recognise strong and weak beats, recognise and differentiate between 2/4 time signature, 3/4 time signature and 4/4 time signature while listening to music)</li> <li>• <b>A Sense of Pitch</b> (Imitate melodies)</li> <li>• <b>A Sense of Dynamics</b> (Select appropriate levels of loud and soft in performing)</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Listening and Responding</u></b> <b><u>Exploring Sounds:</u></b> * Explore ways of making sounds using manufactured and/or home-made instruments when accompanying song singing. <b><u>Listening and Responding to music:</u></b> *Listen to and recognise strong and weak-beat patterns, illustrating them through gestures. *Listen to, identify and differentiate between music which has a 2/4 time signature, 3/4 time signature and a 4/4 time signature.</li> <li>• <b><u>Performing</u></b> <b><u>Song Singing:</u></b> *Recognise and sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression, especially the song chosen for this lesson i.e. "Sacramento". Also to have an awareness of the song's social, historical and cultural context. *Show greater control of a steady beat and tempo while singing the ever increasing repertoire of songs. *Sing familiar songs with increasing control of musical elements e.g. control of pitch and extended vocal range, increasing awareness of dynamics, phrasing and expression. <b><u>Literacy:</u></b> *Recognise and understand the value of some standard symbols in music notation i.e. time signatures, bar lines, crotchet symbols, quaver symbols, crotchet rest symbols, minim symbols and dotted minim symbols. *Recognise and sing familiar, simple tune using the tonic solfa names i.e. simple melody which is sung at the beginning and end of every lesson using the notes <i>d r m s l and d'</i>. <b><u>Playing Instruments:</u></b> *Use percussion instruments with increasing confidence and skill to accompany songs. *Select from a wide variety of sound sources i.e. voice, body percussion, untuned and tuned percussion and melodic instruments for a range of musical purposes, in particular and most commonly in the accompaniment of song singing.</li> <li>• <b><u>Composing</u></b> <b><u>Improvising and Creating:</u></b> *Sing familiar songs with increasing control of musical elements e.g. control of pitch and extended vocal range, increasing awareness of dynamics, phrasing and expression. *In relation to accompanying song singing, invent and arrange pieces, with the use of graphic notation, that show an increasing awareness and control of musical elements i.e. simple rhythmic patterns, dynamics etc.</li> </ul>

<u>INTRODUCTION</u>	<u>DEVELOPMENT</u>
<ul style="list-style-type: none"> <li>• The wall chart containing the map of the World should be in a visible place on the wall, so the students can find various places which will be mentioned on the CD and in their workbook. By having it in a visible place the children, unknowingly, will be familiarising themselves with places, countries and continents around the world. This map has also been included in the children's workbook, so they can get a closer look at the map, if they need to.</li> <li>• There is a wall chart supplied which has the symbols and explanations of the time signatures on it. It would be a good idea to have this displayed on the wall.</li> <li>• Listen to Gráinne on the CD explain what lesson 3 is about i.e. beat and time signatures.</li> <li>• Follow the instructions given on the CD.</li> <li>• Each lesson has been divided into multiple tracks so that if you need to go back over a certain part of the lesson then it is easier to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin any lesson in "Music Made Easy" for fifth class, the children are required to sing the class song, which they have learned in the introductory lesson. This song will reinforce the <i>d r m s l and d'</i> intervals. They will get an opportunity to sing it at the beginning and end of each lesson. Without knowing it, the children are training their ear to recognise the <i>d r m s l and d'</i> intervals. For lessons one to ten the children will continue to use the notes <i>d r m s l and d'</i> while singing the song. I would suggest that if you know the hand gestures to go with the tonic solfa, then this would be an ideal opportunity to teach them. From lessons eleven to twenty, the children will be using the same backing but they will be asked to write their own words to go with the song.</li> <li>• In lesson 3, the children will be listening to three samples of music which are written with three different time signatures. The first part of the lesson is totally devoted to listening to these samples and trying to get the children to pick out the strong and weak beats as they clap along with the samples. I would suggest that you insist on leaving the workbooks closed until it is stated on the CD to open the workbooks. The reason I ask this is because if there are no distractions in front of them they are more likely to focus better on the listening</li> <li>• The next part of the lesson is about getting the exercises done. Exercise 1 asks the children to look at six melodies which are drawn in their workbook. They are asked to insert bar lines in each melody, making sure that the value of the notes in each bar matches the time signature at the start of the music. They are also asked to draw an "X" over the strong beat in each bar. For the last part of this exercise, the children are asked to count how many bars are in each of the melodies. This exercise is great for the children as they become very familiar with the value of each of the notes.</li> <li>• In exercise two, there will be six melodies played. The children are asked to listen to each one as it is played twice and decide the time signature of each piece. They are told to listen out especially for the count in for each piece as this will give them a very good clue. If there are two beats played before the music starts then the children will know that the piece is in 2/4 time, if there are three beats played before the music starts then the children will know that the piece is in 3/4 time and finally, if there are four beats played before the music starts then the children will know that the piece is in 4/4 time. This is not an easy exercise but it is very good at getting the children to focus on what they are listening to.</li> </ul>

<b><u>CONCLUDING ACTIVITY AND FOLLOW UP</u></b>	<b><u>ASSESSMENT</u></b>
<ul style="list-style-type: none"> <li>• The next part of the lesson requires the children to learn the song “Sacramento”. This part of the lesson should be done separately from the rest of the work, as it will take up too much time if done the same day. The set of lesson plans are designed so that you can do a lesson one week and teach the song the following week. When you are teaching the song to the children, it would be great if you could discuss whether the song needs to be sung in a certain way i.e. dynamics, phrasing and expression etc. or if you could introduce extras like percussion instruments and arrange how they would be played during the song. Introduce graphics or symbols to indicate to the children what they need to play on their percussion instruments and when they need to play e.g. you may only want them to tap a drum on the 1st beat. There is an example of how this could be approached, at the end of lesson 1. Have some fun with the arrangement of the percussion instruments and let the children give their input. As an extra in the teaching of each song, it would be great if the children could find out more about who wrote the song, when was the song written, what is the song about, does it have an historical meaning or is it just a fun song. If the song is in Irish, the children could spend some time trying to figure out the meaning of the song. This could be done in conjunction with an Irish lesson.</li> <li>• The song should be written on a list somewhere in the classroom and as the children learn more songs they can add to the list. There is a blank page at the end of the children’s workbook which could be used to keep a list of the songs covered. This is great for their sense of achievement as they see the list growing from week to week. It also helps the teacher to know at a glance what songs have been covered as the year progresses. (Include songs covered other than songs in this scheme of work.)</li> </ul>	<ul style="list-style-type: none"> <li>• The best form of assessment is the teacher’s observation of the students as they carried out their tasks.</li> <li>• The workbooks/worksheets will act as a good back-up to the teacher’s observation. You will have a written record in the workbooks/worksheets indicating each child’s progression.</li> <li>• There are score/observation sheets enclosed with this set of lesson plans. It might be advisable to enter the scores/observations of each child as they go along. This is so you don’t have a back log to catch up on at a later date and as the year develops, improvements made or not made are clearly defined.</li> </ul>

# LESSON 3 - ANSWERS

## Exercise 1

There is a time signature at the start of each of these melodies.

1. Draw bar lines in the music, making sure to divide the notes up so the value of them in each bar matches the time signature.
2. Put an X over the strong beat in each bar.
3. Count how many bars are in each piece of music.

1

How many bars are in this piece of music? **6**

2

How many bars are in this piece of music? **4**

3

How many bars are in this piece of music? **8**

4

How many bars are in this piece of music? **7**

5

How many bars are in this piece of music? **7**

6

How many bars are in this piece of music? **5**

## Exercise 2

No. 1 =  $\frac{3}{4}$     No. 2 =  $\frac{4}{4}$     No. 3 =  $\frac{2}{4}$     No. 4 =  $\frac{3}{4}$     No. 5 =  $\frac{2}{4}$     No. 6 =  $\frac{4}{4}$

## CLUE FROM LESSON 3

The clue given at the end of the third lesson was  
**the name of an opera which is called "Lohengrin".**

SAMPLE

PAGES

# COCKLES AND MUSSELS

(There are 3 flats in the key signature for this song. This means it is in the key of "Eb")

s, d d d m d d r r r

1. In Dub - lin's fair ci - ty, where the girls are so

*Verse 2 & 3*

r f r m r d s f m m r d

pret - ty, I first set my eyes on sweet Mol - ly Ma -

r s, s, d d d d m d r r r

lone, As she wheels her wheel bar-row through streets broad and

r f r r m s f m s f m d r

nar-row, Cry-ing cock-les and mus-sels, a - live a - live

d s, d d d m d r r r r f r r

O! A - live a - live O! A - live a - live O! Cry-ing

*Chorus*

m s f m s f m m r d

cock - les and mus - sels, a - live a - live O!

*Back to start for verse 2 & 3*

# COCKLES AND MUSSELS

With your capo on the 1st fret, play this song in the key of "D".

1

**D** **Bm** **Em** **A7**  
In Dublin's fair city, where the girls are so pretty,  
**D** **A** **Bm7** **Em** **Bm7** **A7**  
I first set my eyes on sweet Molly Malone,  
**D** **Bm** **Em7** **A7**  
As she wheels her wheel barrow through streets broad and narrow,  
**D** **A7** **B7** **Em** **Em7** **A7** **D**  
Crying cockles and mussels, alive alive O!

## CHORUS

**Em** **A7**  
Alive alive O! Alive alive O!  
**D** **A7** **D**  
Crying cockles and mussels,  
**Em** **A7** **D**  
Alive alive O!

2

She was a fishmonger, but sure 'twas no wonder,  
For so were her father and mother before.  
And they both wheeled their barrow, through streets broad and narrow,  
Crying cockles and mussels, alive alive O!

## CHORUS

Alive alive O! Alive alive O!  
Crying cockles and mussels,  
Alive alive O!

3

She died of a fever and no one could save her,  
And that was the end of sweet Molly Malone.  
Now her ghost wheels her barrow through streets broad and narrow,  
Crying cockles and mussels, alive alive O!

## CHORUS

Alive alive O! Alive alive O!  
Crying cockles and mussels,  
Alive alive O!

SAMPLE

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# Lesson 3

**SACRAMENTO**

$\frac{2}{4}$  Time Signature

1 2 1 2 1 2 1 2 1 2 1 2

1 2 1 2 1 2 1 2 1 2 1 2

1 2 1 2 1 2 1 2 1 2 1 2

1 2 1 2 1 2 1 2 1 2 1 2

$\frac{2}{4}$  = 2 Beats in each bar

**CAOINEADH NA dTRÍ MUIRE**

$\frac{3}{4}$  Time Signature

1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3

1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3

1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3

1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3

$\frac{3}{4}$  = 3 Beats in each bar

4  
Time Signature

## THE MINSTREL BOY

**4**  
**4** = 4 Beats in  
each bar

### EXERCISE 1

= Crotchet = 1 Beat

= 1 Quaver = 1/2 Beat

= 2 Quavers = 1 Beat

= Crotchet Rest = 1 Beat

= Minim = 2 Beats

= Dotted Minim = 3 Beats

There is a time signature at the start of each of these melodies.

1. Draw bar lines in the music, making sure to divide the notes up so they match the time signature.
2. Put an x over the strong beat in each bar.
3. Count how many bars are in each piece.

**1**

How many bars are in this piece of music?

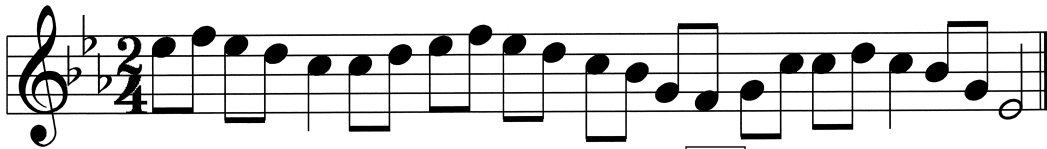
**2**

How many bars are in this piece of music?

**3**

How many bars are in this piece of music?

4



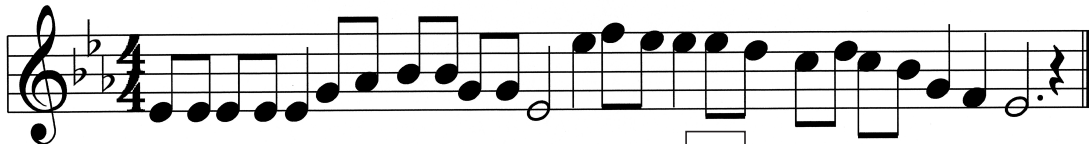
How many bars are in this piece of music?

5



How many bars are in this piece of music?

6



How many bars are in this piece of music?

### EXERCISE 2

Listen to each piece of music which is played.

Put a tick beside the time signature which matches what was played.

1

$\frac{2}{4}$  ☐     $\frac{3}{4}$  ☐  
 $\frac{4}{4}$  ☐

2

$\frac{2}{4}$  ☐     $\frac{3}{4}$  ☐  
 $\frac{4}{4}$  ☐

3

$\frac{2}{4}$  ☐     $\frac{3}{4}$  ☐  
 $\frac{4}{4}$  ☐

4

$\frac{2}{4}$  ☐     $\frac{3}{4}$  ☐  
 $\frac{4}{4}$  ☐

5

$\frac{2}{4}$  ☐     $\frac{3}{4}$  ☐  
 $\frac{4}{4}$  ☐

6

$\frac{2}{4}$  ☐     $\frac{3}{4}$  ☐  
 $\frac{4}{4}$  ☐

**SCORE / OBSERVATION:**

[illegible]

The answer to the five clues is	
<p>(Write the name of mystery person no. 4 above).</p> <p>Please find out some information about this person and write it in the space provided below. There is a space for you to draw a picture or to stick one in, if you can find one.</p>	
<div></div>	<div></div>
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[illegible][illegible][illegible][illegible][illegible]

