

3rd Class:

Use the song we learnt about rhythm notes to do these activity sheets. Do you remember in our song we had crochets, minims and semibreves?

Crochet:	Minim:	Semibreve:
		
1 beat	2 beats	4 beats

See if you can add up all the sums on this music-note activity sheet. Try the bonus sum at the bottom of the page if you feel like a challenge!

Activity sheet below is available online here: (image is clearer if you download from the weblink):

<https://www.makingmusicfun.net/pdf/worksheets/it-all-adds-up-worksheet-one.pdf>

About This Activity
 Drill three basic rhythmic values with this musical math fact worksheet. Provide the answers for the first column of "facts" (Example: $\text{c} + \text{c} = 2$). Then try to beat your score with more correct answers, or try racing the clock to complete the second and third columns in record time. This activity is great fun for the music classroom, as kids work together in pairs racing to be the first to complete the worksheet!

Worksheet: Grand Staff, Half and Quarter Notes

$1 + 1 = 2$



It All Adds Up!

$\text{c} + \text{c} =$ $\text{c} + \text{c} =$	$\text{c} + \text{c} =$ $\text{c} + \text{c} =$	$\text{c} + \text{c} =$ $\text{c} + \text{c} =$
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Score: _____ of 10
Score: _____ of 10
Score: _____ of 10

Bonus Question:

$\text{c} + \text{c} =$


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4th Class:

We were learning our song “Tap Dancer” from Fiddle Time Joggers. Here is a recording from String Life of the song with a backing track. Watch the way the player does the “tapping” notes – we used our left hand on the violin to make a tapping sound, but he uses the end of his bow very carefully, and taps at the bottom of the violin. See if you can also spot the “*Da capo al fine*” that we learned about in class. This is when you have to go back to the start of the piece again, and play until you see the word “*fine*”, which is Italian for “the end”.

Video is available online here: <https://www.youtube.com/watch?v=63ajFr5Z11U>

5th Class:

We have a note-naming exercise here, where you can use the two different rhymes we had for naming our notes on the musical staff. Here's a little refreshers before you get started:

Notes on a Line:
Every Good Buddy Deserves Fun

Notes on a Space (sandwiched between two lines):
If it's a space, think of **F – A – C – E**

Now try this activity sheet from Making Music Fun. If you get the notes in each bar right, they will spell out a word. If you're stuck on a note that isn't on one of our five lines, don't worry, there's a line at the top of the sheet that shows you each note and its name, but try them yourself first!

Activity sheet below available here (image is clearer if downloaded from the weblink):

https://www.makingmusicfun.net/html/f_printit_free_printable_worksheets/codebreaker-treble-clef-worksheet.php

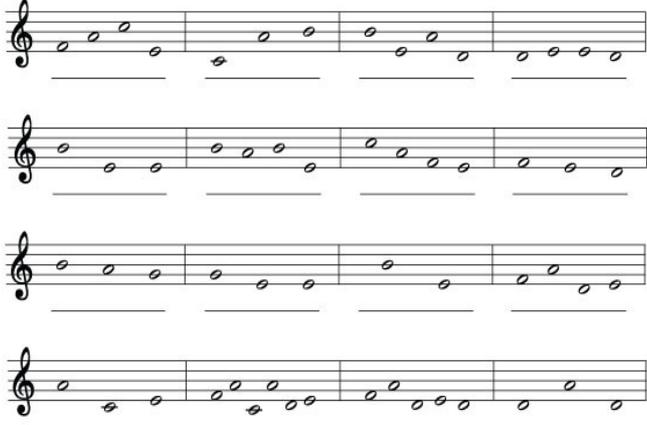
ABOUT ACTIVITY
CodeBreaker! is a note naming activity that is perfect for the music classroom or beginning instrumental/choral student. The challenge of this activity is to correctly name each note and then write its alphabet letter name on the blank below. The code is broken when the alphabet letters reveal the secret word.

Treble Clef





C D E F G A B C





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6th Class Orchestra:

We were working on Pachelbel's Canon in D, so I'd like you all to have a listen to it and keep it in your ear.

https://www.youtube.com/watch?v=es_3F3TLJS0

I'd also love for you to take a look at a video about a special orchestra called the Landfilharmonic – as you'll see in the video, all of their instruments are made from rubbish that was been thrown away, and then recycled to make violins, cellos and lots of other instruments – very impressive!

<https://www.youtube.com/watch?v=UJrSUHK9Luw>

Last but not least, have a look at this guide to the parts of the violin and see if you can find them all using the list on the left hand side of the page to help you. Next, try the wordsearch. There are two parts of the violin we hadn't learnt yet: number 9 is the tailpiece, and number 7 is the tailpin, or endpin. Otherwise, we've used all of these names in class before. This picture also shows us the shoulder rest, which we don't use in our lessons, but it's still a good idea to know what it looks like!

Find and circle the following words that are used to describe parts of the violin.

After you are done, label the parts in the diagramme accordingly.
How many do you know?

P I E S O U N D H O L E B H O E R
G C O H A H U D T I L A W B O W A
T A R O S I N C S R F D A R S C G
D S L U M I T H T A I L P I N W O
A C E L O T K I O K N D C D G I P
B O O D L T U N I N G P E G O N K
I K R E D A E R I C E Q P E D N F
N S L R S I W E U N R M D O E O D
P S C R O L L S P R B O W H A I R
K M C E A P G T W O O R I P E R F
W I O S T I E S I F A I S E A L G
E G G T C E R A S T R I N G S V M
S V Q L N C O L I N D J V B E R S
T R E D N E C K S E V W B O D Y D
N E W G R H D S R O B E S X N U O

BODY
BOW
BOW HAIR
BRIDGE
CHIN REST
FINGERBOARD

NECK
PEGBOX
ROSIN
SCROLL
SHOULDER REST
SOUNDHOLE

STRINGS
TAIL PIECE
TAIL PIN
TUNING PEG

