

# UNIT WALKTHROUGH LEVEL 3

## UNIT OPENER



► **Inspiring illustrations** create an engaging environment for students.

► **Motivational songs** or musical pieces relate to the illustration and the topic of the unit.

► Activities **stimulate creativity** and are centred on feelings and values.

**SING**

**LISTEN**

**dance**

'Pages are designed to help students learn to listen, sing and dance.. Students train their ear, improve their singing abilities and use their bodies to express rhythm.'

## DISCOVER

Music theory has never been more fun! Work on rhythm, pitch, duration, dynamics and tempo as you take your students through the basics of music. Short, easy-to-understand texts followed by hands-on activities to put new knowledge into practice.

**Discover LENGTH OF SOUNDS**

Each note symbol indicates a length. For each note symbol, there is an equivalent **rest symbol** of the same length.

note	rest	length
crotchet	-	1 beat
quaver	-	1/2 a beat
two quavers	-	1 beat
mimin	-	2 beats

**REMEMBER**

note	rest	length
crotchet	-	1 beat
quaver	-	1/2 a beat
two quavers	-	1 beat
mimin	-	2 beats

**Discover NOISE POLLUTION**

Noise can be pleasant or unpleasant, natural or artificial, soft or loud, clear or muffled.

Ask an adult to help you. Go online to find a video of an orchestra playing Capriccio. Listen and compare the sounds in your textbook. Write the type of sound (pleasant or unpleasant, natural or artificial).

Listen to these groups of four sounds. In your notebook, draw the height of the sounds using long or short lines. Look at the example.

FACT SHEET

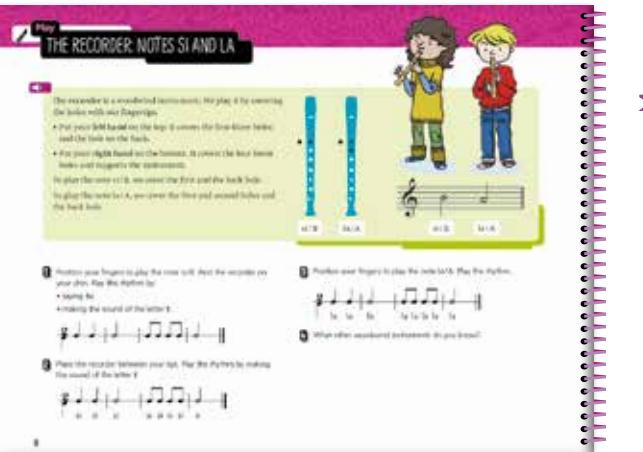
- This type of activity helps students practise listening and train their ear.
- Sound and technology are inseparable. This type of activity encourages students to use various technology tools to learn more about music.



# UNIT WALKTHROUGH

## PLAY

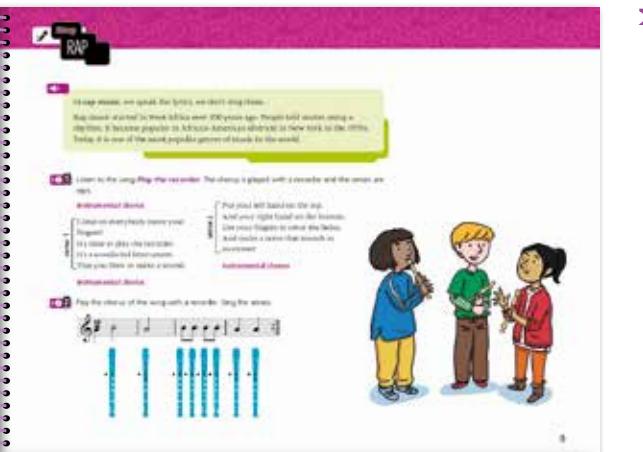
Move through a whole host of instruments, beginning with body percussion and simple instrumental activities.



- In Level 3, students start learning how to play the recorder.

## SING

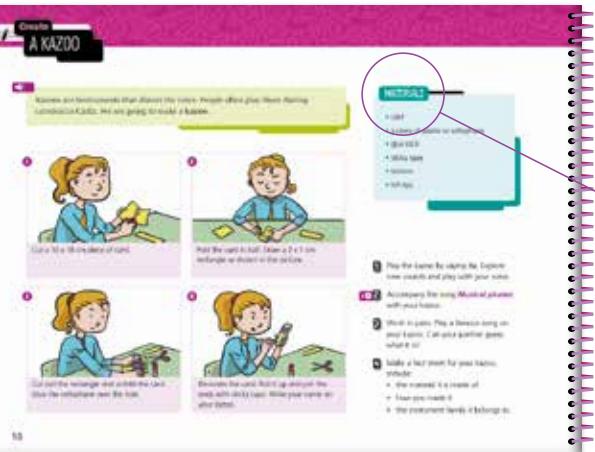
This page presents the voice as an instrument. It gives pupils the opportunity to practise their vocal technique while singing songs.



- Lyrics are always provided for each song so students can sing along.

## create

These workshops provide students with the opportunity to be creative and to express themselves.



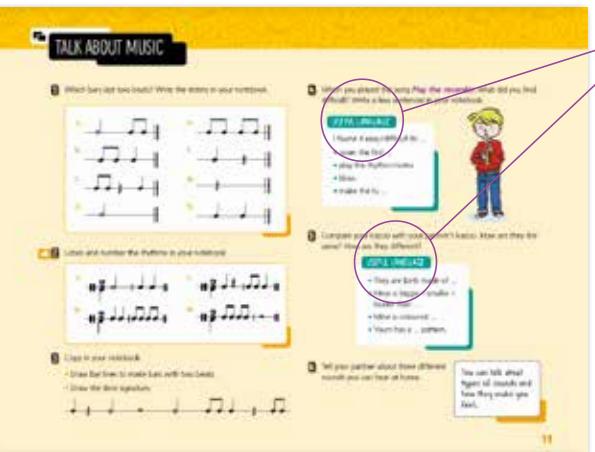
- Easy-to-follow written instructions and illustrations to complete the project.

## MATERIALS

- A list of easily available materials.

## TALK ABOUT MUSIC

Now that students have listened, discovered, played, sung and danced, it's time to talk about their experiences! These activities offer a supportive structure for them to express what they have learnt and how they feel about music.



## USEFUL LANGUAGE

- Activities to help students practise new content.
- Useful language structures to give students confidence in speaking.

# UNIT WALKTHROUGH



# FINAL PAGES

## END-OF-TERM PAGES

To reinforce group dynamics and cooperative learning, this end-of-term section proposes simple projects to be completed as a class. The Teacher's Book offers ideas on 'ways' collocates better of working together.

**TERM 2** *On Stage*

## POSTERS OF MUSICAL ENSEMBLES

**1** There are several types of musical ensembles, depending on the number of musicians and the instruments they play.

- A **symphony orchestra** includes all instrument families and many musicians, usually more than twenty.
- Bands are ensembles of musicians who play wind and percussion instruments.
- Pop and rock bands normally have fewer than ten musicians. They combine electric and acoustic instruments and usually have a singer.

We are going to make posters of the three different types of musical ensembles.

**2** Work in three groups.

**Group 1: Symphony orchestra**

- string instruments
- woodwind instruments
- brass instruments
- percussion instruments



**Group 2: Band**

- woodwind instruments
- brass instruments
- percussion instruments



**Group 3: Rock band**

- acoustic instruments
- electric instruments



LEVELS 1 & 2

URICS

the back of the book, the complete lyrics of the *Unit opener* songs are printed for **easy reference**.

**SONG LYRICS**

**Unit 1**

**Autumn**

Autumn, autumn we love you.  
Leaves are red and orange too.  
We see birds up in the trees.  
They sing songs for you and me.

Baba baba baba-ba,  
Fiddleiddleiddle-dah!  
Baba baba baba-ba  
Fiddleiddleiddle-dah!

Autumn, autumn we love you.  
Leaves are red and orange too.  
We see squirrels with red hats.  
They play in the autumn air.

Baba baba baba-ba,  
Fiddleiddleiddle-dah!  
Baba baba baba-ba  
Fiddleiddleiddle-dah!

Autumn, autumn we love you.  
Leaves are red and orange too.  
We see chestnuts on the ground.  
They are shiny, brown and round.

64 unit 1a

# PICTURE DICTIONARY

## **quick overview of the key vocabulary**

Students have learnt throughout the course.

**Percussion instruments**

symbols  
marimba  
metallophone  
timpani  
tubular bells  
xylophone

**String instruments**

harp  
piano  
violin

## FINAL PAGES



IN LEVELS 3 & 4

### RECORDER AND RECORDER REPERTOIRE

**RECORDER**

**Parts of the recorder**

**How to play the recorder**

62

A summary of the basic information about the recorder (parts, finger positions, technique).

**RECORDER REPERTOIRE**

**London bridge is falling down:**  
One, two, three, four, five, six, seven, eight,  
Nine, ten, eleven, twelve, thirteen, fourteen, fifteen,  
Sixteen, seventeen, eighteen, nineteen, twenty, twenty-one.

**Hot cross buns:**  
Hot cross buns, hot cross buns,  
One a penny, two a penny, hot cross buns.

**Twinkle, twinkle, little star:**  
Twinkle, twinkle, little star, how I wonder what you are.  
Up above the world so high, like a diamond in the sky.

64

A selection of easy songs students can play on the recorder.

### ORFF INSTRUMENTS MUSIC SCORES

A selection of scores to play percussion instruments in the classroom.

**ORFF INSTRUMENTS MUSIC SCORES**

**Move to the music**

66

### KEY CONCEPTS

A quick overview of the content students have learnt throughout the course.

**Length**

The length of a sound is how long or short it is.

For time signature indicate the number of beats in a bar.

**TYPES OF TIME SIGNATURES**

- Simple meter (one beat per bar)
- Double meter (two beats per bar)
- Quadruple meter (four beats per bar)

Notes sounds for the length of sounds.

Note	Number	Length	Value
eighth note	8	1 beat	1/8
sixteenth note	16	1/2 beat	1/16
thirty-second note	32	1/4 beat	1/32
sixteenth rest	16	1/2 beat	1/16

For double and triple time, the value of a note is halved.

For triple time, the value of a note is divided into three.

For double time, the value of a note is doubled.

For single time, the value of a note is normal.

68