

MUSIC

TEACHER'S BOOK

PRIMARY 2

UNIT 5 SUMMER MELODIES



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**PROMOTIONAL
MATERIAL**

5

SUMMER MELODIES

– OPENING PAGE

Play all day. CD 1 Track 21

– LISTEN

Tempo

– DISCOVER

Minims and minim rests

Accompaniment instruments

– PLAY

Wind instruments

– SING

Dynamics and tempo in a song

Driving in my car. CD 1 Track 24

– DANCE

Culture dance. CD 1 Track 26

– TALK ABOUT MUSIC

Tempo

Notes and rests

Woodwind and brass instruments

Tempo in a song

– LANGUAGE FOCUS

- Summer and beach: hot weather, sunshine, sun cream, sunglasses, bucket and spade, sandcastles
- Tempo English words: slow, moderately slow, fast, very fast
- Woodwind instruments: flute, clarinet, oboe, bassoon
- Brass instruments: trumpet, French horn, trombone, tuba

CONTENTS

Auditory and visual recognition and description of some wind instruments, classifying them in accordance with how they are played.

Knowledge and use of basic musical language – notes and their lengths and rests, melodic lines – to read conventional and unconventional scores in order to perform pieces of music.

Differentiation of the basic contrasts of dynamics (*forte-piano*) and tempo (*adagio, andante, allegro, presto*).

Performance of simple dances in pairs and in groups controlling posture, coordination and correct movements in time and space with other people.

– KEY STRUCTURES

- Imperatives: put on (sun cream), circle, open, close, clap, hop, spin
- Put on your sun cream / sunglasses.
- Brass instruments are made of metal.
- A flute isn't a string instrument.
- A clarinet is a woodwind instrument.
- Which tempo do you like to dance to? Why?
- What is the tempo in your favourite song?


– MUSIC CONCEPTS


In this unit pupils will learn:

- tempo: *adagio, andante, allegro, presto*
- minims and minim rests
- melody and accompaniment
- woodwind and brass instruments

	EVALUATION CRITERIA Pupils will be able to:	LEARNING STANDARDS Pupils are able to:	KEY COMPETENCES						
			LIN	MST	DIG	LTL	SOC	AUT	CUL
	Identify and recognise wind instruments.	Recognise and classify wind family instruments.		●				●	
	Learn about the basic elements of musical language.	Understand the basic elements of musical language.		●				●	
	Identify in simple scores notes (minim, crotchet, quaver) and rests.	Recognise and discriminate in simple scores notes (minim, crotchet, quaver) and rests.		●				●	
	Describe the tempo and dynamics of a simple piece of music.	Perceive and express contrasts in tempo and dynamics in songs via listening and unconventional scores.		●				●	
	Dance in a coordinated way taking into account movement in time and space.	Perform dances in a coordinated way taking into account movement in time and space (laterality, circles, etc.), following performance instructions.						●	

CROSS-CURRICULAR LINKS

 This unit links to Natural Science with a focus on landscape features of the coastline, the season of summer and the importance of looking after the environment.

 This unit links to Art with a focus on materials used to make models such as clay.

COMPLEMENTARY ACTIVITIES

Music

Class worksheet – Unit 5: Pupils identify in scores notes and rests. Then, they invent an accompaniment for a melody.

Art

Pupils make a beach scene with plasticine models on a coloured cardboard base.

English

Work on types of weather and structures to express it.

Science

Pupils make a collage poster of different natural coastline features.

ICT

Pupils find and compare links to relaxing flute music online.

Digital resources

- Pupil's IWB Book
- Presentations:
 - Unit presentation
- Lyrics
- Musical scores
- Class worksheets
- Audio bank
- Flashcards
- Dynamic scores
- Posters
- Interactive activities
- Multimedia resources
 - Video: *Culture dance*



GO TO THE TEACHER'S CD OR PUPIL'S IWB BOOK TO LISTEN TO THE TEXT.

OPENING PAGE

OPTIONAL MATERIALS

- Piece of A4 paper

5

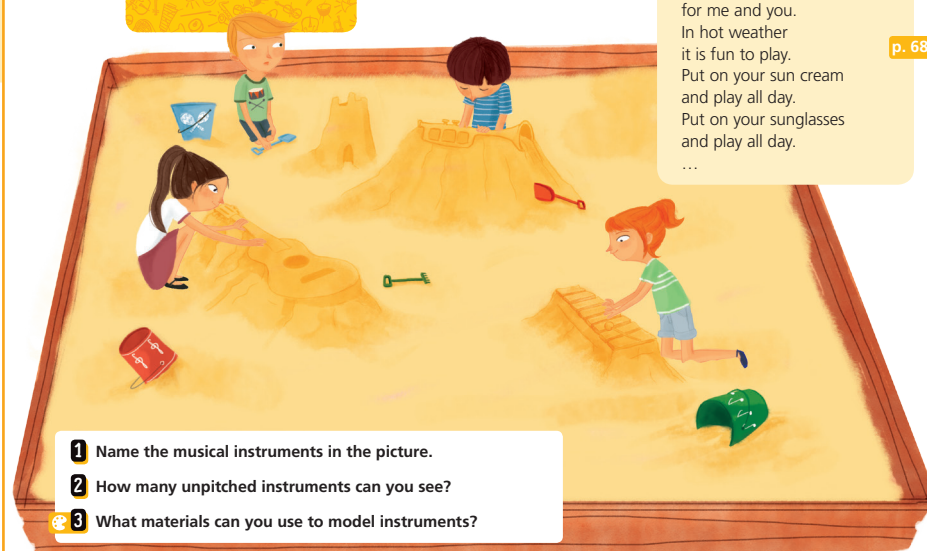
SUMMER MELODIES

21 Listen and sing.

Play all day

In hot weather
the sky is blue.
The Sun is shining
for me and you.
In hot weather
it is fun to play.
Put on your sun cream
and play all day.
Put on your sunglasses
and play all day.
...

p. 68



1 Name the musical instruments in the picture.

2 How many unpitched instruments can you see?

3 What materials can you use to model instruments?

36 thirty-six

GETTING STARTED

Ask pupils to look at the illustration. Ask: **What can you see?** *Children playing on the beach. What are they making?* *Sandcastles in the form of musical instruments. What season is it?* *Summer. Do you like going to the beach in summer?* *Yes, I do. / No, I don't. What's the weather like?* *It's hot and sunny with blue skies. Be careful with the sun. What can we put on to protect ourselves?* *Sun cream and sun glasses.*

LEVELLED QUESTIONS

- ★ What are they making?
- ★★ Do you like going to the beach in summer?
- ★★★ What's the weather like?
- ★★★★ What can we put on to protect ourselves?

STEP BY STEP

PAGE 36

1 Name the musical instruments in the picture.

- Ask pupils to find the instruments, teach any they don't know: guitar, trumpet, metallophone or xylophone.
- Ask: **What is the metallophone made of?** *Metal. And the xylophone?* *Wood. What is the one in the picture made of?* *Sand.*

2 How many unpitched instruments can you see?

- Ask pupils: **Can you make tunes / melodies with the guitar?** *Yes, you can. And with the metallophone?* *Yes, you can.*
- Explain that these instruments are pitched and make recognisable notes.
- Ask for examples of unpitched instruments, e.g. claves, wood block, hand drum.
- Ask the question in Activity 2. The answer is none! But explain that you could use the bucket and spade as an unpitched musical instrument.

3 What materials can you use to model instruments?

- Get pupils to volunteer ideas. Help with words, e.g. clay, plasticine, sand and water, papier mâché.

21 Listen and sing.

- Work on emotional intelligence. Ask: **Does summer make you feel happy? Why?** Elicit some reasons which will help them with the lyrics of the song: *hot weather, the sun is shining, the sky is blue, play all day.*
- Let pupils read, listen and join in on the first playing (complete lyrics: see Pupil's Book, page 68).


1 21 PLAY ALL DAY

In hot weather the sky is blue.
 The Sun is shining for me and you.
 In hot weather it is fun to play.
 Put on your sun cream and play all day.
 Put on your sunglasses and play all day.

Ey, oh, ey, oh, ey, oh, ey,
 Hot weather is fun.
 Ey, oh, ey, oh, ey, oh, ey,
 Be careful in the sun.

In hot weather the sky is blue.
 The Sun is shining for me and you.
 In hot weather it is fun to play.
 Put on your sun cream and play all day.
 Put on your sunglasses and play all day.
 Put on your sun hat and play all day.

Ey, oh, ey, oh, ey, oh, ey,
 Hot weather is fun.
 Ey, oh, ey, oh, ey, oh, ey,
 Be careful in the sun.

- Encourage everyone to participate on the second playing.
-  Ask pupils: **How can we look after the natural environment of the sea and the beach?** Tell them that we should never throw rubbish in the sea or on the beach. We should always throw rubbish in the bin.

SOLUTIONS

- 1** Musical instruments: guitar, trumpet, metallophone or xylophone
- 2** There aren't any unpitched instruments.
- 3** Materials: clay, plasticine, sand and water, papier mâché

WRAP IT UP

Tell pupils that they will sing the song a final time (**CD 1 Track 21**) but on the *class beach*. You could draw a sun on the board and some waves. Tell pupils that they all have buckets and spades.

FAST FINISHERS

On a piece of A4 paper, ask fast finishers to draw a guitar or a trumpet.

TEACHER TIP

Always ask pupils how they feel about scenes and ideas in the course to work on emotional intelligence.

LISTEN

OPTIONAL MATERIALS

- Four pieces of A4 paper
- Crayons, felt tips or coloured pencils
- Recordings of pieces with contrasting tempos
- Percussion instrument, e.g. claves
- Metronome
- Flashcards: *adagio*, *andante*, *allegro*, *presto*

Listen TEMPO



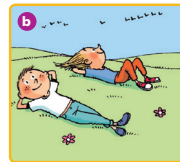
The speed of a piece of music is called the **tempo**. We use Italian words to talk about tempo.

Italian	English
<i>adagio</i>	slow
<i>andante</i>	moderately slow
<i>allegro</i>	fast
<i>presto</i>	very fast

1 Listen and write the tempos.



presto



23 2 Sing the song *Play all day* at different tempos.

thirty-seven 37

GETTING STARTED

- Use the images in Activity 1 to introduce the concept of tempo: In picture **a**, are the children moving very fast or slowly? *Very fast*. In picture **b**, are they moving fast or slowly? *Slowly*. Repeat getting across the idea of *fast pace* for **c** and *walking pace* for **d**. Which is faster, picture **a** or **c**? Picture **a**.
- Explain that music is movement in sound and can be at different speeds, that is, tempos.

STEP BY STEP

PAGE 37

- Read aloud the introductory text (CD 2 Track 31). Get pupils to repeat the Italian names.

2 32 1 Listen and write the tempos.

- Play the audio once and ask pupils to point to the picture they hear and to think about the tempo.
- They listen again, then write. Tell them to check spelling with the chart in the introductory text.
- Pupils can check in pairs before you check with the whole class.

1 23 2 Sing the song *Play all day* at different tempos.

- Start with an *andante* pace, then try the song at *presto*. You could try all four tempos in one rendition by conducting and calling out the tempo – start slow and end on *presto*!

SOLUTIONS

- 1 a. *presto*; b. *adagio*; c. *allegro*; d. *andante*
- 2 Praise for correct response to changes in tempo.

★ EXTRA ACTIVITIES

Guess the tempo

- Choose four pieces with contrasting tempos. Here are some suggestions:
 - Bach: *Air (adagio)*
 - L. Mozart: *Toy Symphony (andante)*
 - Offenbach: *Can-can (allegro)*
 - Rimsky-Korsakov: *Flight of the Bumblebee (presto)*
- Listen to each one and let the pupils guess the tempo.

Walk with different tempos

- Use the previous pieces or choose different ones. Play them randomly. Pupils should walk through all the space in the classroom at the speed of the chosen piece.

Changes of tempo

- Choose a piece with variations in tempo. For example, Brahms' *Hungarian Dance No. 5*. Tell

pupils that they have to mark the beat, e.g. clapping their hands or playing a percussion instrument such as claves. Pupils should adapt their speed to each change of tempo.

- You can mix the previous extra activities and get pupils to walk through the classroom space responding to a piece with variations in tempo.

Metronome

- Show your pupils what a metronome is and how it works. You can use both traditional models and modern apps or online websites.
- After showing them how to use the metronome, do some activities where they can practise handling the device.

Flashcards

- Use the flashcards for the terms *adagio*, *andante*, *allegro* and *presto*. Pupils should order the cards from the slowest to the fastest and vice versa.
- Pupils can also do this activity in pairs.

WRAP IT UP

Divide the class into four groups. Give each group a tempo. They have to design a flashcard with the tempo written on it and include an illustration. Pin up the flashcards on the wall when they have finished.

FAST FINISHERS

Ask fast finishers to copy the chart of the Italian tempo words with their English meanings.

TEACHER TIPS

- Children can get very excited with some types of activities. When you need to regain their attention, raise your arm in the air. Don't say a word until you get silence and when all pupils have their arms in the air. Pupils will learn this technique very quickly.
- When performing in groups, always remind pupils that they have to work together in a coordinated way and that everyone is equal in the group.

DISCOVER

MATERIALS

- Flashcards: minim, minim rest, crotchet, quaver

OPTIONAL MATERIALS

- Small percussion instruments



Discover

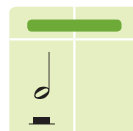
MINIMS AND MINIM RESTS



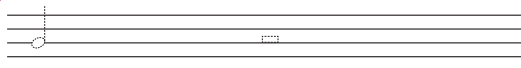
A **minim** lasts two beats.

A minim is the same length as two crotchets or four quavers.

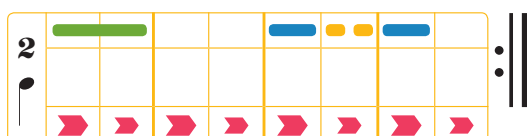
A **minim rest** also lasts two beats. We always write it on the third line of the stave.



1 Trace. Practise writing minims and minim rests.



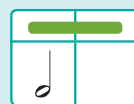
2 Write the notes. Play the rhythm.



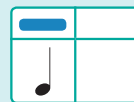
38 thirty-eight

REMEMBER

- A minim lasts two beats.



- A crotchet lasts one beat.



- A quaver lasts half a beat.



GETTING STARTED

Ask pupils: Can you remember the name of the note that lasts one beat? *Crotchet*. And half a beat? *Quaver*. Draw a minim on the board and ask: Can you guess how many beats this note lasts? Two. Draw pupils' attention to the **REMEMBER** box.

STEP BY STEP

PAGE 38

- Read aloud the introductory text (**CD 2 Track 33**). Use flashcards to present and revise the concepts.

1 Trace. Practise writing minims and minim rests.

- Pupils trace and practise writing minims and minim rests. Make sure they understand that the minim rest has to be on the third line of the stave.

2 Write the notes. Play the rhythm.

- Ask pupils to study the diagram and identify the values according to the colours and rests. They can write the notes and check in pairs.
- Play the rhythm in unison with the class. Take this opportunity to revise musical language: the repeat sign, bar lines, downbeats and time signature.

SOLUTIONS

- Monitor for correct writing.
- Praise correct production of the rhythm.

DIGITAL TIP

Display the digital poster *Musical scale / Note symbols* on the interactive whiteboard. Use it to present and revise different music concepts. Play the **Memory game**. Circle a section of the digital poster you want pupils to memorise, e.g. minim, crotchet, quaver, flag stem. Give them one minute to study, then three minutes to recreate the section of the poster without looking at it.

WRAP IT UP

Divide the class into two groups: group 1 marks the beat while group 2 plays the rhythm. Then, swap. You can add two different small percussion instruments, one per group, to help mark the beat.

FAST FINISHERS

Ask fast finishers to invent a new rhythm to eight beats using the same diagram as in Activity 2. It must include a minim and a minim rest.



Discover

ACCOMPANIMENT INSTRUMENTS



We can use unpitched percussion instruments to **accompany** a melody. We write the rhythms for these instruments on separate lines underneath the main stave.

1 Sing the melody. Accompany it with percussion instruments.

melody

accompaniment

melody

accompaniment

thirty-nine 39

MATERIALS

- Unpitched percussion instruments
- Music videos with obvious melody and percussion accompaniment

OPTIONAL MATERIALS

- Pitched percussion instruments

GETTING STARTED

Ask pupils: **Do you sometimes have a song in your head?** Ask for examples and point out that the melody of a song is very memorable, but there is also accompaniment, that is, other instruments which helps keep the beat of the song going.

STEP BY STEP

PAGE 39

- Read aloud the introductory text (CD 2 Track 34).
- Ask for examples of unpitched percussion instruments that could accompany a song, e.g. hand drum, claves, wood block, tambourine, etc.

1 Sing the melody. Accompany it with percussion instruments.

- You sing the melody and get them all to tap the beat. Get half of the class to sing the melody while the other half plays the beat. Then, swap.
- Keep the class in two halves: one is responsible for the melody while the other is in charge of the accompaniment. Distribute instruments to the accompaniment group. Practise the melody and accompaniment. Then, swap groups.
- Play a selection of music videos with obvious melody and percussion accompaniment. Ask pupils to notice who sings or plays the melody and which instruments play the accompaniment.

SOLUTIONS

- 1** Praise pupils for producing the beat, the melody and for handling instruments correctly.

DIGITAL TIP

Display the digital poster *Percussion instruments* on the interactive whiteboard. Use it to revise and teach unpitched and pitched instruments. Play **Point and play**. Put pupils in instrument groups for unpitched or pitched instruments. When you point to the instrument on the poster, the corresponding group plays eight crotchets. You can point to two or three instruments at one time to get duo or trio performances or get everyone to play in unison.

WRAP IT UP

Get pupils to do a final performance of the musical piece in Activity 1.

FAST FINISHERS

Ask fast finishers to copy the first four bars of the melody in Activity 1 onto a stave.

PLAY

MATERIALS

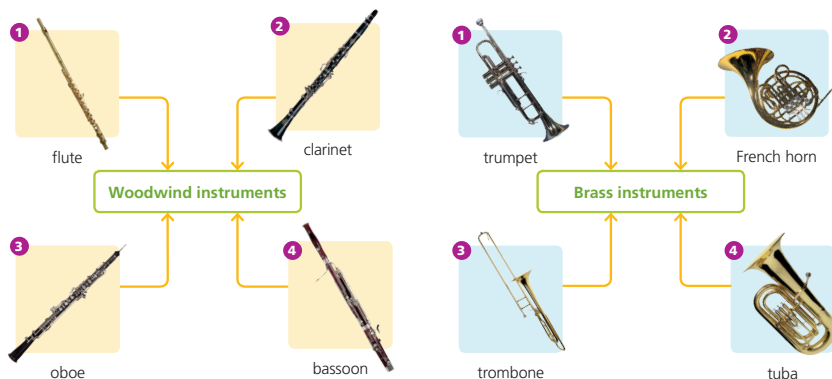
- Flashcards: woodwind instruments, flute, clarinet, oboe, bassoon, brass instruments, trumpet, French horn, trombone, tuba

OPTIONAL MATERIALS

- Piece of A4 paper


 WIND INSTRUMENTS


We play **wind instruments** by blowing air into them. The air vibrates and makes a sound. There are two types of wind instruments: **woodwind instruments** (made of wood) and **brass instruments** (made of metal).



1 Listen to each instrument. Is it woodwind or brass?

40 forty

GETTING STARTED

Get pupils to look at the instruments on the page and ask: **What types of instruments can you see?** *Wind.* **How do we play them?** *We blow them.* Point to individual instruments and ask: **How does it sound?** *High, loud, low, soft,* etc.

STEP BY STEP

PAGE 40

- Read aloud the introductory text (**CD 2 Track 35**). Make sure the two categories of instruments are clear and that they understand that *brass* is a type of metal.
- Show flashcards for this lesson. For each card, ask: **What is this called? Is it a woodwind or a brass instrument?** Check pronunciation.

2 36 1 Listen to each instrument. It is woodwind or brass?

- Pupils listen and decide if each instrument is woodwind or brass.
- On a second playing, get pupils to tell you which instrument they hear.

SOLUTIONS

- 1** a. brass (trumpet); b. woodwind (clarinet); c. brass (tuba); d. woodwind (flute)

DIGITAL TIP

Display the digital poster *Wind instruments / String instruments* on the interactive whiteboard. Use it to teach and revise the different groups of wind instruments. Play the **Memory game**. Give them one minute to study the wind instruments on the poster, then two minutes to write a list without looking at the poster. You can also play **What instrument are you?** Ask pupils to become one of the instruments on the poster. Pupils mingle and ask each other what instruments they are. When their instrument is revealed, they must stand with other instruments / pupils in their family.

WRAP IT UP

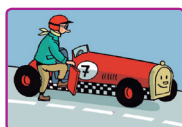
Class vote. Get pupils with a show of hands to vote for the wind instrument they would like to play. Write up on the board the results, e.g. clarinet 6, flute 2, tuba 4, etc.

FAST FINISHERS

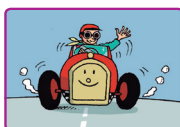
Ask fast finishers to make a chart with woodwind and brass instruments on a piece of A4 paper.

Sing DRIVING IN MY CAR

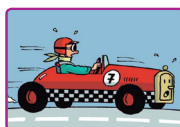
- 24 **1** Listen to the changes in dynamics and tempo.
Sing the song.



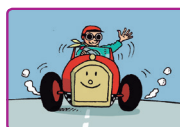
I am driving, I am driving,
Four wheels moving on the road.



Vroom, vroom, vroom, vroom,
I am driving in my car.



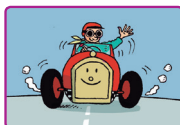
I am driving, I am driving,
Driving faster on the road.



Vroom, vroom, vroom, vroom,
I am driving in my car.



I am driving, I am driving,
Driving slower on the road.



Vroom, vroom, vroom, vroom,
I am driving in my car.



I am driving, I am driving,
Driving home on the road.



Vroom, vroom, vroom, vroom,
I am driving in my car.

forty-one **41**

SING

OPTIONAL MATERIALS

- Piece of A4 paper

Lyrics on page 132

GETTING STARTED

- Before the activities, ask pupils if they remember the dynamics: *forte*, *piano*, *crescendo*, *diminuendo*. And tempos: *adagio*, *andante*, *allegro*, *presto*.
- Write the symbol for *forte* on the left-hand side of the board and *piano* on the right. In the middle, put *crescendo* nearer *forte* and write *diminuendo* nearer *piano*.
- Draw a car at the bottom of the board. Ask: **Do you like cars? Yes, I do. / No, I don't. What noise does a car make? Vroom, vroom.**

STEP BY STEP

PAGE 41

- 1 24 1** Listen to the changes in dynamics and tempo. Sing the song.

- Pupils read and listen to the song. When the dynamic changes, tell them to point to *forte* or *piano* on the board.
- On the second listening, ask pupils to sing and to observe the dynamics.
- On the third listening, pupils can raise a hand when they think the tempo changes.

SOLUTIONS

- 1** Monitor to make sure pupils observe changes in dynamics and tempo.

WRAP IT UP

Get pupils to act driving cars on the final rendition of the song (**CD 1 Track 24**) in the manner of the tempo and the dynamics.

FAST FINISHERS

On a piece of A4 paper, ask pupils to draw a fast moving car and a slow moving one

TEACHER TIPS

- Encourage pupils more reluctant to participate in songs with a smile and a nod of the head.
- To take a break from activities and cool pupils down, use techniques like the melting snowman. Tell pupils that they are snowmen and snowwomen slowly melting in the sun. After a minute or so, resume activities.

DANCE

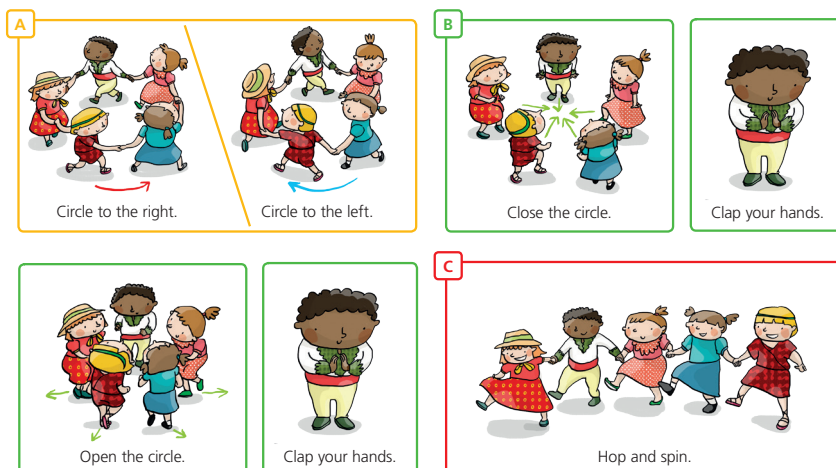


Dance

MUSIC ACROSS CULTURES

26 1 Listen. Dance with your classmates.

A B A B C C A B A B C C C C



42 forty-two

GETTING STARTED

- To warm up pupils, ask: **Do you like dancing?** Yes, I do. / No, I don't.
- Tell them that dance and music teach us about other cultures. There are different people, dances and types of music all over the world.

- On the first listening, get pupils to dance in groups. Make sure everyone is following the steps.
- On the second listening, get them all to dance.
- If possible, give pupils a rehearsal, then tell them that for the final performance you are going to record them on your phone, so everyone must try to do their best.

STEP BY STEP

PAGE 42

1 26 1 Listen. Dance with your classmates.

- Remind pupils that a dance has form. Ask them to look at the page and tell you the form of the dance: ABC.
- Talk through the pictures demonstrating the actions to pupils in small groups. Make sure they understand the instructions: *circle to the right / left, close / open the circle, clap your hands, hop and spin.*

SOLUTIONS

- Encourage correct production of the dance steps and coordination.

WRAP IT UP

Show the video of your pupils dancing the *Culture dance*.

DIGITAL TIP

Play the video (*Culture dance*) so that pupils can visualise your explanation. While in their seats, encourage them to make a physical response with their bodies. This will help reinforce the structure of the routine.

FAST FINISHERS

If there are fast finishers, it means that they are not coordinating with the rest of the group. Ask them to focus on following their classmates.

TEACHER TIP

It is always better to walk through dance steps before pupils try to dance them to music.



TALK ABOUT MUSIC

TALK ABOUT MUSIC

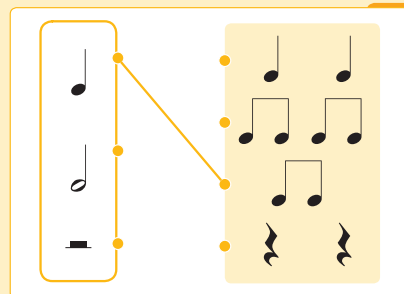
MATERIALS

- Flashcards: *adagio*, *andante*, *allegro*, *presto*, minim, minim rest, crotchet, quaver, woodwind instruments, flute, clarinet, oboe, bassoon, brass instruments, trumpet, French horn, trombone, tuba

1 Complete.

adagio	
allegro	

2 Match.



3 Work in pairs. Take turns as speaker 1 and speaker 2.

Speaker 1	Speaker 2
A clarinet	a string instrument.
A trumpet	a percussion instrument.
A flute	a woodwind instrument.
A tuba	a brass instrument.

Share the sentences with your classmates. Decide if they are true or false.

4 Take turns to ask and answer.

- Which tempo do you like to dance to? Why?
- What is the tempo in your favourite song?

forty-three 43

GETTING STARTED

Use the flashcards for the unit to remind pupils of things they have learnt. They can make sounds or movements in the manner shown on each flashcard. You can also get them to look back at the pages in the Pupil's Book. For quick revision, ask them concept questions.

STEP BY STEP

PAGE 43

1 Complete.

- Pupils write in the missing words.

2 Match.

- Pupils match up the symbols which have the same number of beats. For pupils having problems, point out that you can join up the options more than once, as long as they have the same number of beats.

3 Work in pairs. Take turns as speaker 1 and speaker 2. Share the sentences with your classmates. Decide if they are true or false.

- Explain the first part of the instructions where pupils will work in pairs to make affirmative and negative sentences.
- For the second stage, ask volunteers to make some true and false statements to the whole class. The class should respond shouting *true* or *false*.

4 Take turns to ask and answer.

- Ask one pupil to ask you the questions as an example.
- Give pupils some thinking time before they give their answers.
- Pupils can work in homogeneous groups.

SOLUTIONS

1 *adagio* – slow; *allegro* – fast

2 The minim and the minim rest on the left match with all symbols except for the two quavers on the right and the single crotchet on the left.

3 Suggested answers: A clarinet is a woodwind instrument. A clarinet isn't a percussion instrument. A trumpet is a brass instrument. A trumpet isn't a string instrument. A flute is a woodwind instrument. A flute isn't a brass instrument / percussion instrument. A tuba is a brass instrument. A tuba isn't a woodwind instrument / string instrument.

4 Pupils' own ideas

KEEP IN MIND

- Send the Unit 6 Parent Letter home.

SUMMER MELODIES

UNIT 5 CLASS WORKSHEET

NAME: _____ CLASS: _____

1 Match the two columns.



half a beat



1 beat

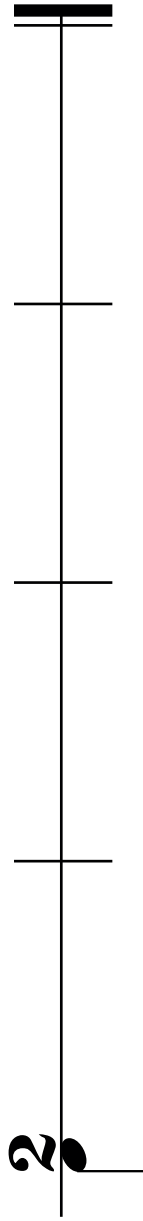


2 beats

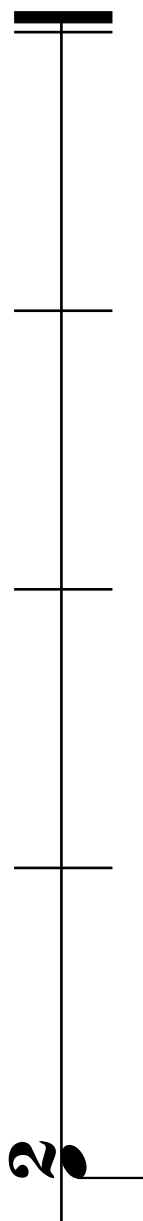


2 Fill in with notes and rests. Remember that the time signature $\frac{2}{2}$ has two beats in each bar.

- Use crotchets, crotchet rests, minims and minim rests.



- Use crotchets, crotchet rests and quavers.



UNIT 5

PRIMARY 2

NAME: _____ CLASS: _____

	LIMITED 1-2	IN PROGRESS 3-4	BASIC 5-6	PROFICIENT 7-8	ADVANCED 9-10
Identify and recognise wind instruments.					
Learn about the basic elements of musical language.					
Recognise and discriminate in simple scores notes (minim, crotchet, quaver) and rests.					
Describe the tempo and dynamics of a simple piece of music.					
Dance in a coordinated way taking into account movement in time and space.					

SCORE _____ /50

