

Sample!



Level 1

Music

Student Worksheets



Contents

INSTRUMENTS AND SOUND

A. INSTRUMENTS

B. WHAT MAKES SOUND?

C. MAKING SOUNDS

D. MAKING INSTRUMENTS

E. WARMING UP

F. VOCAL ACTIVITY



RESPONDING TO AND MAKING MUSIC

A. RESPONDING TO MUSIC

B. LISTENING ACTIVITY

C. MUSICAL SEQUENCES

D. PRACTISING RHYTHMS

E. PERFORMANCE



APPENDICES

MAPPING OF LEARNING OUTCOMES



Copyright © 2020, Janna Tiarney, Educoot. All Rights Reserved.



Assessment Brief 1: Musical Instruments

Course:	Music
Course Code:	MIA23
Assessment:	Collection of Work
Title:	Musical Instruments
Weighting:	Collection of Work 100%

Guidelines

You will be expected to:

1. Name common instruments.
2. Use instruments to make sounds.

Assessment criteria

- Exercises and tasks must be complete and correct.
- Answers must be set out in a clear way.
- Use the vocabulary of musical instruments, e.g. instrument names, Irish instruments, strings, percussion, brass, woodwind, orchestra, conductor, etc.
- Identify common instruments, e.g. piano, drums, trumpet, violin, harp, guitar, xylophone, bagpipes, etc.
- Write a list of things that make sound.
- Explore some sound words.
- Go on a sound work and identify sounds you hear and where they might be coming from.



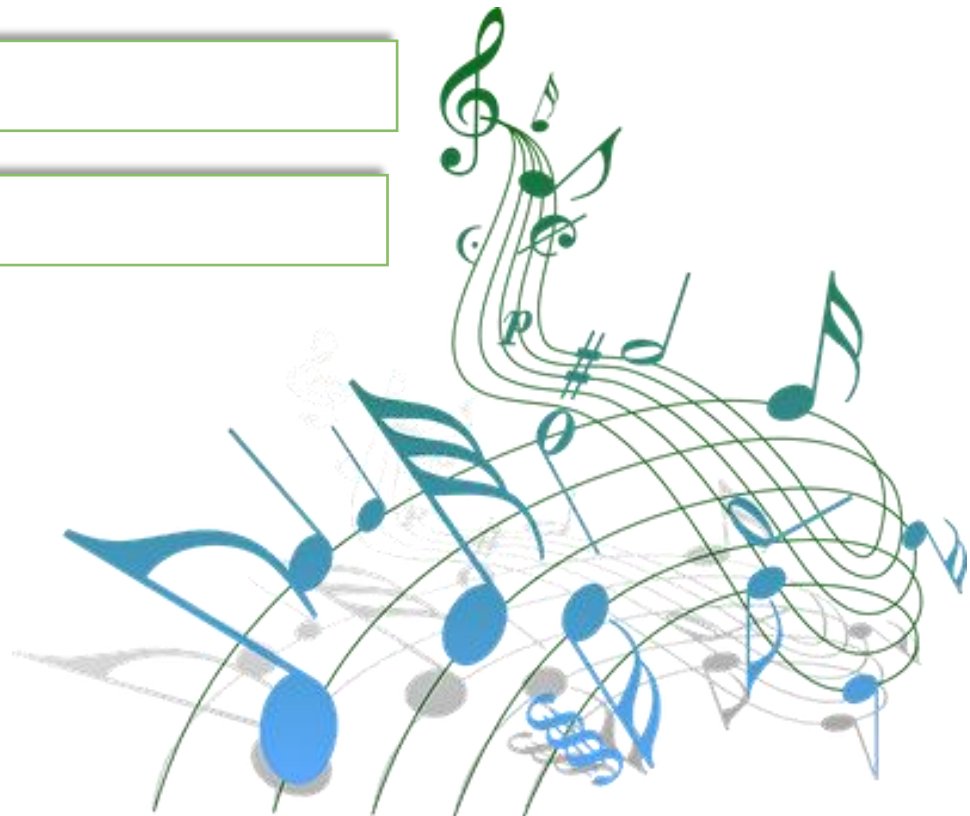
- Be aware of different sounds in different environments.
- Use parts of the body and everyday items to make sounds.
- Take part in group singing.
- Use instruments (real and/or homemade) to make sounds.
- Take part in group music-making activities, e.g. using everyday items and your homemade instruments.
- Discussions may be recorded.
- Photographic and/or video evidence may be required.

Submission date:

I confirm that this is my own work.

Signed:

Date:

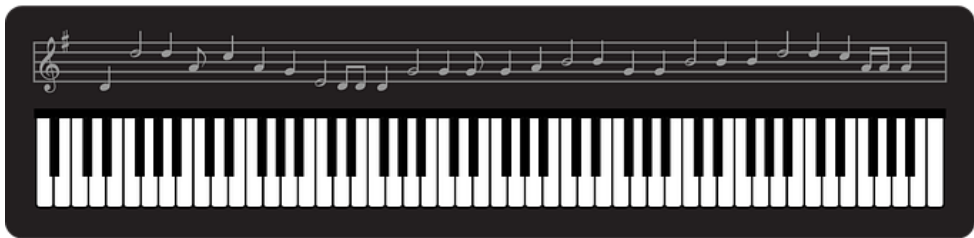
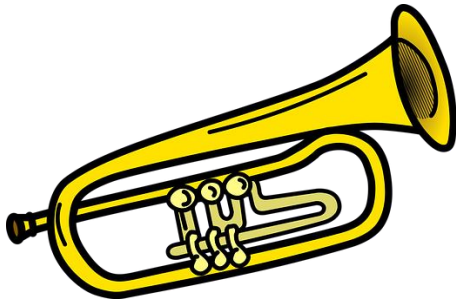




A. Instruments

I. Name the instruments.

piano, trumpet, keyboard, drums, guitar





12. Write these words into the shapes.

tuba, piano, drums, keyboard, organ, cello, ukulele, recorder, guitar, flute

The shapes are arranged as follows:

- Top left: A horizontal row of 5 boxes, with the first box being taller than the others.
- Top right: A horizontal row of 5 boxes, with the third and fourth boxes being taller than the others.
- Middle left: A horizontal row of 5 boxes, with the first box being taller than the others.
- Middle right: A horizontal row of 4 boxes, with the first and third boxes being taller than the others.
- Bottom left: A horizontal row of 5 boxes, with the third box being taller than the others.
- Bottom right: A horizontal row of 8 boxes, with the third and seventh boxes being taller than the others.
- Bottom left (second row): A horizontal row of 8 boxes, with the sixth box being taller than the others.
- Bottom right (second row): A horizontal row of 5 boxes, with the second and fourth boxes being taller than the others.
- Bottom left (third row): A horizontal row of 7 boxes, with the second, fourth, and sixth boxes being taller than the others.
- Bottom right (third row): A horizontal row of 6 boxes, with the fourth box being taller than the others.

13. Which of these instruments looks like a small guitar?



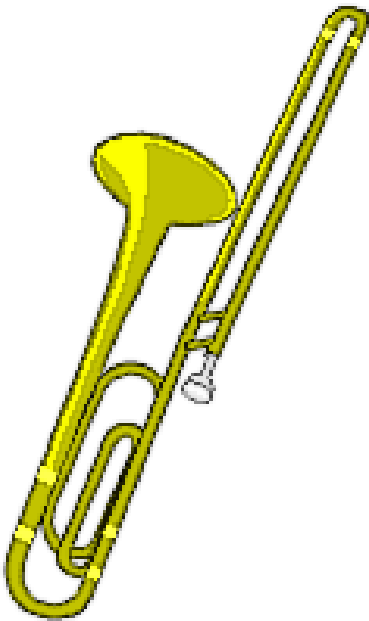
19. To which group does each instrument belong?



Strings



Woodwind



Brass



Percussion



3. Match the things and the sounds they make.

- | | |
|------------|---------|
| a) thunder | crackle |
| b) clock | drip |
| c) water | howl |
| d) door | beat |
| e) kettle | clatter |
| f) wind | tick |
| g) fire | toot |
| h) hooter | rumble |
| i) heart | sing |
| j) dishes | creak |

4. Try to make these sounds:





4. Even your body is a musical instrument. Try making these sounds: (tick the ones you try)

- Stomping with your feet
- Patting your arms
- Patting your legs
- Patting your cheeks with your hands (gently!)
- Clapping hands together
- Snapping fingers
- Hitting your chest
- Whistling
- Clicking with your tongue



5. Other:

6. Which made the loudest noise?

7. Which made the softest noise?

*Listen to a song and respond with movement and noise!



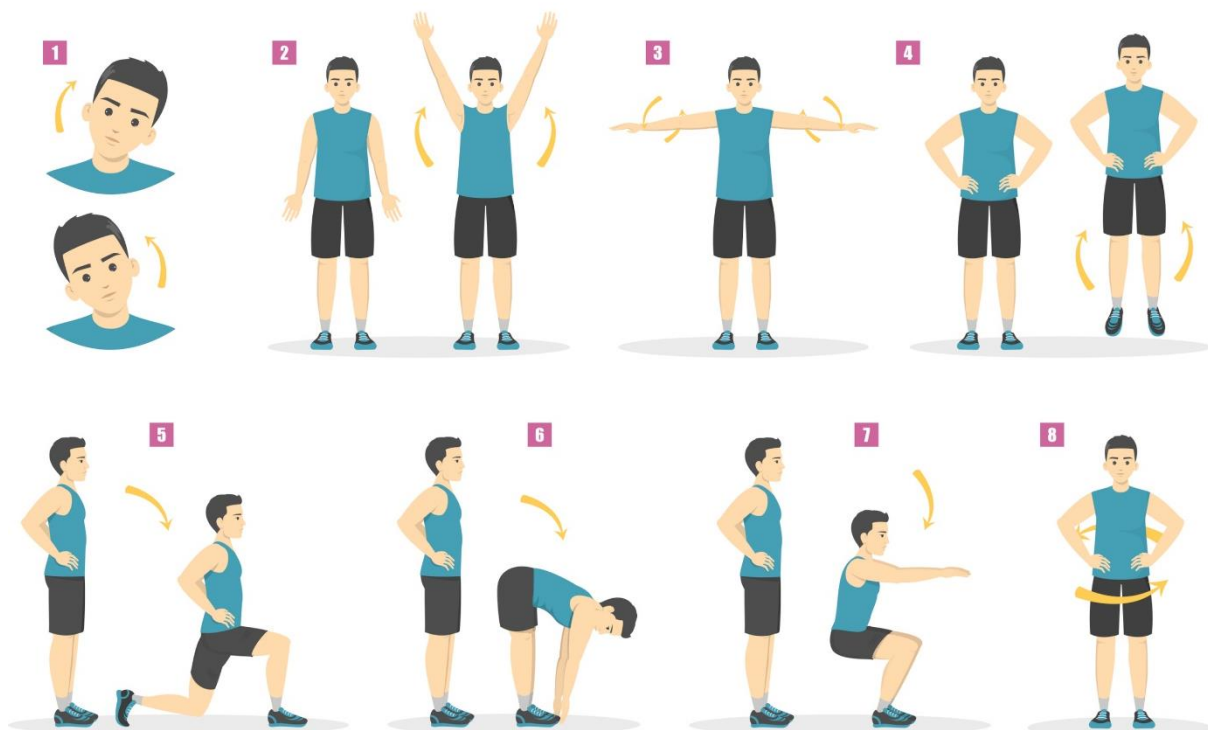
E. Warming Up

Always warm up before singing!

1. Start with stretches.

- Do stretches
- Bend your knees
- Roll your shoulders
- Roll your head gently
- March on the spot – get a rhythm going

2. Tick the stretches you tried:





A. Responding to Music

1. Listen to the song.

a) Name of the song:

b) Have you heard the song before?

Yes No

c) Do you like the song?

Yes No

Sing along!

d) Did you sing the song?

Yes No



e) Did you learn some of the words?

Yes No

f) How well did the class sing? Shade the stars.

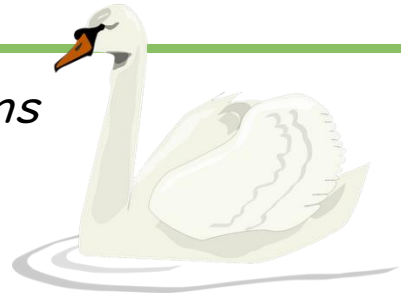


*Photocopy this page for each song you listen to.



B. Listening Activity

1. Listen to *The Swan* – Saint Saëns



a) The melody here is smooth and

b) It is played on a

c) The other instrument being played is a

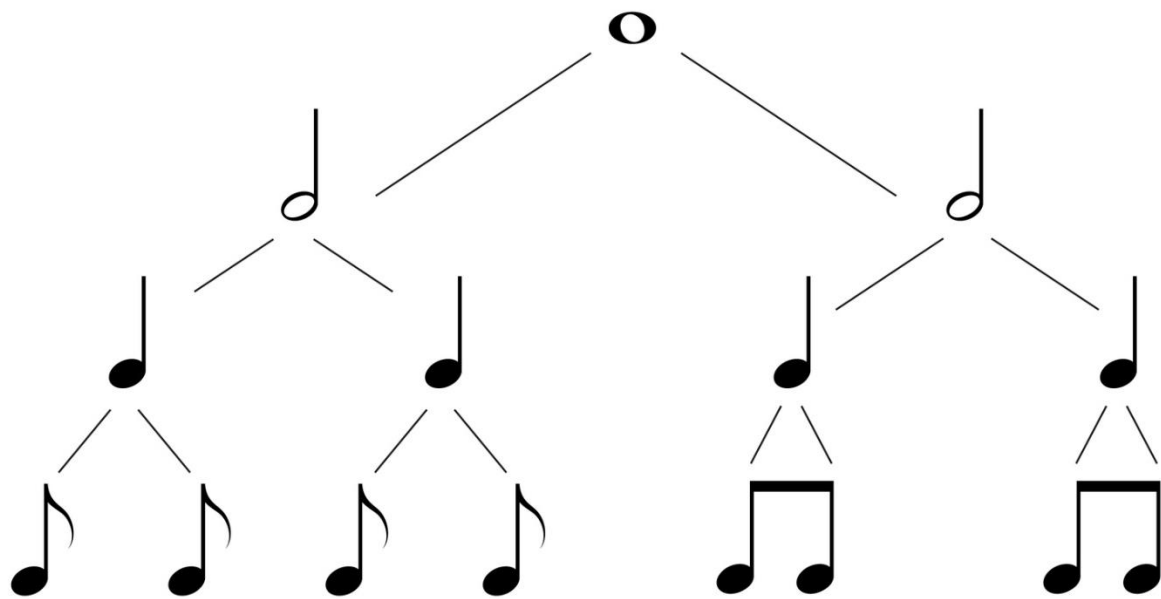
d) The rippling motion of the accompaniment suggests




e) Do you like this music?

No!	It's OK.	I like it!	I love it!
-----	----------	------------	------------



2. Look at the notes.



*Notice that when there are two of these   , they can be joined together  .

How many of these  make 1 of these  ?

How many of these  make 1 of these  ?

How many of these  make 1 of these  ?



E. Performance

You are going to put on a musical performance.

1. Have a class discussion and talk about these things:

- What song/s will you sing?
- Which instruments will you play?
- Who will be invited?
- Will you make posters?
- Where will you hold the performance?
- When will you have the performance?
- What will you call your concert?
- When will you practise?
- What things will you have to do to prepare for the performance?


2. What is the name of your concert? Make a ticket below.





4. Write about one of the songs you are singing or pieces you are playing:



Name of the song/piece of music:	
Tempo	<input type="checkbox"/> Fast <input type="checkbox"/> Medium <input type="checkbox"/> Slow
Volume	<input type="checkbox"/> Loud <input type="checkbox"/> Soft <input type="checkbox"/> Both
The music has	<input type="checkbox"/> Singing only <input type="checkbox"/> Instruments only <input type="checkbox"/> Instruments and singing
Does the music repeat a rhythm?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the music repeat a melody?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do you like the music?	<input type="checkbox"/> Yes <input type="checkbox"/> No
How does the performance sound?	

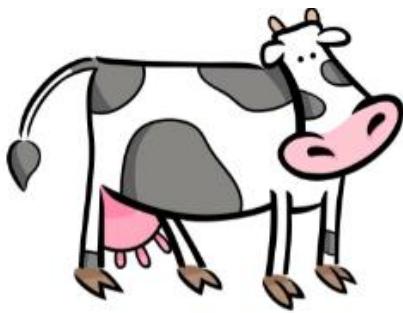


Appendix 5: Sound Effects

Sound Effects I

SOUNDS ON THE FARM

You will hear nine sounds. Write the numbers 1 to 9 by the animals in the order that you hear them!



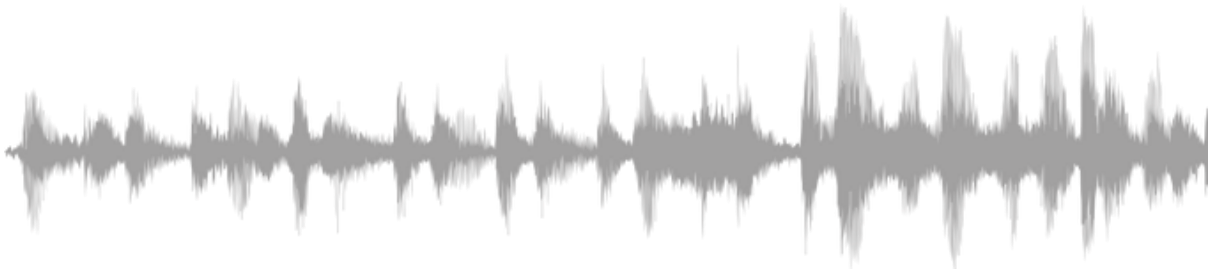


Sound Effects 2

SOUNDS IN NATURE

Match the numbers and the words.

- | | |
|----|--------------|
| 1. | rain |
| 2. | bees |
| 3. | fire |
| 4. | hurricane |
| 5. | dog barking |
| 6. | on the beach |
| 7. | frogs |
| 8. | birds |

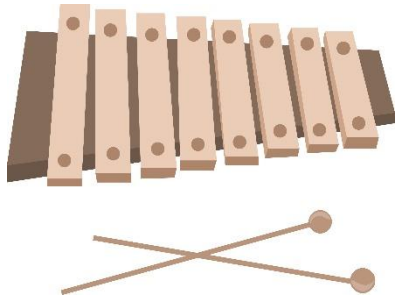




Sound Effects 3

MUSICAL INSTRUMENTS SOUNDS

Write numbers by the pictures in the order in which you heard them.





Mapping of Learning Outcomes

Level 1 Music

(M1) Identify common instruments, e.g. piano, keyboard, drum, guitar [Pages 7 to 21 \(musical instruments\)](#), [Page 31 \(making instruments\)](#), [Pages 44 to 47 \(listening activity, listening to instruments\)](#)

(M2) Respond to short pieces of music, e.g. clapping, tapping, marching, swaying [Page 30 \(responding to music using movement and sound\)](#), [Page 31 \(making instruments – using instruments when listening to music\)](#), [Pages 38 to 43 \(responding to music\)](#), [Pages 48 to 50 \(musical sequences – singing/humming\)](#)

(M3) Repeat short rhythmic or melodic sequences [Pages 38 to 43 \(responding to music, tapping/beating out rhythm of song or piece of music\)](#), [Pages 48 to 50 \(musical sequences\)](#), [Pages 51 to 62 \(practising rhythms\)](#), [Pages 63 to 70 \(performance\)](#)

(M4) Use instruments to create sound, e.g. tapping a pen rhythmically, singing, beating a drum, plucking stringed instrument [Pages 22 to 28 \(what makes sound\)](#), [Pages 29 and 30 \(making sounds\)](#), [Page 31 \(making instruments and playing them\)](#), [Pages 32 and 33 \(voice warm-ups\)](#), [Page 34 \(vocal activity\)](#), [Pages 38 to 43 \(responding to music, adding sound/s\)](#), [Pages 48 to 50 \(musical sequences – singing/humming\)](#), [Pages 51 to 62 \(practising rhythms\)](#), [Pages 63 to 70 \(performance\)](#)

(M5) Describe the pace and pitch of pieces of music, e.g. loud, soft, fast, slow [Pages 38 to 43 \(responding to music\)](#), [Pages 44 to 47 \(listening activity\)](#)



(M6) Performs songs with a sense of dynamic control, e.g. loud, soft, gentle, etc **Page 31 (making instruments and playing them, following the teacher). Pages 38 to 43 (responding to music), Pages 63 to 70 (performance)**

L I L P

Music 5.9 Identify the source and direction of a sound **Pages 22 to 28 (what makes sound), Appendix 5**

5.10 Listen and respond to a wide range of sounds and music (environmental, body percussion, vocal, instrumental, digital, technological, from a variety of traditions and cultures) **Page 28 (listening to soundscapes and sketching), Page 30 (responding to music using movement and sound), Pages 38 to 43 (responding to music)**

5.11 Respond to the elements of music (pitch, pulse, duration, dynamics, structure, timbre, texture, style, tempo) **Page 31 (making and playing instruments to accompany songs/music), Pages 44 to 47 (listening activity), Pages 48 to 50 (musical sequences – singing/humming), Pages 51 to 62 (practising rhythms)**

5.12 Experiment with creating vocal sounds **Page 25 (sound rap), Pages 29 and 30 (making sounds), Pages 32 and 33 (voice warm-ups), Page 34 (vocal activity), Pages 38 to 43 (responding to music, singing), Pages 48 to 50 (musical sequences – singing/humming), Pages 63 to 70 (performance)**

5.13 Use parts of the body to make sounds by moving on/through a reactive environment **Pages 29 and 30 (making sounds), Pages 63 to 70 (performance)**



5.14 Explore and use a variety of sound-making equipment **Pages 7 to 21 (musical instruments), Pages 22 to 28 (what makes sound), Pages 29 and 30 (making sounds), Page 31 (making and playing instruments), Pages 38 to 43 (responding to music, making sounds), Pages 51 to 62 (practising rhythms), Pages 63 to 70 (performance)**

5.15 Participate in choosing and/or making appropriate sounds for stories, events and celebrations **Pages 27 and 28 (soundscape examples, teacher's notes), Pages 63 to 70 (performance)**

5.16 Participate in group music-making activities **Page 30 (responding to music using movement and sound), Page 31 (making and playing instruments), Pages 38 to 43 (responding to music, singing and making sounds), Pages 48 to 50 (musical sequences – singing/humming), Pages 51 to 62 (practising rhythms), Pages 63 to 70 (performance)**

5.17 Create short pieces of music using relevant digital technologies **Pages 27 and 28 (soundscape examples, teacher's notes), Pages 63 to 70 (performance, recording, playing digital instruments)**

5.18 Link sounds to pictorial representations **Page 28 (listening to soundscapes and sketching), Pages 51 to 62 (practising rhythms), Appendix 5**

5.19 Play an uncomplicated tune on a chosen instrument **EXTRA**