Western Music

Additional Reading Book

Grade 6
(Implemented from 2015)

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ISBN

Department of Aesthetic Education
National Institute of Education
Maharagama
Sri Lanka

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Message from the Director General

The National Institute of Education adopts different strategies to enhance the quality development of education as relevant to different subjects: the provision of supplementary readers is one such. Accordingly, in order to put the grade 6 -13 Western Music Prescribed Syllabus and the Teacher’s Guides effectively into action in the class room, the National Institute of Education has produced three supplementary readings.

It is our belief that by providing reading material and exercises through supplementary reading both the teacher and the student will be able to study the content of the subject with care.

I request both teachers and students to make good use of the supplementary readers provided for you and so enhance your teaching - learning experience.

I express my appreciation to the Resource Persons of our Institute, and the external Resource persons for their contribution which has made it possible for these supplementary Readers to be in your hand. I offer my thanks as well to every one of you.

Dr. Jayanthi Gunasekara
Director General
National Institute of Education
Message from Deputy Director General

Learning is always associated with reaching a high level of achievement, one’s experience has to be very wide. The possession of a high level of achievement across a wide range gives great happiness, for which one must have exposure to a multitude of things, incidents, events, places and persons.

The NIE (National Institute of Education) is happy it has been able to compile supplementary readers that could provide such a wealth of learning experience to the user. I thank every one who has worked with dedication towards end.

There is no doubt that the student in using these books, in seeking access to other learning resources, as indicated will reach a very high level of achievement. The attention of both parent and student should be directed to this end. We also expect that the attention of all would be directed towards improving these supplementary readers further and request you to help or inform us of any such relevant factor(s) that occur to your mind. I earnestly hope that it will enhance the knowledge of the child reach the highest goal and help him/her to build a proud Nation.

**Ven. Dr. Mabulgoda Sumanarathna Thero**
Deputy Director General
Faculty of Languages, Humanities and Social Sciences
Introduction

The students of Western music are aware of the Syllabus, Teachers’ Guides, or the Teachers Instructional Manual, and have not had the opportunity of having a book for their own use until now.

This is the first time a Western Music Resource book has been written with the student in mind. Having a supplementary book in hand, the student of grade 6 will have easy access to information to develop and gain knowledge, and enhance their source of learning effectively and fruitfully.

This book has 4 main purposes
1. To help students to learn the fundamentals of music
2. To provide specific and practical suggestions for music skills to children.
3. To continue the development of music skills, singing, playing instruments, listening to music, experimenting with music notation.
4. To help students to develop confidence and positive attitudes towards learning music, some books further a particular method for teaching music, this book provides an eclectic approach (borrowing freely from various sources) rather than a single methodology.
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Chapter 1
Sounds of Nature and Man Made Sounds

Nature Walk

Music is made of sound.

Sound is created by nature or by man.

Sounds of Nature
- Birds are the nature’s musicians
  Some bird calls are sweeter than others
- Rustling of leaves
  Sound of the breeze
- Gentle flow of the water
  Babbling of the river
- Rowling of the waves of the sea
  Crying of the seagulls
- Raining on the roof
- Cry of animals
Man - made sounds

- Building construction sounds
  hammering, drilling, scrapping
  shouting at work places
- Vendors trying to sell their goods
- Music played loud to attract people
- Traffic that causes unwanted sounds
  tooting the horn, applying brakes,
- Children shouting / playing
- Music heard in public performances

Sound differ from place to place
Some are heard at a particular Time
They can be pleasant or unpleasant

Try to imitate the sounds of certain places or occasions
## Activity 1

<table>
<thead>
<tr>
<th>Place /Time</th>
<th>What sound can you hear?</th>
<th>What makes the sound?</th>
</tr>
</thead>
<tbody>
<tr>
<td>..Home...</td>
<td>1. cock-ku-kuu-koo</td>
<td>1. The cocks</td>
</tr>
<tr>
<td>..Morning.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>............</td>
<td>1.</td>
<td>1.</td>
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<tr>
<td>............</td>
<td>2.</td>
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<tr>
<td>............</td>
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<td>3.</td>
<td>3.</td>
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<tr>
<td>............</td>
<td>1.</td>
<td>1.</td>
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<tr>
<td>............</td>
<td>2.</td>
<td>2.</td>
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<tr>
<td></td>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

What can you identify after the discussion in your class?
Let us take a walk

Prepare yourself before you set off.
What do you hope to take with you?
Let us list them.

- A note book and pencil/pen
- A bottle of drinking water
- If possible small equipment to record any particular sounds, bird songs, cry of other animals, shouting of children, vehicles on the road or any other sound
- If possible any equipment to take some pictures
- Remember to wear a comfortable pair of shoes and a hat for it might be very sunny

- Begin your walk with the other members of your group
- Listen to and note down the sounds you hear around you
- Back in the classroom, each group should present their findings descriptively using audio visual recordings or imitate the sounds they heard to the others.

There are many compositions highlighting sounds of trains, rain, thunder, machinery etc.
Listen to them and create your own composition related to the sounds heard in the environment

Example - ‘Kandyan Express’ composed by Nimal Mendis, which depicts the motion of an express train.
Write in the blank space after watching the performance of Sri Lankan Drums

<table>
<thead>
<tr>
<th>Name &amp; Shape</th>
<th>Tone</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thammattama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getaberaya</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yakberaya</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Davula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Udekkiya</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rabana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bummediya</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning to Play the Getaberaya

Provide an opportunity to view the Getaberaya

1. Observe the playing style of the Getaberaya
2. Listen to the sound of the two sides of the Getaberaya
3. Try your hand at playing the bera

Write what you know and feel about the Getaberaya
Chapter 3

Music of the past and present

Clothes

Then

Now

In the pictures displayed above we see the dress patterns of the past and the present era.

Write down the differences you see?

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In music too, we have the compositions written by the great masters which is different to the music produced by the present composers.

Let’s listen to the two compositions and compare them

A  Air on G String

J.S. Bach
(1685 - 1750)
German Composer

B  Pink Panther

Henry Mancini
(1924 - 1994)
American Composer
Listen to the two compositions and circle the word under each song to describe the features given in the first column of the table.

<table>
<thead>
<tr>
<th></th>
<th><strong>Air on the G String</strong></th>
<th><strong>Pink Panther</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Speed of music</td>
<td>Fast/slow/medium</td>
</tr>
<tr>
<td>2</td>
<td>Beat</td>
<td>Regular/Irregular</td>
</tr>
<tr>
<td>3</td>
<td>Expression</td>
<td>Less / more</td>
</tr>
<tr>
<td>4</td>
<td>Tempo – Accent</td>
<td>On the beat / off beat</td>
</tr>
<tr>
<td>5</td>
<td>Mood</td>
<td>Happy / peaceful, sad, jolly / calm</td>
</tr>
</tbody>
</table>

Let's sing the two songs and compare them.

< The Past day song >
<Let's sing the Present Day Song>
Compare the following two song

<table>
<thead>
<tr>
<th>Features</th>
<th>The Blue Bells of Scotland</th>
<th>Let’s Get Together</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speed of music</td>
<td>Slow / Medium / fast</td>
<td>Slow / Medium / fast</td>
</tr>
<tr>
<td>2. Expression</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

More Songs

There are songs sung by our mothers and grandmothers which are still sung as old favorites.

- Grand Father’s Clock
- Ash grove
- Loch Lomond
- Home on the range
- Rudolph the red nose

Some of the present day songs generally referred to as songs of the present ex: Pop music, DJ music.

- Let’s get together
- When I’m 64
- I’ve got rhythm
- Pink panther
- Yesterday by Beatles
March and Waltz

How many Western bands are there in your school?
Are they having Melodicas, Brass instruments, or oriental instruments?
Are you a member of the school band?

March

Music for a procession or parade must necessarily be in duple or Quadruple time

Music has been written for slow marching and quick marching consisting of 2 beat and 4 beat rhythms.

Examples-
- Handel’s Scipio march
- Funeral march
- Schubert’s Military march
- Colonel Bogey march

An American by the name of J. P. Sousa has written over 200 marches for marching parades.

Marching bands

Music for marches are usually provided by a marching band. A Marching band is a group in which various instruments perform for the purpose of entertainment.

School bands

Many schools, specially schools in Sri Lanka, have a marching band which provide music for school functions. A school marching band may contain from 25 – 35 students. Most bands have some kind of uniform that include the school name, school colours and the school crest.

A school band consists of wind instruments, Percussion instruments or even keyboard instruments. (melodicas)
Activity:

1. Students form a circle.

2. March around to the music of Colonel Bogey march followed by slow marching to the music of Scipio.

Waltz

A Waltz is a dance in triple time.

It was the most popular dance of the 19th century. The beauty of the Waltz lies in its motion, as partners glide across the floor in time with the music. There are many composers who wrote waltzes.

Examples:

- Waltz of the flowers,
- Fairy wedding waltz,
- Beautiful blue Danube waltz

♦ Waltzes have been written as solo pieces for piano by composers like Chopin and Brahms
♦ Waltzes for dancing have been written by the Viennese composer Johann Strauss.

Activity:

- In a big circle do the movements as follows to the music played or recorded
- React to the music by clapping or tapping
- Beat time to the music
- Stand in pairs and swing to the music
- Start a few steps of the Waltz - Long, short, short; Long, short, short

Ref – Waltz dancing for beginners. Demo of waltz dancing, steps basic waltz
Over the waves

Tempo di Valse

Rosas
The Girl in the picture is playing an Instrument. This is a Recorder, a wind instrument. The Recorder is a very ancient instrument. Let’s play the Soprano or the Descant Recorder. This is the smallest one of the Recorders.
1. Left Hand

1 - Hold the left hand relaxed in front of the chest with the palm facing the body.

- The right hand should gently support the recorder from below.

- To begin fingering, use the left hand thumb (0) and fore finger (1).

2. Right Hand

2 - Next add the right-hand thumb between and behind the holes of the right-hand fore finger (4) and second finger (5) for support.

- The right-hand thumb is important for support.

2. Left Hand, Right Hand & Mouth

3. Holding the instrument with both hands, move it toward the mouth.

- The mouthpiece should not be placed deep into the mouth, but should be slopped lightly between the lips.

- It is important to support the recorder properly when playing but be careful not to grip it tightly.
Let’s Play the Recorder

The holes shaded are those to be covered by the fingers and thumb

Let’s play the note B

Let’s play the note A

Let’s play the note G

The Recorder can express your feelings e.g., Happy, sad, lonely, gently etc.
Play the above notes in different moods
Exercises on B A G for Recorder

I

II

III

IV
Accompaniment for the Teacher

(Exercises on B A G for Recorder)
Tunes for the Recorder
Mary had a Little Lamb

Mary had a little lamb, little lamb.
Mary had a little lamb, its fleece was white as snow.

Waltz
Playing A, B, C, D, & E on the Piano /Keyboard

Correct posture when playing Piano / Keyboard

- Position yourself at the center of the piano/keyboard
- Sit on the bench with your back straight and feet flat on the floor
- Elbow should be bent and slightly higher than the keys
- Your fingers should be curved
  (Pretend you are holding a ball in your hand)
- Play with the tips of your fingers. (Keep finger nails short)
Play the following exercises several times using the 2nd and 3rd fingers of the R.H. and L.H. Count aloud 1234, accenting or stressing the 1st beat of every bar.

Play the following exercises several times using the thumb and 2nd finger. Count aloud 1234. accenting or stressing the first beat of every bar. Listen and try to connect one sound to the other.

- A Crotchet is held for 1 beat
- A Minim is held for 2 beats
Play the following exercises three times using the fingerings marked.
1. Count the beats 1 2 3 4 according to the time value of notes
2. Read out the letter names of the notes as you play
3. Sing the words and play the notes

A

B

C

Here we go up to the sky,
Here we go down to the ground.

D

Ding dong ding dong bells will say, time for girls and boys to play
Exercises for the Piano

Duple Time - Two beats in a bar
Upper figure means two beats
Lower figure means each beat is a Crotchet

Triple Time - Three beats in a bar
Upper figure means three beats
Lower figure means each beat is a Crotchet
Chapter 5
Exploring the Tone Colour in Music

Sections of the Symphony Orchestra

Listen to the performance of the Young Persons Guide to the Orchestra and observe the following, while listening to the music.

i) The Conductor  
ii) The String players  
iii) The Wind players  
iv) The Percussion sections

The picture shows an orchestral performance. An orchestra is a combination of instruments made of the following:

- Strings
- Woodwind
- Brasswind
- Percussion.

The different sounds of the instruments blend together to make beautiful music.

The conductor leads the players.
The musicians play as a team and make music.
The Conductor

He is the person who stands at the front of the orchestra moving his arms giving instructions.

He helps the orchestra to keep together and control their speed and how loudly or quietly they should play.

He sometimes has a stick known as the **baton**.

---

The String Family

The Violin, Viola, Violoncello, and the Double Bass are the four instruments of the string family.

They all look the same but are of different sizes.

They can all be played with a bow or plucked with the fingers.

The String section is the largest section of the orchestra.

---

The Woodwind Family

The Flute, Clarinet, Oboe and bassoon are the four main instruments of the woodwind family.

They all make their sound by being blown. These are all blown in different ways and make different sounds.

These instruments all look different.
The Brass Family

The Trumpet, French Horn, Trombone and Tuba are the four main instruments of the brass family and this is the strongest section of the orchestra.

The sound is produced by blowing down a cup-shaped mouthpiece.

The Percussion Family

This is the rhythm section of the orchestra.

The percussion family is very large.

Any instrument that can produce sound by being hit, struck or shaken is called percussion.

Some of the instruments are in a definite pitch and the others just play the beat.

Do you like to play in an Orchestra?
Come join the National Youth Orchestra.
Care for the instruments Recorder and Melodica

The word ‘care’ is used in connection with almost everything we use in our daily life, care for ourselves, care for the environment, care for the things we use. So it is natural that we have to care for the instruments we use.

How to care of your instruments
Common factors

- Assemble carefully and correctly, turn to the correct side

- After use they should be cleansed specially the mouth pieces

- The instruments should be stored in a safe place with the correct temperature not too cold, not too hot
High and Low Sounds

Identify the pitch of a note as high or low on hearing

Look at the notes given below and sing with movements whilst the teacher plays it on the keyboard.

(a)

\[ \text{C D E F G A B C} \]

(b)

\[ \text{C B A G F E D C} \]

You will feel how the pitch keeps gradually moving higher at (a) and at (b), the pitch gradually moves lower.

Aural Exercises

1. Teacher plays the notes and students should listen and respond. (See page 95 for music)
   Listen to the following notes and state whether the 2nd note is higher or lower than the 1st note.

<table>
<thead>
<tr>
<th>Higher</th>
<th>Lower</th>
<th>Higher</th>
<th>Lower</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td>4.</td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
<td>6.</td>
<td></td>
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<tr>
<td>7.</td>
<td></td>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>

2. Teacher plays the melodies. (See page 95 for music)
   Students should listen and state whether the note that ends the melody is higher/ lower / same than the first note of the melody.

<table>
<thead>
<tr>
<th>Higher</th>
<th>Lower</th>
<th>Same note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Music is made up of **Sounds**. These sounds are divided basically into **twelve** different notes in Western Music. The easiest way to identify these notes is by seeing them on a keyboard and noticing that there are **seven white keys and five black keys**.

**Let us make a dummy Keyboard**

(A keyboard that does not produce sound)

**Required Materials**
- a strip of cardboard or bristle board,
- a ruler
- a black felt pen.

**Step 1** - Using the ruler draw 16 equally spaced vertical lines as follows, as they appear on a real keyboard.

**Step 2** - Group the black notes in twos and threes.

- Colour them in black.
Step 3  Let us name the keys
These keys are named by the first seven letters of the alphabet.
A B C D E F G -This is called the musical alphabet

Step 4  - Let’s play with the right hand from M.C to G

- Let’s play with the left hand from M.C to F
Step 5 - Let’s play with both hands together

Play Together with the teacher

R.H.- C D E F G F E D C
1 2 3 4 5 4 3 2 1
L.H.- C B A G F G A B C
1 2 3 4 5 4 3 2 1

Application - Let’s play with the right hand.

G E E _| F D D _| C D E F| G G G.....
5 3 3 _| 4 2 2 _| 1 2 3 4| 5 5 5.....
Signs and Symbols

- **Music** is an art of combining sounds into patterns pleasing to the ear, called ‘melody’

- These melodies are basically written in the form of **Music Notation** using **signs and symbols** in **Western Music**

- These signs and symbols describe mainly **pitch, rhythm & tempo**.
  * **Pitch** - How high and low sound is
  * **Rhythm** - the recurring pattern of sound
  * **Tempo** - The speed, fast or slow

Listen to the sound and identify the difference in Pitch, Rhythm and Tempo

**Pitch**
- Which is higher? - Which is lower?

**Rhythm**
- Which is lighter? - Which is heavier?

**Tempo**
- Which is faster? - Which is slower?
Music sounds are written on paper using the following signs and symbols. It is named as a **Music Score (notation)**.

![Image of a music score]

**Sounds are written as NOTES**

**Notes are written on a STAVE or STAFF**

**RESTS denotes silence**

**CLEFS give identity to the lines & spaces of a stave**

**TIME SIGNATURE** Denotes the number of beats in a bar

**KEY SIGNATURE** Defines the key of the music

**BAR LINES** divide the music into bars

**DOUBLE BAR LINE** indicates the end of a piece of music
Answer the following questions
a) Draw the following signs and symbols on the stave given below.

1. Double Bar lines
2. A note
3. A bar line

b) Match each name given under A with the correct sign given under B

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rests</td>
<td></td>
</tr>
<tr>
<td>2. Stave</td>
<td></td>
</tr>
<tr>
<td>3. Clefs</td>
<td></td>
</tr>
<tr>
<td>4. Notes</td>
<td></td>
</tr>
<tr>
<td>5. Bar line</td>
<td></td>
</tr>
<tr>
<td>6. Double bar line</td>
<td></td>
</tr>
<tr>
<td>7. Time Signature</td>
<td></td>
</tr>
<tr>
<td>8. Key Signature</td>
<td></td>
</tr>
</tbody>
</table>

. Name the following signs indicated by arrows
Great Staff

- A staff with 11 lines is called the **Great staff** which is used to notate music.
- Notes of the seven letter named A, B, C, D, E, F, and G are written on & in between the lines of the Great Staff.
- Middle C is the 6th line found in the centre of the great staff.

* For easy reading the Middle C line was removed separating the Great staff into two staves (5 lines in each staff)
* To identify the five lines a **Clef** is displayed at the beginning of the staff. There are two commonly used clefs

- The top 5 lines of the Great Staff is covered by the **Treble Clef**
- The bottom 5 lines of the Great staff is covered by the **Bass Clef**
- The line exactly in the middle which appear below the Treble staff and above the Bass staff is the **Middle C line**

Middle C in the Treble (below the stave)

Middle C in the Bass (above the stave)
The following illustration shows how the notes appear on the great staff or how they relate to keyboard:

* The note middle C appears below the staff of the Treble and above the staff of the Bass.

Play the notes on the keyboard using the given fingering.
Questions:

1. Draw a Great Staff.

2. Write the middle C three times in the treble clef.

3. Write middle C three times in the Bass clef.

Underline the correct answer

4. How many lines are there in the Great staff?
   1) 10  2) 11  3) 8  4) 5

5. Where do you write the Middle C in the Bass clef?
   1) Above the stave  2) Below the stave
   3) In a space  4) On a line

6. Where do you write the middle C in the Treble clef?
   1) Below the stave  2) Above the stave
   3) In a space  4) On a line
Signs & Symbols on the Staff

1. Stave or Staff  Musical notes are oval shaped symbols written on a system of five equally spaced horizontal lines called a Stave.

Staff is another name for the Stave

The lines and spaces are counted from bottom upwards

Music notation (notes is written on lines and in the spaces)

2. Clef  The sign of a CLEF placed at the beginning of the stave gives the notes their letter names.

The **Treble clef** also called the **G clef.**
The Treble clef is used for higher pitched notes than the Bass clef and generally played with the right hand.

The **Bass clef** also called the **F clef.**
The Bass clef is used for lower pitched notes than the Treble clef and generally played with the left hand.

Write the Treble Clef in the given stave beginning on the 2nd line G, therefore named as **G clef**

Write the Bass Clef in the given stave beginning on the 4th line F, therefore named as **F clef**
Questions:

1. **Fill in the blanks with suitable words given below within the bracket**
   (five, G clef, lines and spaces, stave, staff, F clef)

   1. The stave is made up of ________________ parallel lines.
   2. Music notes are written on ____________ and ______________
   3. The Treble clef is also known as ______ clef.
   4. The Bass clef is also known as ________________ clef.
   5. We write music notes on a ______________
   6. Another name for a stave is ____________

2. i. Draw two stave

   ii. Draw a G clef and a F clef on the staves
Names of Notes - Treble Clef

- The letter names of the notes on the lines of Treble clef or G clef

- The letter names of the notes in the spaces of Treble clef

- The letter names of all the notes in the lines and spaces of the Treble clef

Play the notes with keyboard

1.

2.

Right Hand
Answer the following Questions:

i. Write the letter names below the given notes.

```
\[ \text{E, C, B, A, G} \]
```

ii. Write these notes on the given staff.

```
\[ \text{E on a line, C in a space, B on a line, A in a space, G on a line} \]
```

iii. Write the letter names below the given notes and sing the words.

```
\[ \text{D, E, A, F, F, E, E, D, A, G, E, D, B, E, G, G, E, D} \]
```

iv. Write notes on the stave, to spell out the required words.

```
\[ \text{D, E, A, F, F, E, E, D, A, G, E, D, B, E, G, G, E, D} \]
```

v. Work out the missing words in the following story by naming the notes below.

Write the words in the spaces provided.

```
\[ \text{1. , 2. , 3. , 4. , 5. , 6. , 7. , 8. , 9. , 10. } \]
```

One morning Sahan did not feel well at all. The colour in his cheeks had 1. .................
and he had 2. .... 3. .... stomach ache. “I wish I were 4. ..........................” he groaned.

Sahan 5. .......................... his 6. .......................... to fetch the doctor.

After what seemed an 7. .......................... the Doctor arrived and examined the boy keeping
his 8. .......................... on the 9. .......................... of the 10. .........................., the doctor explained that Sahan was suffering from food poisoning.
**Names of Notes - Bass Clef**

The letter names of the notes on the lines of Bass clef or F clef are

- 5th line A
- 4th line F
- 3rd line D
- 2nd line B
- 1st line G

The letter names of the notes in the space are

- 4th space E
- 3rd space C
- 2nd space A
- 1st space F

The letter names of the notes of the lines and spaces on the Bass clef or F clef.

Play these notes on a keyboard.

1. 

2. 

3. 

4. 

5.
Answer the following Questions:

i. Write the letter names below the notes

```
F # E # B # G # G #
```

ii. Write these notes on the given stave

```
F on a line    E in a space    B on a line    G in a space    G on a line
```

iii. Write the Bass clef and name the notes to find the hidden word.

```
A    G
E    D
E    E
D    C
A    A
G    E
```

iv. Write the note G in two different pitches
Write the note A in two different pitches

```
G

A
```

v. Add the Bass clef and Write the notes as stated

```
A    G    E
D    E    E    D
C    A    G    E
```
Time Names of Notes & Rests

(Value Names of Musical Notation)

In written music the length of a sound or silence is shown by its shape relation to the other note and rests.

The value of a SOUND is indicated by the appearance, or shape of the NOTES.

And Rests indicate SILENCE.

A SEMIBREVE is a white oval shaped note.

It is also called a WHOLE NOTE

It is held for FOUR COUNTS

Semibreve Rest

Exercises

Lets write Whole Notes.

Write Semibreve notes on the given stave and the number of beats counted as shown in the example

3rd Space 1st Line 4th Space 5th Line 2nd Space 3rd Line

Write a Smibreve rest in the given space
By adding a STEM to the Semibreve, it becomes a **MINIM**

It is also called a **HALF NOTE**

It is held for **TWO COUNTS**

Two Minims make a Semibreve or A Semibreve has **TWO Minims**

**Adding stems need care**

If a note is above the 3rd line the stem goes down, from the left of the note

If a note is below the 3rd line the stem goes up, from the right of the note

The stem of the note written on the 3rd line may go up or down,

Write Minim notes on the given stave and the number of beats counted as shown in the example.

Write a Minim rest in the given space
By making the Minim (note head) dark it becomes a CROTCHET.

![Crotchet Diagram]

It is also called a QUARTER NOTE and held for ONE COUNT.

![Quarter Note Diagram]

2 Crotchets make a Minim or a Minim has two Crotchets

![Minim Diagram]

By adding a TAIL to the Crotchet, it becomes a QUAYER.

![Quaver Diagram]

The tail is always on the right side of the stem.

![Quaver Tail Diagram]

Two quavers make a crotchet or a crotchet equals two quavers.

![Two Quavers Diagram]
< Compare the length and duration of the note values >

< Let us tap the rhythm >

[A] Write a suitable note in each box to complete the bar

[B] Write a suitable note in each box to complete the bar
Experiencing Rhythm

DUPLE RHYTHM OR TWO BEAT TIME

While you watched a marching parade by the forces on Independence Day how did the music go?

Left- right - Left- right - Left- right - Left- right

The marching squads in your school on your sports day go the same way.

A movement in rhythm of 1-2 time or two beat time is said to be in DUPLE TIME

We can write this rhythm as follows:

\[ \frac{2}{4} \]

\[ \text{_footsteps}_\]

\[ \text{Music} \]

\[ \text{Tinkle Tinkle little star} \]

\[ \text{How I wonder what you are,} \]

\[ \text{Up above the world so high,} \]

\[ \text{Like a diamond in the sky.} \]

< Change to other movements >

A 1 - Clap  2 - Stamp your foot

B Do other movements suitable for this rhythm
TRIPLE RHYTHM OR THREE BEAT TIME

Music in Triple rhythm is written as follows:

![Musical notation]

Let's sing and respond

< Respond to the rhythm >

A  1 - Clap  2 - Tap  3. Snap the fingers

B  Do the other movements suitable for this rhythm

Listen and state the time

1  This Old Man  4

2. Oranges and Lemons  4
Clap the following rhythm counting the beats.

Play the following exercises. In bar two and similar bars, the 1st note is held for 2 beats and the 2nd note is silent for one beat (rest) raise your hand at the rest.

- Quadruple time - Four beats in a bar
- Upper figure means four beats
- Lower figure means each beat is crotchet
Play the following exercises

Play and sing the following tune 'Mary had a little lamb'

In the given space write the rhythm of 'Mary had a little lamb'
BAR LINES

Single vertical line separate the music
to have Two, Three or Four beats in each BAR

The following is an easy method of counting the beats.

<table>
<thead>
<tr>
<th>ta-a-a-a</th>
</tr>
</thead>
<tbody>
<tr>
<td>ta-a, ta-a</td>
</tr>
<tr>
<td>tum tum tum tum</td>
</tr>
<tr>
<td>titi titi titi titi</td>
</tr>
</tbody>
</table>

Let's sing this song in Duple Rhythm, This Old Man

<table>
<thead>
<tr>
<th>tun tum ta-a</th>
<th>tun tum ta-a</th>
<th>tun tum tum tum tum tum ta-a</th>
</tr>
</thead>
<tbody>
<tr>
<td>This old man, he played one, he played nick nack on my drum,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tum tum ti ti tum</td>
<td>ti ti ti ti ta-a</td>
<td>tum tum tum tum tum tum tum ta-a</td>
</tr>
<tr>
<td>nick nack pad-dy whack give a dog a bone, this old man came roll-ing home.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Let's sing this song in Triple Rhythm, Oranges and Lemons

<table>
<thead>
<tr>
<th>ti ti tum tum</th>
<th>tum tum ti ti tum tum tum tum tum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Or-anges and le-mons say the bells of St. Cle-mens, You</td>
<td></td>
</tr>
<tr>
<td>tum tum tum tum tum ti ti tum tum tum tum ta-a</td>
<td></td>
</tr>
<tr>
<td>owe me five far-things say the bells of St. Mar-tins.</td>
<td></td>
</tr>
</tbody>
</table>
TIME SIGNATURE

The time signature shows the kind of beats and the number of beats in a bar of music. It is written in two figures near the clef.

- The top figure gives the number of beats
- The bottom figure gives the kind of beats.

2/4 is for two crotchet beats in a bar.

3/4 is for three crotchet beats in a bar.

- Single lines called bar lines divide the music into bars according to the number of beats shown by the time signature.

- Double bar lines are found at the end of a piece of music.

EXERCISES

1. Describe the time signatures
   a) 2/4 __________________________   b) 3/4 __________________________________

2. Add bar lines to these tunes.

3. What do bar lines do? _________________________________________________________

4. Play the following music on a keyboard.

Oranges and Lemons

57
C Major Scale

Let’s sing!

Tick (✓) the correct answer

How did the sound move from one note to the other?

☐ in steps  ☐ in skips  ☐ in leaps

The pitch moved

☐ Upwards  ☐ Downwards  ☐ Upwards & Downwards

This is called a scale.

Do you know what a scale is?

A scale is a succession of eight notes bearing letter names in alphabetical order. The last note has the same letter name as the first.

The distance of 8 notes - From M.C - C is called an OCTAVE
The words of this song has the Solfa names. Let’s Sing!

Do - Re - Mi

Doh, a deer, a fe-male deer, Ray, a drop of gol-den sun, Me, a name I call my self, Fah, a long, long way to run, Soh, a need-le pull-ing thread,
Lah, a note to fo-l low Soh, Te, a drink with jam and bread, That will bring us back to Doh. Doh, Ray, Me, Fah, Soh, Lah, Te, Doh, Doh, Te, Lah, Soh, Fah, Me, Ray,
Doh, Soh, Doh. Doh, Me, Me, Me, Soh, Soh, Re, Fah, Fah, Lah, Te, Te, When you know the notes to sing,
You can sing most a ny thing!

Let’s play C Major on the Keyboard (The dummy keyboard)
1. Fill up the missing notes in the scale given below.
2. Name the notes in the scale.
3. Play the C major scale descending from middle C moving to the left using the fingers of the left hand.
Exercises

1) Write the proper clef before each note

2) Name the notes
Singing Intervals

An Interval is the distance or the gap between two notes

The notes move up or down to another note and forms the pattern of a melody.

Now sing this melody and feel how the notes move.

---

Sing and count the number of notes from the bottom note to the top note. Including the top and bottom notes.

There are three letter names from C to E - the distance is a 3rd.

<table>
<thead>
<tr>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

There are five letter names from C to G - the distance is a 5th.

<table>
<thead>
<tr>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Exercise 1

a.) Sing the given intervals fill the gaps with note heads (as given in the example) and name them.

---

b) Sing a 3rd or a 5th higher after the given note is played.
**Mood of Music**

Music can make one feel sad or happy

Compare the tunes at (a) and (b)

(a)

The tune at (a) sounds happy while the tune at (b) sounds somewhat sad.

(b)

Here is another traditional tune used as examples of sad or happy mood

(c)

(d)
Music can be ‘coloured’ by playing it loud or soft. Play the tunes at (a) and (c) loud and the tunes at (b) and (d) soft.

Music can be played ‘detached’ or ‘smoothly’ for special effects.

The notes with the dots below them are played detached or staccato.

The notes with the curved line below are played smoothly and connectedly, or legato.

If you are not able to play the musical illustrations the teacher or an adult student can be of help to demonstrate them.
Chapter 7
Respond to various Rhythm

If you happen to hear some good music with a good rhythm, how would you react? Without your knowledge you will be

- Snapping your fingers
- Tapping your feet
- Your body will be swinging
- You will be walking in such a way to keeping time to the music.

Music can do wonders!

Listen to the following music and react.

A  - Redesky March (Johann Strauss)
B  - Lullaby (Schubert)

What was it in the music that made you react differently on hearing these pieces?

Write the name of the piece of music you like the most.

Why you preferred it.

Compare your answer with the answers of your classmates.
Rhythm is what makes music move and flow.
A rhythm has a steady beat
All music is written in a particular time. The time of the music may be Duple, Triple or Quadruple

- Duple time having 2 beats
- Triple time having 3 beats
- Quadruple time having 4 beats

Listen to the music and state the time of the piece

<table>
<thead>
<tr>
<th>Name of Song</th>
<th>Duple</th>
<th>Triple</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where are you going to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Mary had a little Lamb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Here we go looby loo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Ran tikiri sina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Repasz Band</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Bobby Shaftoe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Make your own instruments

Man has invented various musical instruments. When played, some instruments can produce a **definite pitch** and some produce an **indefinite pitch**.

But at occasions where you will not have these instruments, you could improvise them using various items available in your surroundings.

Let’s make your own indefinite pitched percussion instrument
(The easiest instrument category that can be made.)

<Before making>

Let’s discuss with your friends.

- **How percussion instruments produce sound?**
  - Striking or beating with sticks
  - Shaking
  - Clashing two objects
  - Scraping

- **What are the things that you can change in to improvised instruments?**
  - Empty bottles
  - Tins
  - Cardboard, plastic or bamboo cylinders
  - ...................................................
  - ...................................................
  - ...................................................
  - ...................................................
Now let us make some instruments:

**SHAKERS**

Easiest ones are the shakers.

Required material:

- various types and sizes of empty bottles
- dry coconut shell
- various varieties of grain etc.

find out how the same grain in different types of containers would produce different sounds or different grains in identical container would produce different sounds.

As a container dry coconut shells also could be used with grains inside and a handle fixed to it. This will serve as maracas.

Figure 1
BELLS/JINGLES

Metal bottle tops can be made use of for this purpose. The lining should be removed and a hole in the centre should be made. Then these tops could be threaded together by a wire or nailed to a wooden handle.

Nos. 1 and 2

A wooden piece with about 3 or 4 tops nailed together

No. 3

Few tops are threaded by a wire and a wooden handle is fixed.

No. 4

A round hardboard or cardboard to which bottle tops or sledge bells are fixed by a ring. As a ring, curtain rings can be used. This can be painted and coloured streamers can be tied on to it.

Figure 2

1                                2                             3

4                                                              5
**SCRAPERS – GUIRO**

For this purpose a bamboo can be used where notches are cut out in ¾ inch distance. A metal or wooden stick when dragged along it gives a scrappy sound. For this purpose you can use an empty ‘sun quick’ bottle. It has the same type of grooves.

![Figure 3](image)

**SAND BLOCKS**

Cover two wooden blocks with sand paper, glued or pinned down. Handles could be improvised.

**RHYTHM STICKS**

For this purpose, a good variety of wood should be selected. 18" long and 1" diameter. They are struck together to keep the rhythm going or to beat time.

![Figure 4](image)

**DRUMS**

Generally drums are imitated on various utensils, tins, a table tops etc. According to various sizes it gives various sounds. If in a large cylindrical tin, both sides are removed and replaced by rubber sewn together, it will serve as a drum. When sewing, to make it strong and to prevent the rubber tearing, it should be sewn like in Figure 5 no.1. then proceed on to no. 2.

Charts, posters, maps etc. are packed in cardboard tubes with plastic caps on either side. Remove the caps, cover one side by a piece of rubber and leave the other side open. This gives a good drum effect. As a rubber a car tube or even a rubber bath cap can be used. Larger the tube the more effective it will be.

![Figure 5](image)
SKIFFLE BASS – STRING BASS

This will be sounding somewhat like a double bass. The sound varies according to the tension. This is made out of a tea-chest with one side open.

**Step 1** The open side of the box should face the floor.

**Step 2** Take a broom stick or something similar and send half a nail into one end of it. On the other end make a groove so that the string will be in its place. (Figure 5 no.1)

**Step 3** Make a hole in the beading in one corner of the box to fit the head of the nail.

**Step 4** Make a small hole in the centre of the box and pass a cotton string of about 1/8" tick and 3 yards long through this hole from under. To prevent it slipping, put in a few knots and have something hard like hard board or metal between the knot and the box.

**Step 5** Now place the head of the nail in the hole in the corner of the box, and hold the stick firm. Take the string through the groove and then wrap it firmly and evenly round the stick so that it will make a good padding to hold on to. (no. 2 and 3)

**Step 6** When playing, the knee should be placed on the edge of the box, to hold it firm to the ground.

**Step 7** Pluck the string with the fingers. The nearer the box, the lower the tone.
Performing in a Percussion Band

What excitement it would be to perform in a percussion band!
Join the class band with an instrument that is in your school or made by yourself!!
Let’s create music combining various sounds together.

Step 1 - The teacher will play the music.
Begin when you are given the sign by your leader.
Group A will play on the 1st beat and Group B will play on the 2nd beat

“London Bridge”

Step 2 “Lavenders Blue”
Listen to Country Gardens played live or recorded.
Here is another way to read the rhythm of the notation.

The teacher will explain how to use this ‘Unconventional notation’.
Practice slowly with your classmates and play with the music.

Let’s think of the dynamics for this music. Are you going to play the whole piece loud or soft.
Now we will play it with expression.

🤔 How did you feel about when performing in the Percussion Band?
What did you learn from this lesson?
Chapter 8

National Anthem

**What is a National Anthem?**
- It is a patriotic song officially adopted by a country to express devotion and national identity.
- Every country in the world has its own National Anthem.

**What is our National Anthem?**
- ‘Sri Lanka Matha’ is our county’s National Anthem.
- The lyrics and music were written by Ananda Samarakoon.
- The National Anthem was sung for the first time on Feb. 04th 1948 at the first independence day celebration.
- It is sung in Sinhala language and also in Tamil language.

**When is the National Anthem sung or played?**
- At National ceremonies, whenever the National flag is hoisted.
- When His Excellency the President of The Democratic Socialist Republic of Sri Lanka is present at ceremonial occasions.
- On independence day.
- At schools’ morning assembly.
- When Radio and Television stations open and close the programmes.

**When singing the National Anthem.....**

We feel proud of our mother land
So we stand at attention and show our devotion and respect for it.

**Our Anthem praises the country’s**
- beauty
- richness of our natural resources
- depicts the country’s glory

**Activity**
1. Name three school events where the National Anthem is sung or played.
   - ...................................................
   - ..................................................
   - ..................................................
2. Sing the National Anthem.
Class Room Singing

< English folk song >  Froggy went A Courtin’

Mr. Frog asks Miss. Mouse to marry him. She is willing but must seek permission from uncle Rat. They got uncle Rat’s permission to marry. The two of them work out the details of the wedding.

Some versions of the story end with a cat, snake or other creature devouring the couple and wedding guests. In some versions Mr. Frog gets away, but is later swallowed by Mr. Duck.
1. A frog went a-courtin' and he did ride, M-hm, M-hm.
   A frog went a-courtin' and he did ride,
   Sword and pistol by his side, M-hm, M-hm.

2. He rode up to Miss Mousie's door, M-hm, M-hm,
   He rode up to Miss Mousie's door,
   Where he'd often been before, M-hm, M-hm.

3. He said, "Miss Mouse, are you within?" M-hm, M-hm,
   He said, "Miss Mouse, are you within?"
   "Yes, kind sir, I sit and spin." M-hm, M-hm.

4. He took Miss Mouse upon his knee, M-hm, M-hm,
   He took Miss Mouse upon his knee
   Said "Miss Mouse, will you marry me?" M-hm, M-hm.

5. "Without my Uncle Rat's consent, M-hm, M-hm,
   Without my Uncle Rat's consent
   I wouldn't marry the President." M-hm, M-hm.

6. Uncle Rat, he laughed and shook his fat sides, M-hm, M-hm,
   Uncle Rat, he laughed and shook his fat sides
   To think his niece would be a bride, M-hm, M-hm.

7. Then Uncle Rat rode off to town, M-hm, M-hm,
   Then Uncle Rat rode off to town
   To buy his niece a wedding gown, M-hm, M-hm.

8. "Oh, where will the wedding supper be?" M-hm, M-hm,
   "Oh where will the wedding supper be?"
   "Way down yonder in the hollow tree." M-hm, M-hm.

9. The first to come was the little white moth, M-hm, M-hm,
   The first to come was the little white moth
   She spread out the tablecloth, M-hm, M-hm.

10. The next to come was the bumblebee, M-hm, M-hm,
   The next to come was the bumblebee
   Played the fiddle upon his knee, M-hm, M-hm.

11. The next to come was a little flea, M-hm, M-hm,
   The next to come was a little flea
   Danced a jig with the bumblebee, M-hm, M-hm.

12. The next to come was Missus Cow, M-hm, M-hm,
   The next to come was Missus Cow
   Tried to dance but didn't know how, M-hm, M-hm.

13. Now Mister Frog was dressed in green, M-hm, M-hm,
   Now Mister Frog was dressed in green
   Sweet Miss Mouse looked like a queen, M-hm, M-hm.

14. In slowly walked the Parson Rook, M-hm, M-hm,
   In slowly walked the Parson Rook
   Under his arm he carried a book, M-hm, M-hm.

15. They all gathered round the lucky pair, M-hm, M-hm,
   They all gathered round the lucky pair
   Singing, dancing everywhere, M-hm, M-hm.

16. Then Frog and Mouse went off to France, M-hm, M-hm,
   Then Frog and Mouse went off to France
   That's the end of my romance, M-hm, M-hm.

Here we go looby loo

Here we go looby loo
Here we go looby light
Here we go looby loo

All on a Saturday night
You put your right hand in
You take your right hand out
You give your hand a shake, shake, shake
And turn yourself about

Here we go looby loo
Here we go looby light
Here we go looby loo

All on a Saturday night
You put your left hand in
You take your left hand out
You give your left hand a shake, shake, shake
And turn yourself about

Here we go looby loo
Here we go looby light
Here we go looby loo

All on a Saturday night
You put your right foot in
You take your right foot out
You give your right foot a shake, shake, shake
And turn yourself about
4. Here we go looby loo
   Here we go looby light
   Here we go looby loo
   All on a Saturday night
   You put your left foot in
   You take your left foot out
   You give your left foot a shake, shake, shake
   And turn yourself about

5. Here we go looby loo
   Here we go looby light
   Here we go looby loo
   All on a Saturday night
   You put your whole self in
   You take your whole self out
   You give your whole self a shake, shake, shake
   And turn yourself about

The Circus
E.O. Senton

2. The circus is coming to town,
The circus is coming to town.
The men on the bicycles cycle past,
They pedal them slow and they pedal them fast.
When the circus comes to town.

3. The circus is coming to town,
The circus is coming to town.
The elephants march with a rum-tum-tum.
They lift up their feet to the beat of the drum,
When the circus comes to town.

4. The circus is coming to town,
The circus is coming to town.
The monkey is playing see-saw with the clown.
The one goes up and the other goes down,
When the circus comes to town.
Singing with Expression

As explained in lessons 31, 32 & 33 a song too should be performed in the mood, observing the dynamics marks (loud & soft) and other makes of expression stated or marked in the particular song.

Mother of mine

Start softly bar when you get to bar 11 get loud and gradually get softer from bar 13 and get very soft at bar 16. Start loud at bar 17 and when you get to bare 29 gradually get softer till bar 32.

Ran Tikiri Sina

Star loud at bar 1 and sing softly at bare 3 at bar 5 get moderately soft. At bar 9 start getting gradually loud and at bar 11 start getting gradually soft. At bar 17 once again start getting gradually louder and in the middle of bar 18 get gradually softer and end softly.
Ran Tikiri Sina

Interlude
F
F
F
F

chorus
F
C
F

Ran ti-ki ri-si na muwa muwa pa-la

F
Gm
C
F

lan wee ath al-la-ge na es del wuu-waa

F
Gm
C

1. De the be-di laa e-thta du wa laa

C
Gm
F

no-pe nee ya-na wa-da su-du na-n gie

F
Gm

2. Ini-man ne-ga laa las-sana hoya laa-

C
C
F

gama nak yana wada sudu malli lee
If you're Happy

Mother of mine
BIMBO

Moderato

Jim Reeves

G C D G G C

Bim-bo is a little boy whos got a mill-ian friends and ev-ery time he passes by they

D G D A7 D

all in-vite them in hell clap his hands and sing and dance and talk his ba-by

D D A7 D D

talk with a hole in his pants and his knees stich-ing out he-just big enough to walk___

Chorus

G G# D G D D

Bin-go where you gonna go e o Bim-bo Bim-bo what-cha gon-na do e o

G C C Am

Bim-bo Bim-bo does your mum-my know that your

D D# G

going down the road to see a lit-tle girl e o____
Pin sidu wanne

Pin si du wann - ne ane - ba - la la mu n ne -
ma ge ku da ni wa sa ka da bi ma no da man ne
1. wa ne pu ra so - ya go sin ko - o - tu ka da la -
ku da ku da ke ba li thu din me hi ge ne vill a
 ga se mu dun ath tha u - din ko - o tu tha ba la
u de pa tan da - wa sa pu ra kuu du tha na laa
Ran Tikiri Sina

Interlude

Chorus

1. De the bedi laa e-thta du wa laa
   no-pe nee-ya-na wa-da su-du na-n gie

2. Ini-man ne-ga laa las-sana ho-yaa laa-
   gama nak yana wada sudu mall-i lee
She'll be coming round the mountain

G

1. She'll be coming round the mountain when she comes,

G G D

2. She'll be coming round the mountain when she comes,

G

3. She'll be coming round the mountain when she comes,

G G7 C

4. She'll be coming round the mountain when she comes,

G D7 G

Skip to my loo

1. Choose your partners skip to my loo - choose your partners skip to my loo

2. I lost my partner skip to my loo I partner skip to my loo

3. I lost my partner skip to my loo my darling

4. I lost my partner skip to my loo my darling
THE RAIN

BETTY MISHEIKER

Allegretto

Pitter patter pitter patter

Allegretto

Pitter patter pitter patter

4

Pitter patter pitter patter do you like to listen to the
Pitter patter pitter patter let me sing a little song to

6

rain, you
splish! splash! plink! plonk!
splish! splash! plink! plonk!
splish! splash! plink! plonk!
splish! splash! plink! plonk!
you will hear me singing my refrain —
that's the finest thing that I can do —
dancing on the rooftops dancing on the ground sending little rivers
running round and round oh I make a big noise, when I come down hard,
watering your garden and washing down your yard.  Pitter patter pitter patter
pitter patter patter hear me knocking on your window pane,

splosh! splosh! plink! plonk! splosh! splish! plink! plonk oh Im such a busy little rain,

Oh Im such a busy, busy busy little rain,
The Blue bells of Scotland

1. O where and o where is your Highland lad-die gone?
   o

where and o where is your High-land ladd-dle gone? he's

gone to fight the foe for king-George up-on the throne, And it's

oh in my heart how I wish him safe at home
Music For Teacher

National Anthem

Annanda Samarakoon
Arr. by Priyani Fernando
For Teacher

Respond to various Rhythm (Page No. 66)

Play the following pieces to the students to react appropriately

Bobby Shaftoe

Where are you going to

Baila

Babi Accige Bicycle Eka
March

Repasz Band (March and Two step)

Chas C. Sweeley
Step 1

Teacher’s Accompaniment

Performing in the Percussion Band (Page No. 72)
For Teacher

High and Low Sounds (Page No. 32)

Aural Exercises
1. Teacher plays the following and student should listen and respond
   Listen to the following notes, and state which of the two is the highest / lowest.

   1.   2.   3.   4.   5.

   6.   7.   8.   9.   10.

2. Teacher plays the melodies given below.
   Students should listen and state whether the note that ends the melody is higher/ lower / same
   than the first note of the melody.
References


