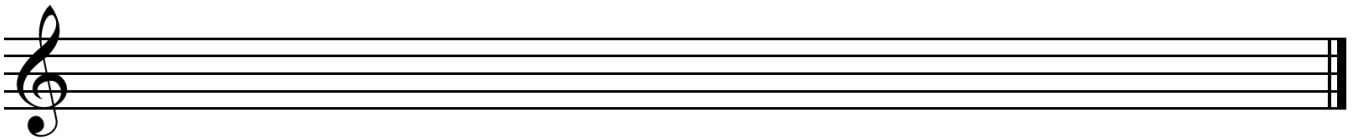


LEVEL 1B Worksheet		Name:	
Date:	School:	Year:	
Info:	Books and resources:		
Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> Assembling and care of Instrument <input type="checkbox"/> Technique: Improved sound production including tuning and finger control <input type="checkbox"/> Pitches: One octave, musical alphabet, accidentals (sharps, flats and naturals) <input type="checkbox"/> Rhythms: quavers, crotchets, minims, semibreves, dotted minims <input type="checkbox"/> Time signatures: 4/4 and 3/4 <input type="checkbox"/> Tempo: (Italian Words) Allegro, Andante, Adagio <input type="checkbox"/> Articulations: tongue, slur, staccato, accent <input type="checkbox"/> Dynamics: mezzo piano (mp), mezzo forte (mf), crescendo and diminuendo <input type="checkbox"/> Repeat signs, round, breath marks, pause sign, DS and DC al fine and coda <input type="checkbox"/> Music reading, writing, performance <input type="checkbox"/> Effective practice, music stand 			

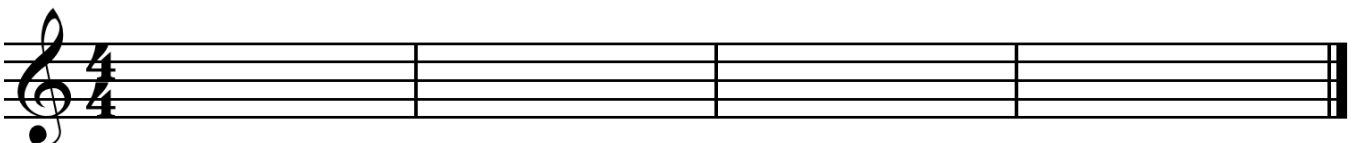
Pitches:

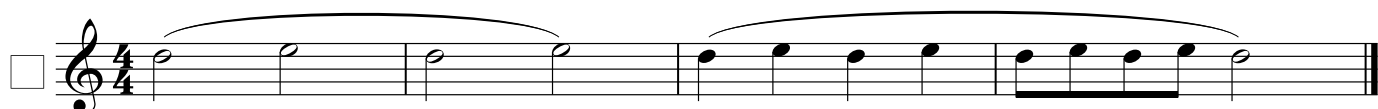
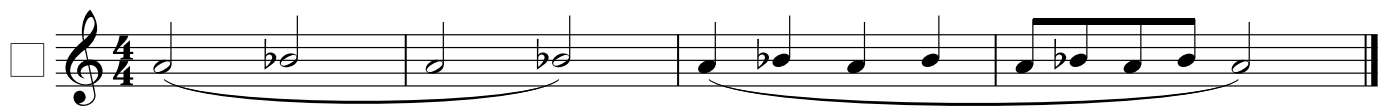


I can play a note for 4 6 8 seconds.

Rhythm Grid:

Write four bars of music using pitches and rhythms of your choice.





□

The first exercise is in 3/4 time and consists of four staves. The first staff begins with a square box. The notes are: G4 (quarter), A4 (quarter), B4 (quarter), C5 (half), B4 (quarter), A4 (quarter), G4 (quarter), F4 (half), E4 (quarter), D4 (quarter), C4 (half).

□

The second exercise is in 4/4 time and consists of three staves. The first staff begins with a square box. The notes are: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), D5 (quarter), C5 (quarter), B4 (quarter), A4 (quarter), G4 (quarter), F4 (quarter), E4 (quarter), D4 (quarter), C4 (half), B3 (half).

□

The third exercise is in 4/4 time and consists of two staves. The first staff begins with a square box. The notes are: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), D5 (quarter), C5 (quarter), B4 (quarter), A4 (quarter), G4 (quarter), F4 (quarter), E4 (quarter), D4 (quarter), C4 (half), B3 (half).

say
—

























The fourth exercise is in 4/4 time and consists of one staff. The notes are: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), D5 (quarter), C5 (quarter), B4 (quarter), A4 (quarter), G4 (quarter), F4 (quarter), E4 (quarter), D4 (quarter), C4 (half), B3 (half).

—

The fifth exercise is in 4/4 time and consists of one staff. The notes are: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), D5 (quarter), C5 (quarter), B4 (quarter), A4 (quarter), G4 (quarter), F4 (quarter), E4 (quarter), D4 (quarter), C4 (half), B3 (half).

What do you enjoy about playing your musical instrument?

What do you find difficult to do on your instrument?

Specially selected music for assessment:				
	starting	improving	learnt	excellent
				
				
				
				
				

Musical Alphabet: A B C D E F G
 How many words can you write using the musical alphabet? You can repeat letters.

Recording:
 Record yourself playing a tune. Listen back and record again if you can improve it.
 Recorded Piece: _____ Date: _____

Teacher Assessment:	
Student Assessment:	
Parent/Carer Signature:	Date:

Congratulations

You are now ready to learn your Bronze Music Medal Music.