

<b>LEVEL 2A Worksheet</b>		Name:	
Date:	School:	Year:	
Info:	Books and resources:		
<b>Objectives:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assembling and care of Instrument</li> <li><input type="checkbox"/> Technique: Improved sound production including tuning and finger control</li> <li><input type="checkbox"/> Pitches: Scales, accidentals (sharps, flats and naturals), minor and major keys</li> <li><input type="checkbox"/> Rhythms: dotted crotchets and ties</li> <li><input type="checkbox"/> Time signatures: 4/4, 3/4 and 2/4</li> <li><input type="checkbox"/> Tempo: (Italian) Allegro, Andante, Adagio, rallentando (rall) and ritenuto (rit)</li> <li><input type="checkbox"/> Articulations: tongue, slur, staccato, accent</li> <li><input type="checkbox"/> Dynamics: mezzo piano (mp), mezzo forte (mf), crescendo and diminuendo</li> <li><input type="checkbox"/> Repeat signs, 1<sup>st</sup> and 2<sup>nd</sup> time bars, pause sign, DS and DC al fine and coda</li> <li><input type="checkbox"/> Phrasing: (musical sentence) breath marks and upbeats</li> <li><input type="checkbox"/> Music reading, writing, improvisation (call and response), ensembles</li> <li><input type="checkbox"/> Effective practice, music stand</li> </ul>			

Pitches:

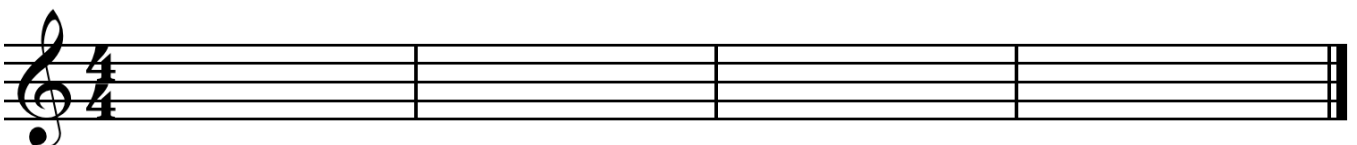


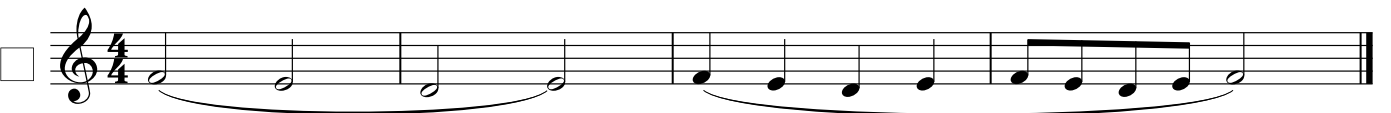
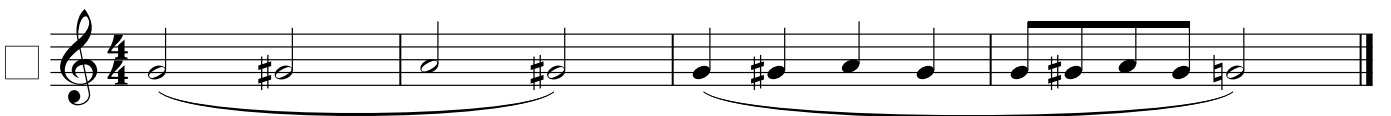
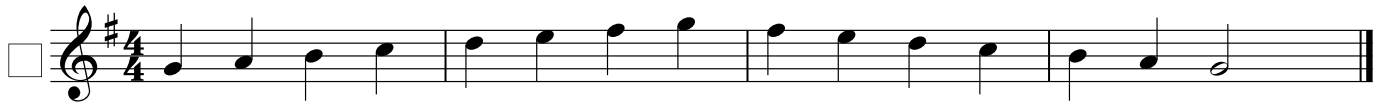
I can play a note for      seconds.

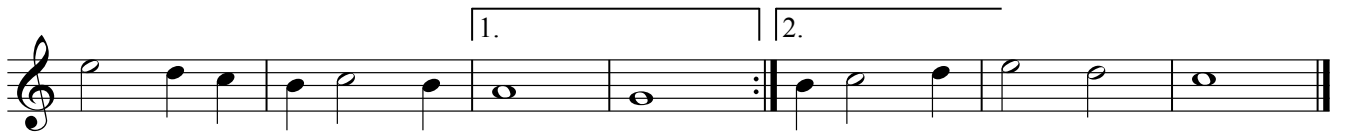
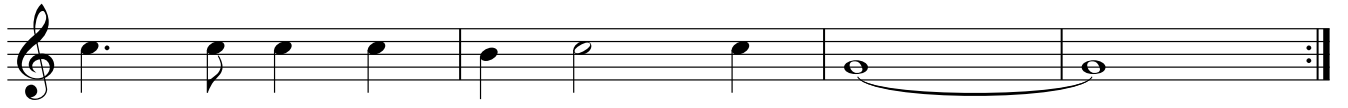
Rhythm Grid:



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































What is your favourite piece of music to play and why?

What is your favourite piece of music to listen to and why?

Specially selected music for assessment:				
	starting	improving	learnt	excellent
				
				
				
				
				

**Ensemble playing:**  
 Playing in an ensemble will accelerate your progress and add more joy to your music making. Don't worry that others may hear you make a mistake. You will be well hidden in the big sound, although trying your best will be well observed.

Teacher's ensemble recommendation: \_\_\_\_\_

**Playing in Harmony with others:**  
 Playing music with two or more different parts that sound together.

Name of song: \_\_\_\_\_

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

**Congratulations**

You are now ready to learn your Grade One Music.