

<b>LEVEL 2B 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: Extended range, Major and Minor scales, chromatic scale</li> <li><input type="checkbox"/> Rhythms: syncopation</li> <li><input type="checkbox"/> Time signatures: 4/4, 3/4, 2/4 and 2/2 (alla breve)</li> <li><input type="checkbox"/> Tempo: (Italian) accelerando (accel), rallentando (rall) and ritenuto (rit)</li> <li><input type="checkbox"/> Articulations: tongue, slur, staccato, accent, tenuto</li> <li><input type="checkbox"/> Dynamics: fortissimo (ff), pianissimo (pp), subito</li> <li><input type="checkbox"/> Character and style of the music</li> <li><input type="checkbox"/> Phrasing: (musical sentence) breath marks and upbeats</li> <li><input type="checkbox"/> Music reading, writing, improvisation, ensembles and aural skills</li> <li><input type="checkbox"/> Effective practice: correct repetition, warm-up, music stand</li> </ul>			

I can play a note for 8     seconds.

Rhythm Grid:

♪	♪♪	♪♪	♪♪
♪	♪♪	♪♪	♪♪
♪	♪♪	♪♪	♪
♪♪	♪	♪♪	♪


**Warm-up:**

Just as an athlete needs to warm-up, a musician will also benefit from a warm-up in preparing to play their best. A short and effective warm-up can be done at the start of a practice session, lesson and performance. Think about:

- Instrument set-up, (reed placement) and tuning position of head joint/mouthpiece
- Posture, Breathing and Embouchure
- Playing your best sounding long tones.
- Finger patterns including scales
- Tonguing and slurring

Musical staff in 4/4 time. Notes: B (quarter), C (quarter), D (quarter), E (quarter), F (quarter), F# (quarter), G (quarter), A (quarter). Bass notes: G2, F2, E2, D2, C2, B1, A1, G1. Each note has a slur and a fermata.

Musical staff in 4/4 time. Notes: B (half), C (half), D (half), E (half), F (half), G (half), A (half).

Musical staff in 4/4 time. Notes: B (half), C (half), D (half), E (half), F (half), G (half), A (half).

Musical staff in 4/4 time. Notes: B (quarter), C (quarter), D (quarter), E (quarter), F (quarter), G (quarter), A (quarter).

Musical staff in 4/4 time. Notes: B (quarter), C (quarter), D (quarter), E (quarter), F (quarter), G (quarter), A (quarter).

Musical staff in 4/4 time. Notes: B (quarter), C (quarter), D (quarter), E (quarter), F (quarter), G (quarter), A (quarter).

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Musical staff in 4/4 time. Notes: B (quarter), C (quarter), D (quarter), E (quarter), F (quarter), G (quarter), A (quarter).





















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Ask a parent at home what their favourite piece of music is and why?

Try to play part of the melody of their favourite piece of music.

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. Turn up and try it out for 2 sessions. If you like it, become a member.

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

Member

- Aural Skills:**
- Clapping and identifying the beat.
  - Pitching with your voice and instrument.
  - Listening and identifying musical elements.

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

**Congratulations**

You are now ready to learn your Grade 2 Music.