

Music makes our world come alive.




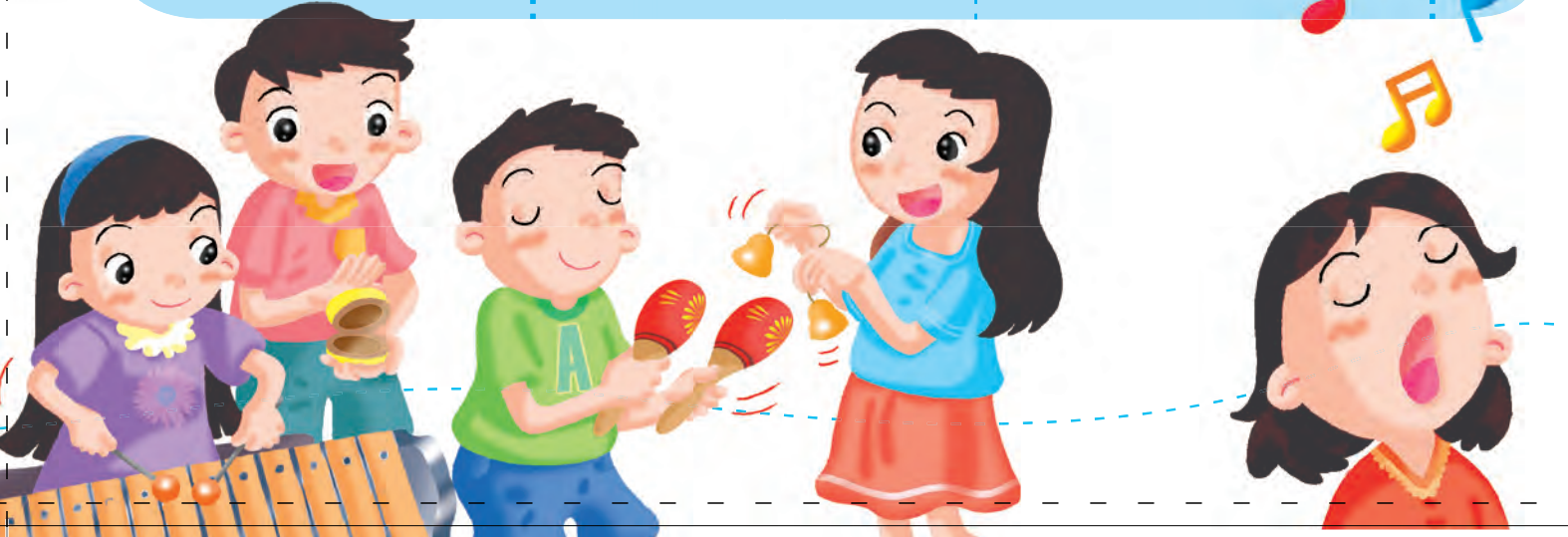
Consultant: Wong Joon Hwang

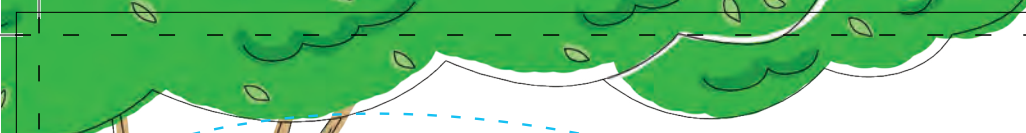
Writers: Zhu An Li • Zhang Zi Ping • Zhang Hui Chun • Chen Hong Mei

BOOK 2

CONTENTS

	Topic	I Learn About...	Songs and Music	Page
Unit 1 Get Creative	The Sounds of Percussion Instruments	<ul style="list-style-type: none"> Tuned and untuned percussion instruments 	<ul style="list-style-type: none"> The Percussion Song 	2
	Getting a Nice Tune	<ul style="list-style-type: none"> Pitch Picture signs 		6
	Accompanying Music	<ul style="list-style-type: none"> Time signature Bar line $\frac{2}{4}$ Pulse Strong and weak beats 	<ul style="list-style-type: none"> Lullaby It's Time for Play The Waltzing Cat 'Prelude' from Carmen Act 1 	8
	A Rhythm Exercise	<ul style="list-style-type: none"> Keeping a steady beat 		12
	Creative Corner	<ul style="list-style-type: none"> Playing rhythms with percussion instruments 		13
Unit 2 Moving Poems	The Rhythm of Poetry	<ul style="list-style-type: none"> Reciting poems Matching words to rhythm 		16
	Making Poems Lively	<ul style="list-style-type: none"> Reciting poem using rhythms  		18
	Creative Corner	<ul style="list-style-type: none"> Matching rhythm to poems 	<ul style="list-style-type: none"> One Little Finger 	20





Unit 3
Singing is
Great Fun!

Unit 4
Feel the
Music



Topic	I Learn About...	Songs and Music	Page
Singing is Great Fun!	<ul style="list-style-type: none"> English folk song Solo singing 	<ul style="list-style-type: none"> This Old Man 	26
Let's Sing Aloud	<ul style="list-style-type: none"> Singing in unison Solfege handsign ti 	<ul style="list-style-type: none"> Polly Wolly Doodle 	28
Take Turns to Sing	<ul style="list-style-type: none"> Simple quadruple time $\frac{4}{4}$  2-part canon 	<ul style="list-style-type: none"> Clock Sounds Clock Sounds (Canon) 	30
Children's Day Song	<ul style="list-style-type: none"> Values for children 	<ul style="list-style-type: none"> Semoga Bahagia 	32
Creative Corner	<ul style="list-style-type: none"> Anacrusis 	<ul style="list-style-type: none"> The Month of April 	34
Show Them How You Feel!	<ul style="list-style-type: none"> Music and mood Interdisciplinary: Music and art 	<ul style="list-style-type: none"> Piano Sonata in C# minor, Op.27 No.2, 1st movement Heroic Coolie Dance 	38
Sing With Your Feelings	<ul style="list-style-type: none">  German folk song 	<ul style="list-style-type: none"> Bright Pearly Whites Sleep Baby Sleep Make Courtesy Our Way of Life 	42
Activity Spot	<ul style="list-style-type: none"> My favourite song / music 		46



Topic

I Learn About...

Songs and Music

Page




Unit 5
Moods and Rhythms

Percussion Moods

- Malay, Chinese and Indian percussion instruments
- Local folk songs

48

Community Songs

- Chinese children's folk song
- Community songs
- 
- Clapping rhythms

- My Big Black Dog
- Dayung Sampan

51

Creative Corner

- Composing lyrics and rhythm

- The Spider

56

Music in Daily Life

- Songs used in different occasions
- 

- Sweetly Sings the Donkey
- Tree Frog

60

Music is Ever Changing

- Music in different genres

- Twinkle Twinkle Little Star

64

Creative Corner

- 
- Music for the right occasion

- Teddy Bear

66

Unit 6
Music is Everywhere

SAMPLE





Topic

I Learn About...

Songs and Music

Page

Call and Response

- Call and response phrases
- Singing in *solfege*
- Simple triple time $\frac{3}{4}$

- The Rabbit and the Panda

72

The Music Stave

- Singing response phrases
- The 5-line stave
- Reading and singing *solfege* on stave
- Writing *solfege* names
- Movable doh

- What Are You Eating?
- What Are You Looking For?

75

Creating Responses

- Clapping and singing call and response phrases
- Composing in *solfege*

80

Creative Corner

- Composing response phrases (rhythm, *solfege*, lyrics) for rhythms

82

Have Fun With Sounds

- Music that tells stories

86

Creative Corner

- Creating sound effects for a story

88

Glossary

98



Unit 7
Call and Response

Unit 8
The Magic of Sound



Unit 1

Get Creative

All percussion instruments have different *tone colours*. Let us explore some of these instruments together.



The Sounds of Percussion Instruments

- Play these percussion instruments and listen to their sounds.
 - Close your eyes and get a classmate to play these instruments again. Guess the instruments by their sounds.

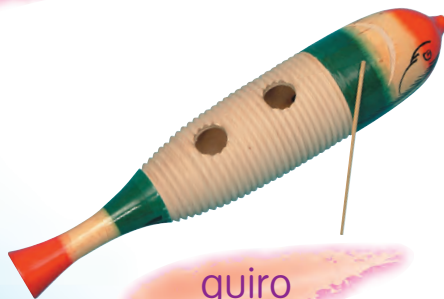


bass drum



castanet

triangle



guiro



- There are tuned and untuned percussion instruments. Tuned percussion instruments give out sounds of different pitches. **Pitch** is how high or low a sound is.



2 Sing **The Percussion Song** with your classmates.
Choose suitable percussion instruments. Play the rhythm of the **orange** words.



The Percussion Song

Lyrics by Pearson Longman


Jing jing jing jing jing jing, sleigh bells jin - gle.

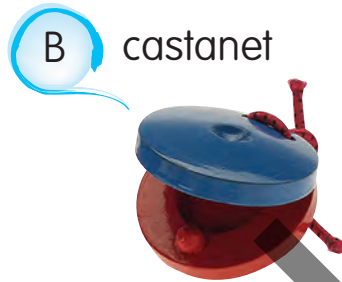
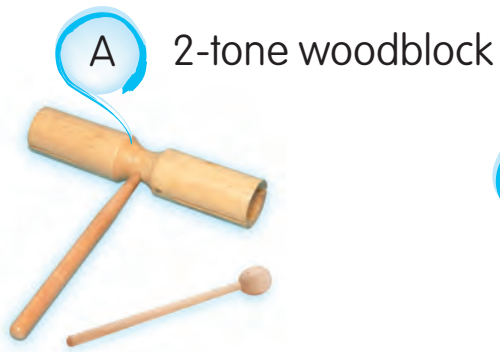
Tick tock tick tock tick tock, wood blocks strike.

Ting ting ting ting ting ting tri-an-gles tin - gle.

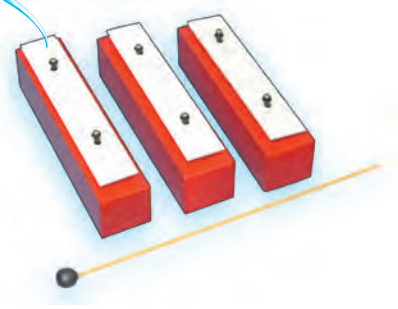
Drums go boom boom, cla-ves dock dock oh what thrill!



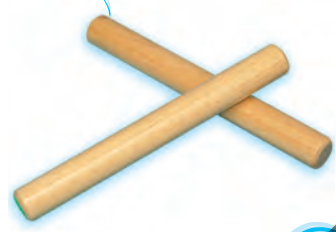
3 Gently shake or hit these percussion instruments. Which of them are tuned and untuned? Match and write your answers in the  on the next page.



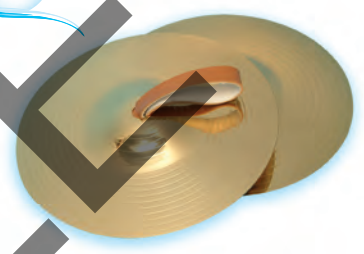
G chime bars



H claves



J cymbals



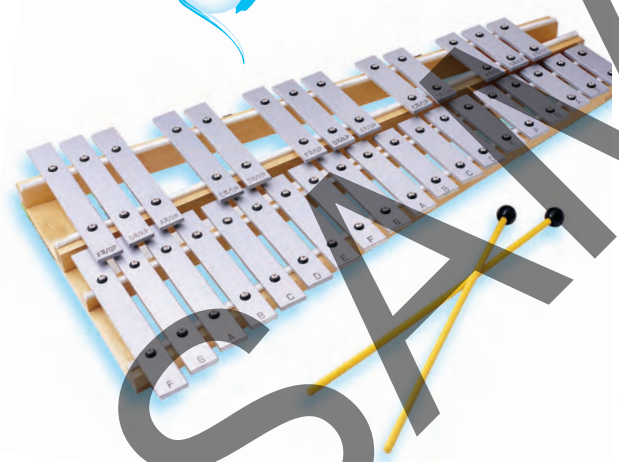
I guiro



L snare drum



K glockenspiel



Tuned



Untuned



Getting a Nice Tune

- 1 a Play the glockenspiel from left to right. Listen to the changes in pitch. Circle your answer below.

The pitch goes from (high / low) to (low / high).
The melody goes (upwards / downwards).

Left



Right

The pitch goes from (high / low) to (low / high).
The melody goes (upwards / downwards).

Move your arms up or down
along with the melody.

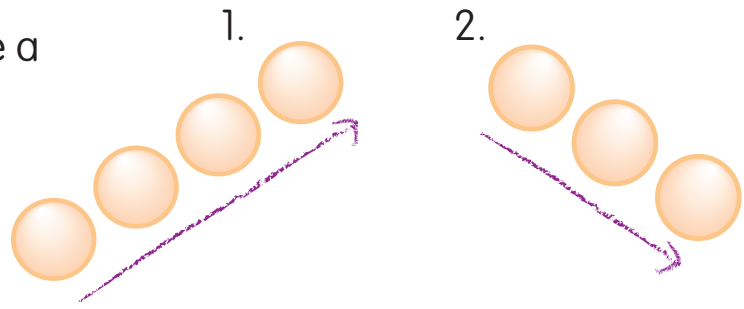
up



down



b Write *solfege* letters to make a scale in the .



2 a Sometimes, picture signs can be drawn to show melodic direction.

example

doh doh ray me me ray doh ray doh doh

b Suzy is singing in *solfege*. Draw picture signs of her tune in the .

me ray doh ray me me me

Accompanying Music

1 a Listen to **Lullaby**.

Lullaby


English children's song

m *s* *s* *f* *f* *f* *l* *l* *s* *s*



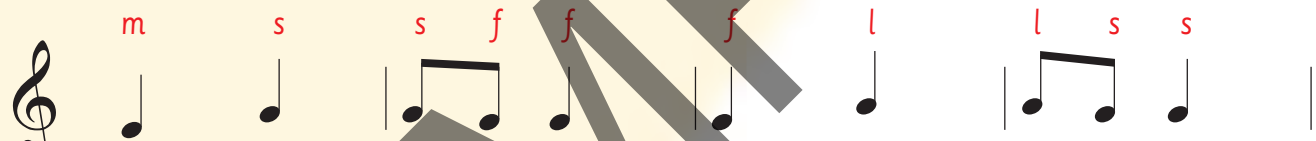
Here comes night a - gain Eve - ery thing is still!

s *d'* *d'* *d'* *d'* *t* *t* *f* *l* *l* *l* *l* *s* *s*



Stars and moon a - dorn the sky Hush my dear, it's time for bed.

m *s* *s* *f* *f* *f* *l* *l* *s* *s*



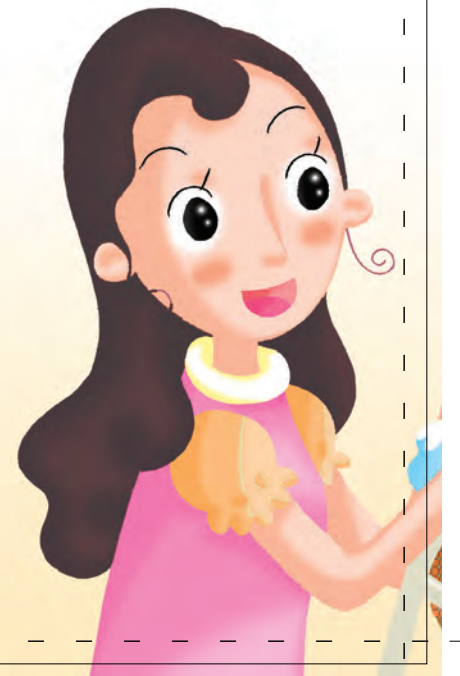
Close your eyes and dream put your cares a - way

s *d'* *d'* *d'* *t* *l* *s* *f* *f* *m* *s* *s* *d'*



Hush my dear it's time for bed, and good night and sweet dreams.

Should **Lullaby** be sung quietly or loudly?



- b Sing **Lullaby**, and move your body to the action of a rocking cradle.

These are **bar lines**.



This is a **time-signature**.

Clap your hands to the pulse of $\frac{2}{4}$ time.
The first beat is strong, and the second
beat is weak.

- c Choose an untuned instrument to play **Lullaby** in $\frac{2}{4}$ time.





 2  Let us learn another song in $\frac{2}{4}$ time!

It's Time for Play

Adapted by Pearson Longman

s s m s s m s l s f m f




Light as breeze, light as breeze, that's how I'm fee - ling now.

f f r f f r f s f m r m



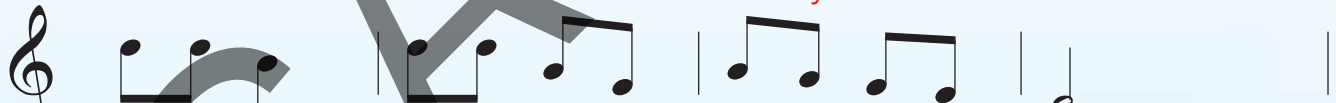
Running down down the hills with kit - ty by my side.

s s m s s m s d' d' t t l

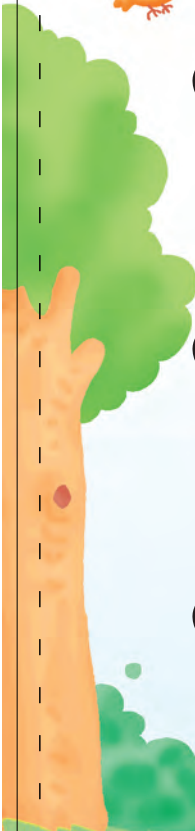


Love - ly day, eve - ry - one does come on out to play.


d' d' l d' d' s m s f m r d



We'll have fun run - ning skip - ping up and down the hills.



b Clap on the strong beat of each bar as you sing **It's Time for Play.**

 Listen to the music below.

Listen to:

The Waltzing Cat L.Anderson

Listen to:

'Prelude' from Carmen Act I Bizet

1. Which piece of music do you like better?
2. Which piece of music is written in $\frac{2}{4}$ time?
Tick the correct answer in the .



A Rhythm Exercise



ti-ti



ta




ta-a



Remember to count the beats!



Creative Corner

- 1 a Group Work: Choose untuned percussion instruments to play each rhythm found below. Write your answer in the .

WORK IT OUT

Make a list of untuned percussion instruments in your classroom.



$\frac{2}{4}$



$\frac{2}{4}$



$\frac{2}{4}$



- b Take turns to perform the rhythms.

WORK IT OUT

Count and keep a steady beat as you play.

- c What do you think of your group's performance? Complete the 😊 below!



Good



Fair



Needs improvement

Judging Criteria

Your Performance

Choice of percussion instruments



Rhythm and pitch



Teamwork



Overall performance



How can you improve your performance?

