

Discover the hidden musical talent in you.



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## Unit 1 The Charm of Music

### Topic

### I Learn About...

### Songs and Music

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The Charm of Music

- Adding sound effects to a poem
- Order: Ascending and Descending
- *Tempo, dynamics and mood*

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- Waltz in D $\flat$ , Op.64 No.1
- Clair de Lune

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- My favourite TV advertisement

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- Creating an advertisement with music

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- Peter and the Wolf

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- In a Persian Market

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- *crescendo*
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- *pp, p, mp, mf, f, ff*

- Plink Plank Plunk
- Sounds of the Universe

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- Creating sound effects with percussion instruments

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- Sounds of the Universe

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Creative Corner

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- Plink Plank Plunk
- Sounds of the Universe

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Unit  
1

# The Charm of Music

What would the world be like without music?

Discover how music can make poetry,  
paintings, and video clips more exciting!

SAMPLE





# The Charm of Music

- 1 a Recite the following poem.

## Pitter Patter

*Pitter patter pit pat,  
Listen to the rain.  
Falling in the garden,  
Running down the pane.*

- b Add sound effects to the poem. Use simple body actions such as clapping.



- c Get into 2 groups and recite the poem again. 1 Group can recite the poem, and the other can add the fun sound effects.



- 2 a Listen to the song **Pitter Patter**.

## Pitter Patter

Musical notation for the first line of the song. The melody is written on a treble clef staff with a key signature of one sharp (F#) and a time signature of 2/4. The notes are: quarter note D5, quarter note E5, quarter note F#5, quarter note G5, quarter note F#5, quarter note E5, quarter note D5, quarter note C5, quarter note B4, quarter note A4, quarter note G4. The lyrics are: Pit - ter pat - ter pit pat, lis - ten to the rain.

Musical notation for the second line of the song. The melody is written on a treble clef staff with a key signature of one sharp (F#) and a time signature of 2/4. The notes are: quarter note G4, quarter note F#4, quarter note E4, quarter note D4, quarter note C4, quarter note B3, quarter note A3, quarter note G3, quarter note F#3, quarter note E3, quarter note D3. The lyrics are: Fall - ing in the gar - den, run - ning down the pane.

- b Is the melodic line ascending (notes mostly getting higher) or descending? (notes mostly getting lower)? Circle the correct arrow below.

Ascending

Descending

How does the direction of the melodic line add to the meaning of the poem?

- c Sing **Pitter Patter** together!



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Listen to:

Waltz in D<sup>b</sup>, Op. 64 No.1 Chopin

- Listen to the music. What is the *tempo* of the piece?
- Tick  for the picture below which you think represents the music.
- Explain why you chose the picture.

1.



2.



3.





- 4 a E-book exercise: Watch 2 versions of a video clip about a swan. Do you prefer the version with or without music?



b

Listen to:

Clair de Lune Debussy

Listen to the music. What are the *tempo*, *dynamics* and *mood* of the piece? Circle the correct answers below.

*Tempo*: fast / slow

*Dynamics*: loud / soft

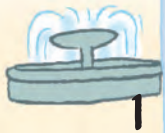
*Mood*: exciting / calm



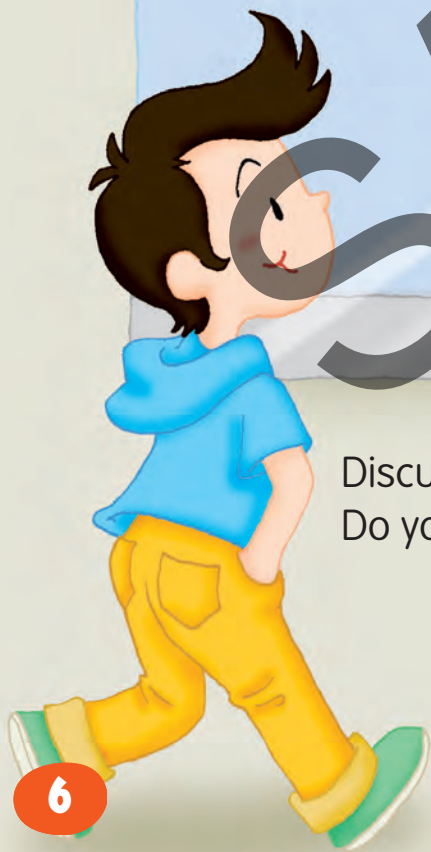
Do you think this piece of music is suitable for the picture of the swan above? Explain.



# Music in Television



1 a Many TV advertisements use music to help sell their products.



Discuss a TV advertisement you like.  
Do you like it because of the music it uses?

b Describe the TV advertisement you have chosen.



## TV Advertisement

### Advertisement

❖ Name of Product: \_\_\_\_\_

❖ Message of Advertisement: \_\_\_\_\_  
\_\_\_\_\_

### Music

❖ Tempo:  fast  slow

❖ Dynamics:  loud  soft

❖ Mood: \_\_\_\_\_

❖ What I Like About the Advertisement: \_\_\_\_\_  
\_\_\_\_\_

❖ Does the music bring the message of the advertisement across better?





# Creative Corner

1 a E-book exercise: Create your own advertisement! Choose 1 of the titles below. Tick the  next to the title you have chosen for your advertisement.

- 1. Save our Earth .....
- 2. Respect for our Elders .....
- 3. Marvellous Moo Milk .....

### Step 1

Click on the title of your advertisement.

### Step 2

Choose 10 pictures. Arrange them in an order you like. Next, choose an animation effect for each of the pictures.



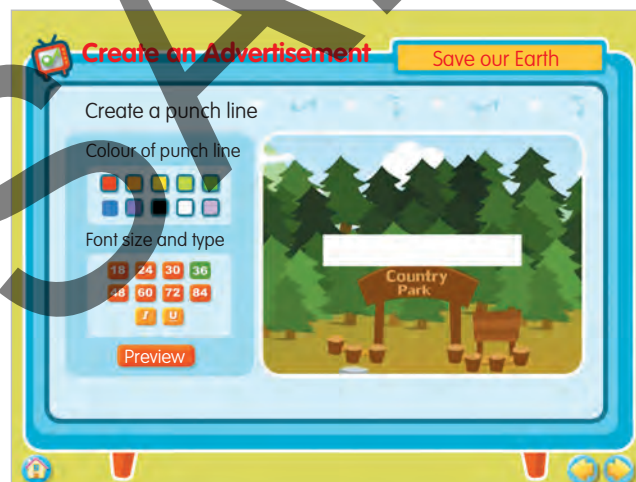
### Step 3

Choose a piece of background music for your advertisement.



### Step 4

Type in a punch line (words to support your advertisement).





- b Show your advertisement to your classmates.

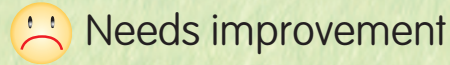
What is the message of your advertisement?

Does the music create a suitable *mood* for the advertisement?

### TRY IT OUT

Look up a few more TV advertisements that you like. Keep a record of them like what you did on page 7. Share your collection with your classmates!

- c Get your classmates to judge your advertisement by completing the 😊 below!



Judging Criteria	Your Group's Performance
Choice of music	😊
Effectiveness of punch line	😊
Teamwork	😊
Overall performance	😊