

Music is the universal language
that brings the world together.



Consultant: Wong Joon Hwang

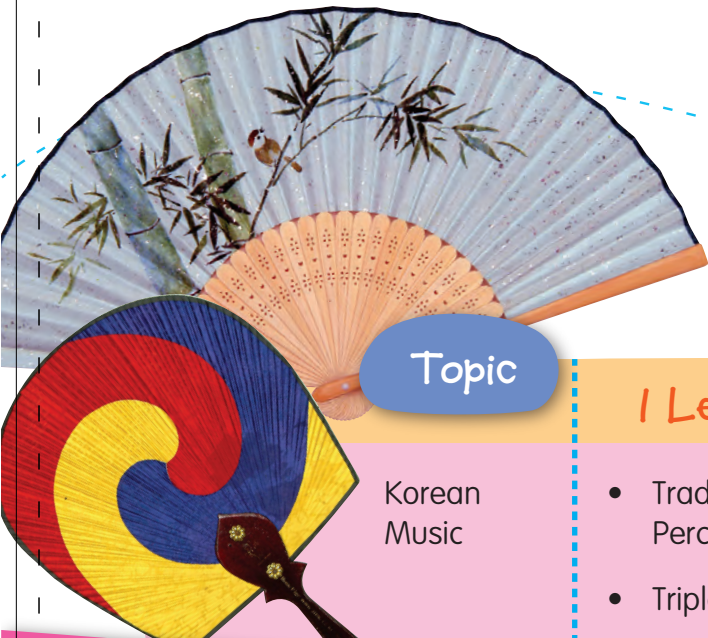
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BOOK 4

CONTENTS

Topic	I Learn About...	Songs and Music	Page	
Unit 1 The Carnival of Rhythms	Simple Time	<ul style="list-style-type: none"> • $\frac{2}{4}, \frac{3}{4}, \frac{4}{4}$ •  • Song in $\frac{4}{4}$ time • <i>Anacrusis</i> 	<ul style="list-style-type: none"> • Minuet in G • 'March' from The Nutcracker Suite • Rasa Sayang Eh 	2
	Let's Play on the Recorder	<ul style="list-style-type: none"> • Fingerings for notes D and E 		6
	More Songs in Simple Time	<ul style="list-style-type: none"> • Song in $\frac{2}{4}$ time • Song in $\frac{3}{4}$ time 	<ul style="list-style-type: none"> • My Grandfather's Clock • The Lorelei 	8
	Western Dances	<ul style="list-style-type: none"> • Polka and Waltz • Creating Dance Rhythms 	<ul style="list-style-type: none"> • Tritsch-Tratsch Polka • The Beautiful Blue Danube 	11
Unit 2 Music in Festivals	Chinese New Year	<ul style="list-style-type: none"> •  	<ul style="list-style-type: none"> • 恭喜恭喜 (Gong Xi Gong Xi) 	14
	Hari Raya Puasa	<ul style="list-style-type: none"> • Traditional Malay Dance: <i>Joget</i> 	<ul style="list-style-type: none"> • Selamat Hari Raya 	16
	Deepavali	<ul style="list-style-type: none"> • Deepavali festival 	<ul style="list-style-type: none"> • முன்னேறு வாலிபா (Munnaeru Vaalibaa) 	18
	Christmas		<ul style="list-style-type: none"> • Santa Claus is Coming to Town • Rudolph the Red-nosed Reindeer • Deck the Halls • We Wish You a Merry Christmas 	20





Topic

I Learn About...

Songs and Music

Page

Unit 3
Music from
Korea and
Japan

Korean Music

- Traditional Korean Percussion Ensemble
- Triplets 
- Pentatonic Scale 1

- Arirang
- Doraji

24

Japanese Music

- Pentatonic Scale 2
- Traditional Japanese Musical Instruments

- Sakura

28

Creative Corner

- Composing Melody using Pentatonic Scales

31

Unit 4
Indonesian
and Filipino
Music

Indonesian Music

- Traditional Indonesian Music: Gamelan

- Tabuh Pisan
- Pulau Bali
- Bengawan Solo

34

Filipino Music

- Tinikling (Bamboo Dance)

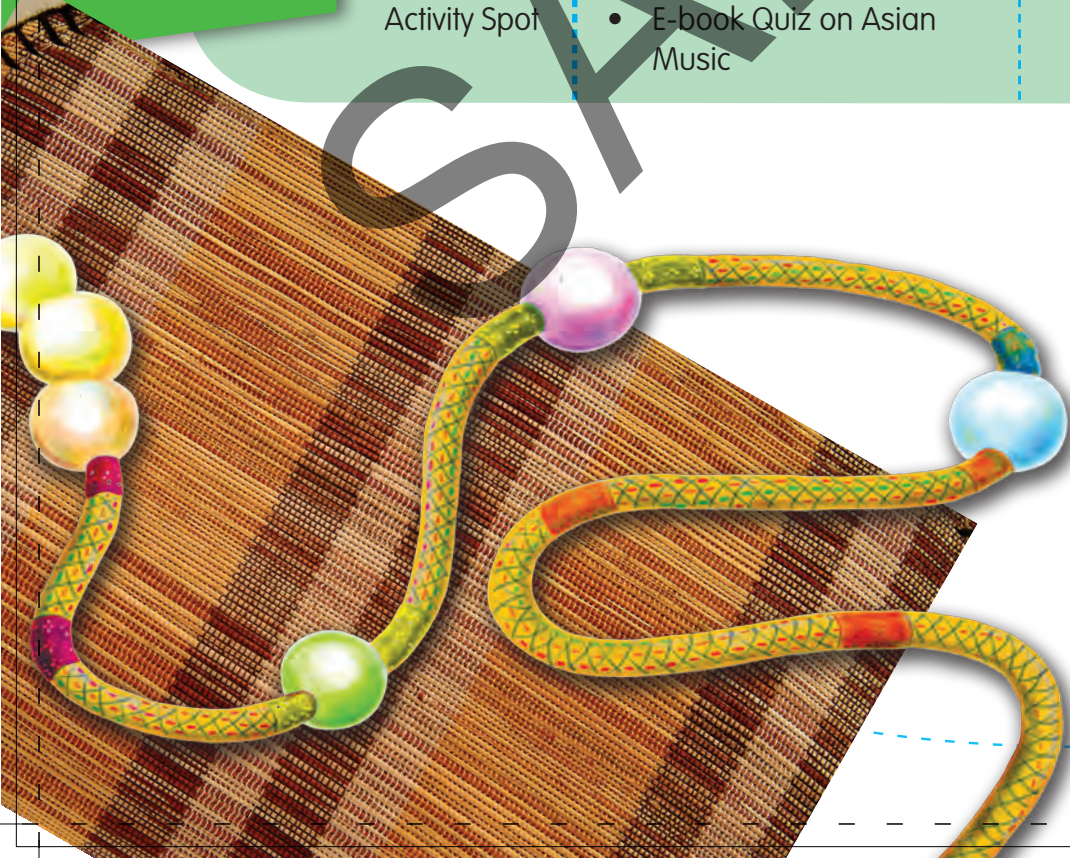
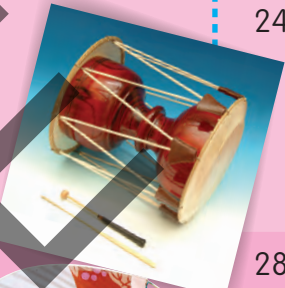
- Planting Rice

38

Activity Spot

- E-book Quiz on Asian Music

40

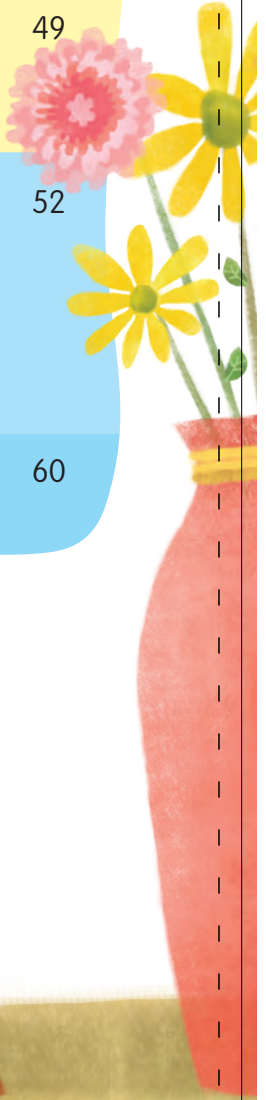




Unit 5
The
Orchestral
Family

Unit 6
A World
Filled with
Love

Topic	I Learn About...	Songs and Music	Page
Orchestral Instruments	<ul style="list-style-type: none"> Orchestral Instruments String, Woodwind, Brass and Percussion 		42
Orchestral Music	<ul style="list-style-type: none"> Musical theme 	<ul style="list-style-type: none"> The Young Person's Guide to the Orchestra The Orchestra 	46
Creative Corner	<ul style="list-style-type: none"> Making Your Own Musical Instruments 		49
Express Your Feelings	<ul style="list-style-type: none"> Expression and <i>Dynamic</i> Markings 	<ul style="list-style-type: none"> My Family Home Sweet Home Home Songs My Mother Taught Me Home on the Range 	52
Creative Corner	<ul style="list-style-type: none"> Filling in Performance Directions 	<ul style="list-style-type: none"> By the Lake 	60





Unit 7
Forms and
Repetitions

Topic

I Learn About...

Songs and Music

Page

Form and
Repetition

- Binary and Ternary Forms

- My Bonnie Lies Over the Ocean
- Brahms' Lullaby
- Jingle Bells
- New World Symphony
- Ode to Joy

64

Call and
Response

- Call and Response
- Sea Shanty

- Drunken Sailor
- The Beautiful Blue Danube

70

Creative
Corner

- Optional: Creating Your Own Cartoon Music

72

Glossary

75



SAMPLE

Unit 1

The Carnival of Rhythms

Your heart beats to a steady rhythm. So does music! We will learn how to sing and play along with music in different time signatures. We will also play our own dance rhythms!



Simple Time



1 a Listen to the following songs. Feel the rhythm of the music. Can you tell what their time signatures are?

Tick ✓ your answer in the .

Listen to:

Minuet in G Beethoven

$\frac{2}{4}$

$\frac{3}{4}$

Listen to:

'March' from The Nutcracker Suite Tchaikovsky

$\frac{3}{4}$

$\frac{4}{4}$

Memory Note

- $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$ are in simple time.
- The following rhythms have the same time value as 1 beat (♩).

Rhythm

Rhythmic syllables



ta


ti-ti



tik-ka tik-ka



ti-ti-ka



ti-ka-ti



b Listen to the rhythms below. Write down their time signatures ($\frac{2}{4}$, $\frac{3}{4}$ or $\frac{4}{4}$) in the .


example  $\frac{4}{4}$ 

1.  



2.  

3.  

4.  

5.  

6.  

7.  

8.  

c Pick any 2 rhythms in $\frac{4}{4}$ time. Write your 2-bar rhythm below. Clap your rhythm.

$\frac{4}{4}$ 

Did you clap your rhythm correctly? Your teacher will assess your performance.

excellent

fair

needs improvement



2

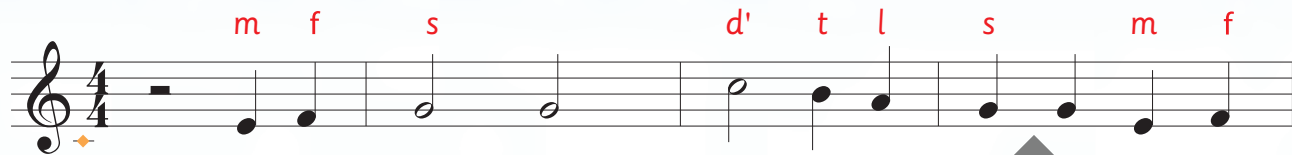
Sing **Rasa Sayang Eh**, a lively Malay song in $\frac{4}{4}$ time.



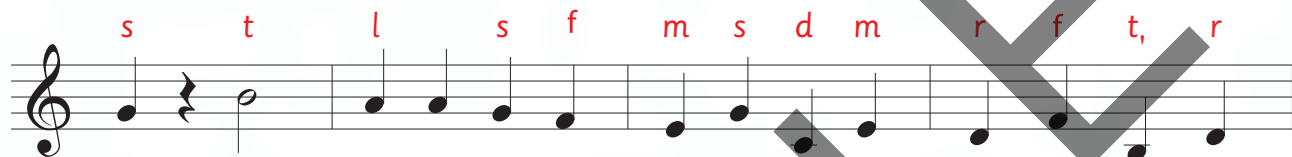
Rasa Sayang Eh

Traditional Malay song

Allegro



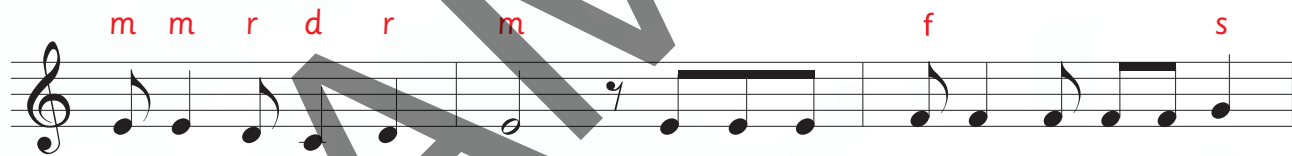
Ra - sa sa - yang, eh! Ra - sa sa - yang, sa - yang



eh! Eh - li - hat no - na ja - uh, Ra - sa sa - yang, sa - yang



eh! A - nak sem - bi - lang di ta - pak ta - ngan, Pu - tek pa -

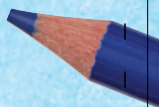


uh de - li - ma ba - tu, Hi - lang di ma - ta di ha - ti ja -

Memory Note

An *anacrusis* is the note or notes in a melody that come before the first beat of a bar. Can you identify the *anacrusis* in the song **Rasa Sayang Eh**?

Allegro means lively or quick.



m r d m r d t, r d m f

ngan sung-guh ja - uh di Ne-geri sa - tu. Ra - sa

s d' t l s m f s t

sa - yang, eh! Ra - sa sa - yang, sa - yang eh! Eh -

l s f m s d m r f t, r d

li - hat no - na ja - uh, Ra - sa sa - yang, sa - yang eh!

- b Group Work: Compose a rhythmic *ostinato* in $\frac{4}{4}$ time. Choose an untuned percussion instrument to play your rhythm. Use it to accompany **Rasa Sayang Eh**.


$\frac{4}{4}$ | | :||




Memory Note

:|| tells you to repeat.

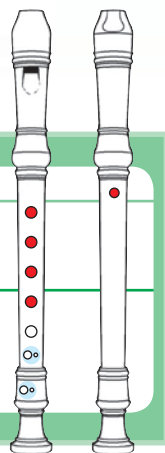
Let's Play on the Recorder

- 1  Learn how to finger the notes E and F on the recorder. Play the following melodies on the recorder.


F



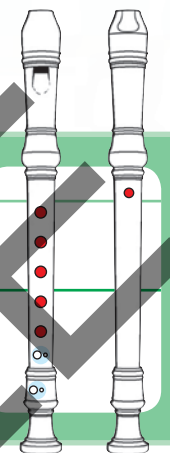
back	0		
	1		•
	2		
left	3	•	
	4	•	
	5	•	
	6	○	
right	7	○	





E



back	0		
	1		•
	2		
left	3	•	
	4	•	
	5	•	
	6	○	
right	7	○	




1. 

2. 

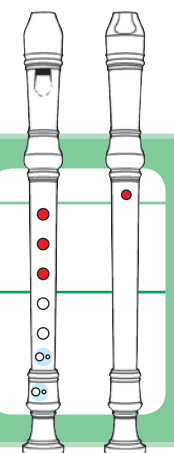
Memory Note

Remember the fingerings for the following notes:


G



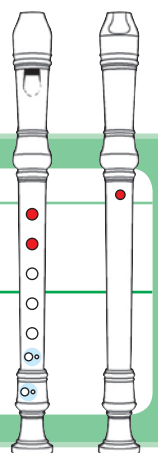
back	0		
	1		•
	2		
left	3	•	
	4	•	
	5	•	
	6	○	
right	7	○	



A



back	0		
	1		•
	2		
left	3	•	
	4	•	
	5	•	
	6	○	
right	7	○	



b Now let's learn how to finger the notes C and D. Play the following melodies.

D

back	0
	1
	2
left	3
	4
	5
	6
right	7

C

back	0
	1
	2
left	3
	4
	5
	6
right	7

1.

2.

Memory Note

Remember the fingerings for the following notes:

B

back	0
	1
	2
left	3
	4
	5
	6
right	7

C'

back	0
	1
	2
left	3
	4
	5
	6
right	7

D'

back	0
	1
	2
left	3
	4
	5
	6
right	7

More Songs in Simple Time



1 a Sing **My Grandfather's Clock**, a song in $\frac{2}{4}$ time. Divide the class into 3 groups: voice 1, voice 2 and percussion. Perform this song!

My Grandfather's Clock

Music and lyrics by Henry C. Work

Arranged by Pearson Longman

Unison

s, d t, d r d r m f m l, r

My grand - fa - ther's clock was too large for the shelf, so it

d t, l, t, d s, d t, d r d r

stood nine - ty years on the floor. It was tall - er by half than the

m f m l, r d t, l, t, d m f

old man him-self, thought weighed not a pen - ny-weight more. It was

s m r d t, d r d t, l, s, m f s m r d t, d

bought on the morn of the day that he was born and was al - ways his trea - sure and

r s, d r m f m l, r

Unison

pride. But it stopped short, ne - ver to go a - gain when the

Perc

^d ^{t,} ^d ^{s,} ^d ^{s,} ^{l,} ^{s,}
 Voice 1
 old man died. Nine-ty years with- out slum-ber- ing,
 Voice 2
 Percussion Tick Tock
^{s,} ^d ^{s,} ^{l,} ^{s,} ^{s,}
 Voice 1
 his life's sec-onds num-ber- ing but it
^m ^s ^m ^s ^s ^t ^m ^s ^m ^s
 Voice 2
 Tick Tock Tick Tock Tick Tock Tick Tock Tick Tock
 Percussion
^d ^r ^m ^f ^m ^{l,} ^r ^d ^{t,} ^d
 Unison
 stopped short, ne- ver to go a- gain when the old man died.
 Percussion

b Take turns to sing or play the different parts. Observe how the $\frac{2}{4}$ rhythm is similar to the ticking of an old clock.





2 a Listen to **The Lorelei**, a beautiful folk song in $\frac{3}{4}$ time.

The Lorelei

German folk song

Andante

s l s d' t l s f

A stra - nge - ly be - au - teous maid en, up

m r d r m s

yon - der I - be - hold. With

s l s d' t l s f

trin - kets of gold - she's la - den, she

m s f r d

han - dles a comb - of gold.

b Notice how the $\frac{3}{4}$ rhythm gives the song a waltzy feel. Now try playing **The Lorelei** on the recorder.

Andante means at a walking pace. It is slower than **Allegro**.





- 1 We shall now learn 2 western dance music, the polka and the waltz. Listen to the following music by Johann Strauss II, a famous Austrian composer.

Listen to:

Tritsch-Tratsch-Polka

Johann Strauss II

Listen to:

The Beautiful Blue Danube

Johann Strauss II



Waltz

The waltz is a ballroom dance that became popular in Vienna around the 1780s. The Strauss family members were perhaps the most famous of all waltz composers.

The waltz is a form of dance music in $\frac{3}{4}$ time.

Polka

The polka originated in the 19th century in Bohemia which is in the present-day Czech Republic. The dance is still common in Europe and in North and South America.

The polka is a form of dance music in $\frac{2}{4}$ time.





b Here are some dance rhythms. Clap or play out the rhythms below using untuned percussion instruments.

Waltz

$\frac{3}{4}$

$\frac{3}{4}$

$\frac{3}{4}$

Polka

$\frac{4}{4}$

$\frac{4}{4}$

$\frac{4}{4}$

c Choose 1 of the rhythms above. Play along to the **Tritsch-Tratsch-Polka** or **The Beautiful Blue Danube**.

What do you think of your group's performance? Complete the 😊 below.



Good



Fair



Needs improvement

Judging Criteria	Your Performance
Knowledge of polka and waltz rhythms	😊
Composition of dance rhythm	😊