

# MUSIC MAGIC - Book 1

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## Introduction

Music can be magical to those of us who enjoy it and most music teachers take pleasure in passing on their knowledge and skills whether listening to music or performing by singing or playing an instrument. However, teaching the basic skills mandated by boards of education can be difficult and dull, and this can quickly lead to students rejecting the pleasure that music can bring.

The authors wrote *Music Magic* in an effort to meet the needs of the curriculum while continuing to make music lessons interesting and fun.

*Music Magic* will provide teachers with activities and games to help students in the primary grades learn and master specific skills in music.

The activities are divided into two groups: those that are led by the teacher and independent activities to be done by the students individually, with a partner or in small groups.

The unit contains teaching suggestions, charts and pictures that can be photocopied and used with the activities.

To assist the teacher with evaluating skills and writing comments for report cards suggestions for evaluation and rubrics for each of the skills have been included. Pages to record evaluation have some blank spaces. These may be used to record other aspects of the music program.

A comprehensive list of resources has also been included. These include books, recordings, videos and websites. Some are needed to make the best use of the teaching suggestion, but others will add interest and depth to your music program. The web sites that are listed provide a great deal of information. You might want to set up a system where students can research a website independently. If your school has a computer lab with a bank of computers you could spend a lesson using a given website, which can later be discussed with the students.

- D. Expectations -**
- 1. The student will be able to identify examples of dynamics in the environment.**
  - 2. The student will be able to identify examples of dynamics in music**

Teacher Led Activities

1. Create a chart as follows:

Things that are very loud	Things that are very soft
<i>A fire truck siren</i>	<i>A kitten purring</i>

Students suggest things they hear from the environment to add to the chart:

Loud: *a thunder storm, a crowd at a ball game, a train*

Soft: *heartbeat, raindrops falling, a pencil dropping*

Some items can be discussed because they may vary:

*a sneeze, children playing, laughter*

2. Discuss sounds that are heard in music, and consider whether they are loud, soft or both.

Examples:

- a rock band - loud and soft
- one person singing - loud and soft
- a lullaby - soft
- musical instruments: finger cymbals, a drum, ten drums

3. Sing some simple songs that the students know well. (*Baa, Baa Black Sheep,*

*Row, Row, Row Your Boat*)

Sing them very loud, then very soft, then at a medium volume.

Ask: *Which sounds better?*

*Which is more fun to sing?*

*Which sounds more like music?*

4. Show students that the dynamics can vary within a single song.  
Sing a song beginning softly and getting louder. Then reverse the process.  
Sing softly, then get louder, then softer.
5. The teacher should comment on the dynamics while listening to music to make the students aware of the differences.

Independent Activities:

1. Student can use the picture cards to categorize them as making a loud or soft sound. *(pages 59 - 61)*
2. Students can use the cards to play Concentration.  
They have to match two loud or two soft sounds to make a pair.

**Rubric for Dynamics**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Identifies examples of dynamics in the environment	Rarely identifies dynamics (the varying degree of volume) in examples from the environment	Sometimes identifies dynamics (the varying degree of volume) in examples from the environment	Usually identifies dynamics (the varying degree of volume) in examples from the environment	Consistently identifies dynamics (the varying degree of volume) in examples from the environment
Identifies examples of dynamics in music	Rarely identifies dynamics (the varying degree of volume) in music	Sometimes identifies dynamics (the varying degree of volume) in music	Usually identifies dynamics (the varying degree of volume) in music	Consistently identifies dynamics (the varying degree of volume) in music






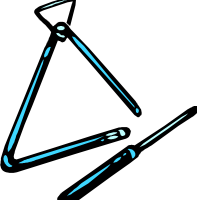
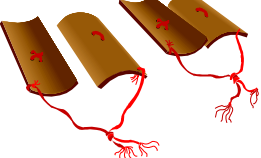

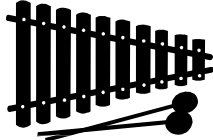

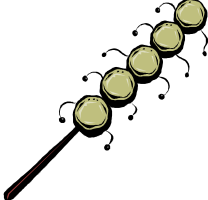

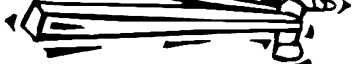
## Musical Instruments - Word Search

V	X	R	J	M	T	R	I	A	N	G	L	E	O	O
D	Y	T	P	I	C	C	O	L	O	D	D	S	T	D
N	L	J	L	T	R	O	M	B	O	N	E	G	A	F
W	O	O	D	W	I	N	D	R	P	Y	I	N	M	G
B	P	Z	X	C	V	B	N	A	N	J	K	L	B	M
B	H	T	T	V	B	A	S	S	D	R	U	M	O	A
D	O	U	B	L	E	B	A	S	S	G	B	M	U	R
X	N	F	A	W	E	R	F	G	T	V	U	M	R	A
C	E	L	L	O	B	V	G	H	R	I	G	B	I	C
L	C	U	W	R	T	Y	U	V	I	O	L	I	N	A
A	V	T	R	U	M	P	E	T	N	L	E	B	E	S
R	B	E	W	F	G	B	T	F	G	A	O	A	P	P
I	G	N	P	E	R	C	U	S	S	I	O	N	D	G
N	H	V	U	T	Y	H	B	E	L	L	S	J	B	F
E	F	C	S	F	D	G	A	B	A	S	S	O	O	N
T	N	C	A	S	T	A	N	E	T	S	L	L	H	M

strings	violin	viola	cello	double bass
guitar	banjo	brass	trumpet	trombone
bugle	tuba	flute	piccolo	clarinet
bassoon	triangle	maracas	castanets	bells
percussion	bass drum	tambourine	xylophone	
	saxophone	woodwind		

## Can You Name the Percussion Instruments?

Match the words to the pictures by putting the correct number in the box.

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
10. 	11. 	1.  2. 

shaker bells	cymbals	maracas	
drum	tambourine	rhythm sticks	
xylophone	wood blocks	triangle	
castanets	bongo drums	gong	