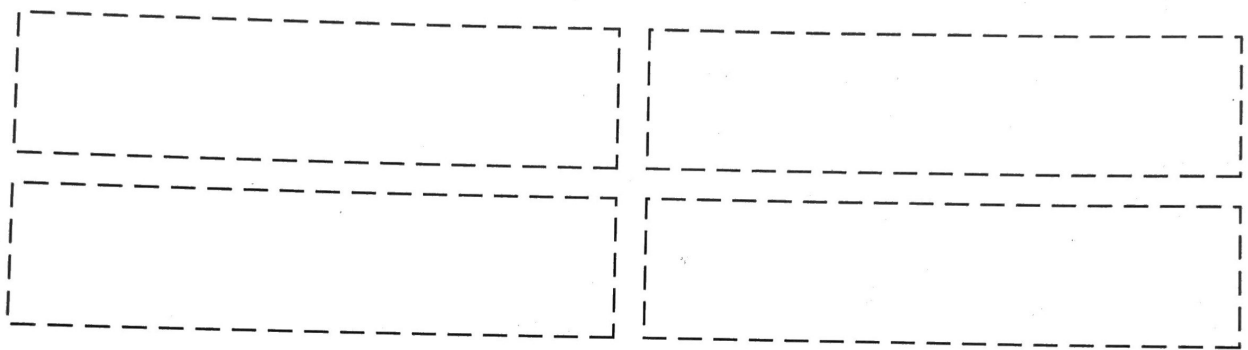


You've Got the Beat!

RESOURCE MASTER



Cut out the notes and rests at the bottom of the page. Arrange them to make one measure of $\frac{4}{4}$ meter. Copy the measure into the first box. Rearrange the notes and rests to make a second measure. Continue in this way until you have made four measures. Then cut out the measures in the boxes. Arrange the measures in any order, and clap your four-measure pattern.



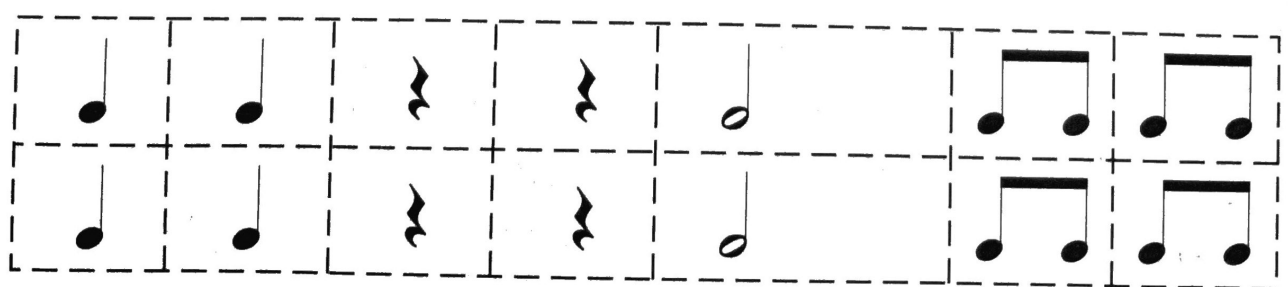
Tips for Getting Started

Try making a measure using only quarter notes, only half notes, or only eighth notes.

Try combining quarter notes with only quarter rests, only half notes, or only eighth notes.

Try combining eighth notes and quarter rests or half notes and quarter rests.

After you have created your four-measure pattern, let one of your classmates rearrange it to make a new pattern. Clap the new pattern.



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Water Rhythms

A haiku is a type of poetry that originated in Japan and has a special rhythm.

The first line has **five** syllables.

The second line has **seven** syllables.

The third line has **five** syllables.

Many haiku describe scenes from nature.
This haiku is about a gentle spring breeze.

Spring breeze sings a song.
The melody is joyful.
It makes the trees hum.

Write a haiku that describes each of these water sounds.

1. a stream bubbling past

Line 1 (5 syllables): _____

Line 2 (7 syllables): _____

Line 3 (5 syllables): _____

2. a waterfall plunging down

Line 1 (5 syllables): _____

Line 2 (7 syllables): _____

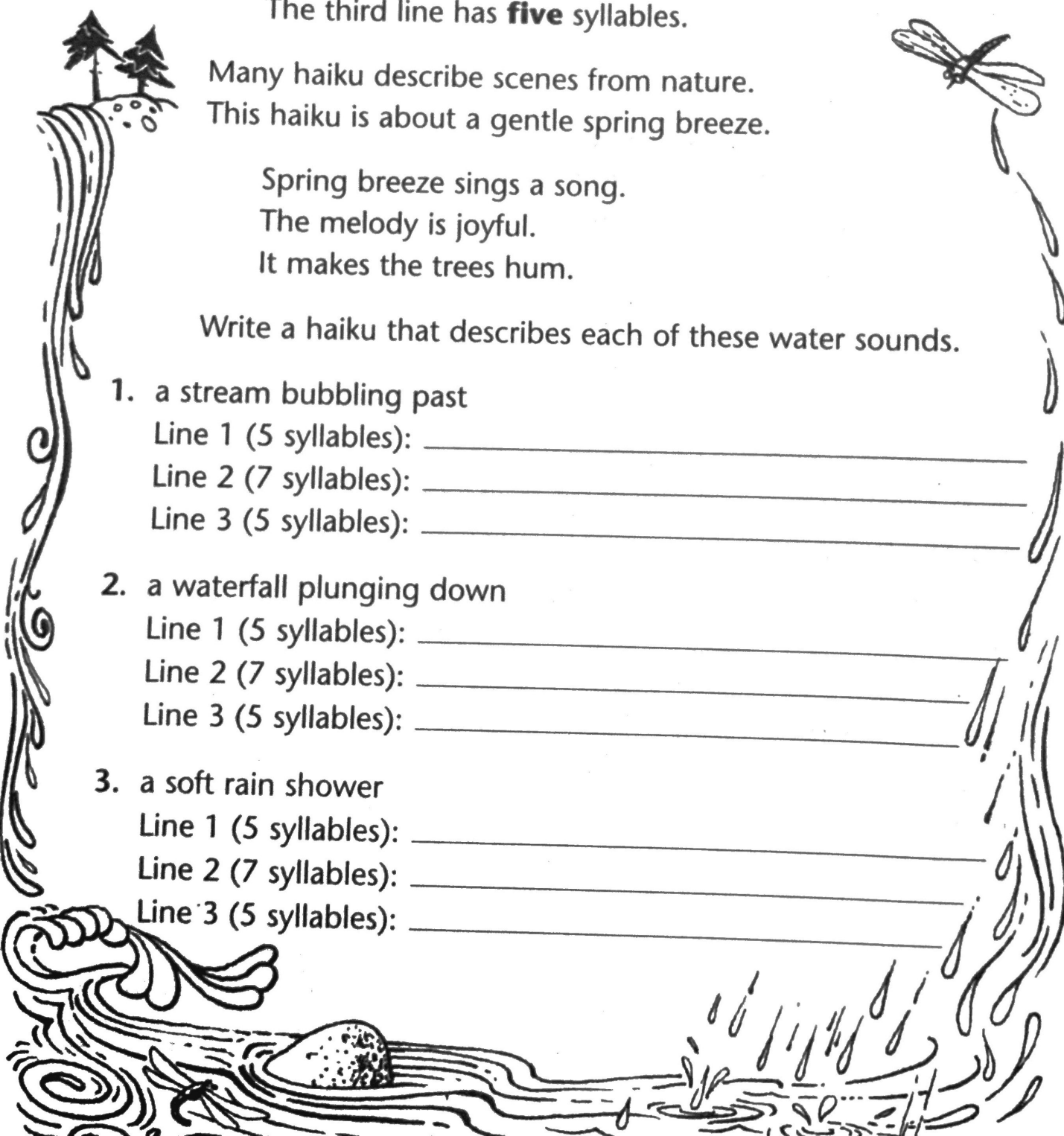
Line 3 (5 syllables): _____

3. a soft rain shower

Line 1 (5 syllables): _____

Line 2 (7 syllables): _____

Line 3 (5 syllables): _____



Name _____ Date _____

I've Got Rhythm

RESOURCE MASTER



Say the words aloud. Pat the rhythm that is made when the words are strung together. Then match the words to one of the rhythm patterns on the right. Write the letter of the correct pattern in the blank before the words.

- | | | | |
|-------|-------------------------------------------|----|-------|
| _____ | 1. falcon, falcon,
puffin, crow | a. | _____ |
| _____ | 2. chickadee, bluejay,
oriole, sparrow | b. | _____ |
| _____ | 3. finch, dove,
partridge, swan | c. | _____ |
| _____ | 4. maribou, stork,
emu, ostrich | d. | _____ |

Bonus!

Now it's your turn. Can you think of animals, games, and names of friends that match the rhythms below? Write the names you choose in the blanks below the pattern.

Pattern	_____	_____	_____	_____
Names of friends	_____	_____	_____	_____
Animals	_____	_____	_____	_____
Games	_____	_____	_____	_____


Scat, Cat!


RESOURCE MASTER



Making up your own words and singing them in a jazz rhythm is called *scat* or *scatting*. Look at these notes and sounds.

dit: 


doo wah: 


dooby dooby: 


doo dooby: 

dooby doo: 

With a partner, say and clap out the sentences below in scat rhythm.

I am a girl/boy. 

I am in the 4th grade. 

I love to listen to music all the time. 

Help Cat Scat!

Write your own two lines of scat.

1. Write the scat notes.

Write the scat words. _____

2. Write the scat notes.

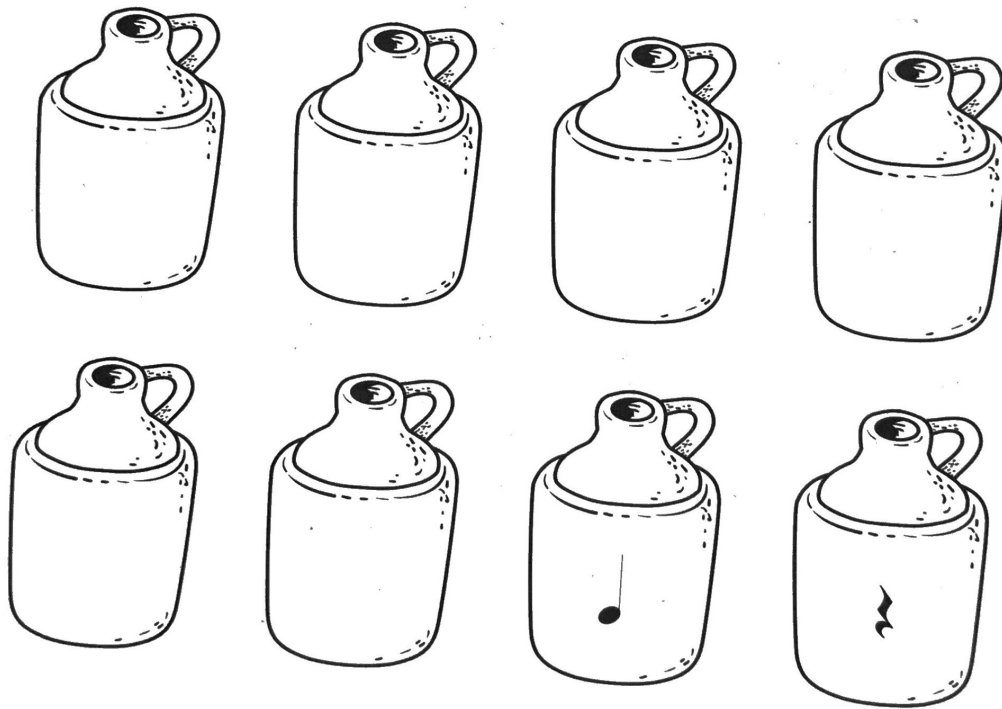
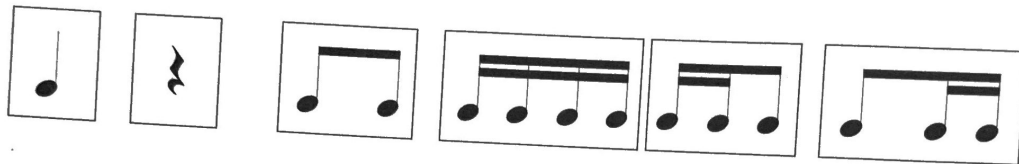
Write the scat words. _____

Jug Band

RESOURCE MASTER



Create your own rhythm to perform between the verses and at the end of "Old Joe Clark." Choose from these rhythms to fill in the beats shown by the blank jugs below.



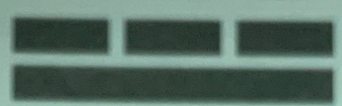
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Rhythm of the Band

Practice saying and clapping these words.

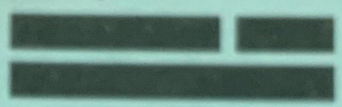
Three equal sounds per beat

Ten - nes - see



Two unequal sounds per beat

cym - bal

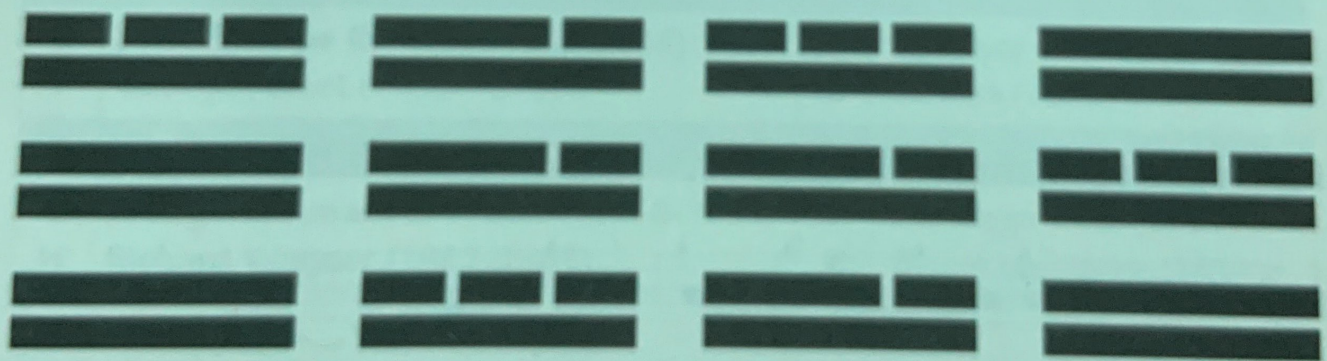


One sound per beat

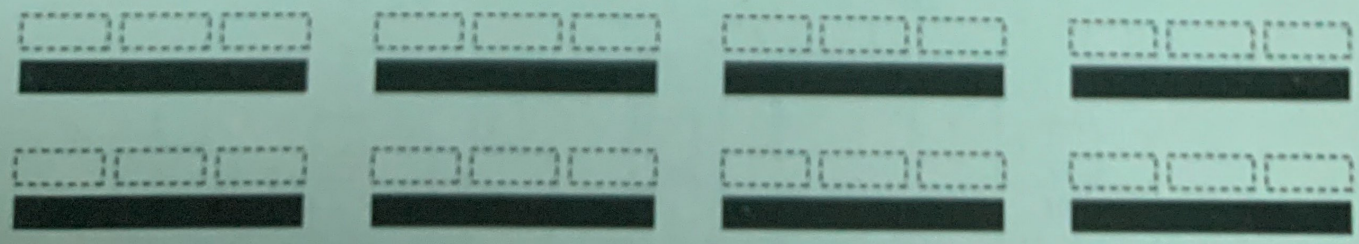
band



Say and clap these rhythms using the words shown above.



Fill in the spaces below to make your own rhythm. Say and clap your rhythm using the words above. Or make up words of your own!









Name _____

Date _____

RESOURCE MASTER

Railroad Rhythms in 6/8

Write the patterns below using , , and 

Say and clap each pattern. For each: train, write  dragon, write  earth trembles, write 

- | | | | |
|-------------------|----------------|----------------|----------------|
| 1. dragon | train | earth trembles | train |
| _____ | _____ | _____ | _____ |
| 2. earth trembles | dragon | dragon | earth trembles |
| _____ | _____ | _____ | _____ |
| 3. train | dragon | earth trembles | dragon |
| _____ | _____ | _____ | _____ |
| 4. train | earth trembles | dragon | train |
| _____ | _____ | _____ | _____ |

Now write the rhythms for beat patterns that you or your classmates create.

5. Words: _____
- Rhythms: _____
6. Words: _____
- Rhythms: _____

Name _____

Date _____

RESOURCE MASTER

Dynamic Scenes

Suppose that you are a Hollywood film composer. You are writing the score to a new movie. Write dynamic markings for the following scenes. Explain why you think the dynamic you chose will best express the scene.

1. A small boat rocks on the ocean. A storm is making the waves very big, and it is raining and thundering.

What dynamic would you choose? _____

Why? _____

2. A cat sneaks past the doorway of a room where a dog is sleeping.

What dynamic would you choose? _____

Why? _____

3. A woman on horseback rides across the plains. She stops and looks out at the horizon from the top of a hill. The sun is rising.

What dynamic would you choose? _____

Why? _____

4. A boy walks hesitantly up a path to a spooky house at night.

What dynamic would you choose? _____

Why? _____


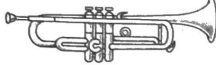

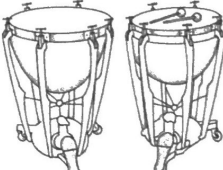
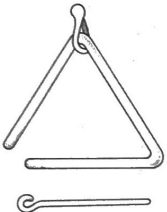
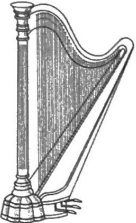
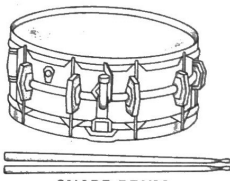


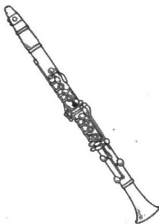
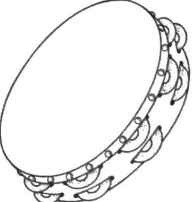


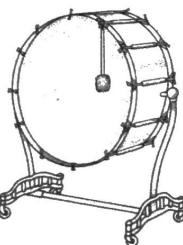


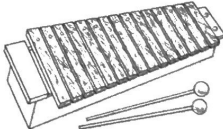
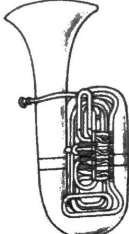
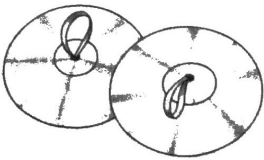

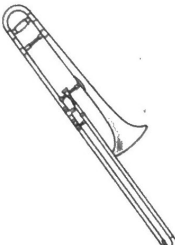
Name _____ Date _____

Orchestra Scramble

RESOURCE MASTER

3•10

Can you put all the instruments back in their families? Divide a sheet of paper into fourths. In each fourth, write one of these instrument family names: *Strings*, *Woodwinds*, *Brass*, *Percussion*. Then cut out the instruments below, and paste them under the correct family name.

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Name _____ Date _____

Igor Stravinsky

RESOURCE MASTER

5•10

Igor Fyodorovich Stravinsky was born in 1882 near St. Petersburg. His father was a famous opera singer. As a child, Stravinsky attended operas and ballet and studied piano. His parents did not want him to pursue a musical career, however, so he studied law at St. Petersburg University. After graduation, Stravinsky returned to what he really loved to do. He studied music composition with the famous Russian composer, Nicolai Rimsky-Korsakov.

His hard work paid off. People took note of his music, which often used Russian folk tunes. His score for the ballet *Firebird* was a success. More composing work followed, including ballet music for *Rite of Spring* and *Pétrouchka*.

Two world wars forced Stravinsky to resettle twice. In 1920, he left Russia and settled in Paris, France. He lived and worked there for nearly 20 years. In addition to composing, he worked as an orchestra conductor and a concert pianist. When World War II broke out in 1939, Stravinsky moved to the United States.

Stravinsky lived in Hollywood, California, for 25 years. He continued composing music until his death at 89. Stravinsky composed operas, symphonies, concertos, and many other pieces. His music, with its strong rhythms, was especially well suited for dance. When he died in 1971, Stravinsky was considered by many to be one of the greatest composers of the twentieth century.

Stravinsky's parents did not want him to have a musical career. Stravinsky did not take their advice. Use examples from the biography to tell why many think that Stravinsky made the right decision.

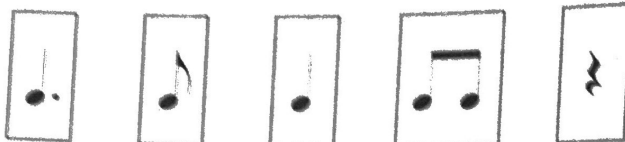
Name _____

Date _____

Rhythm Machine

RESOURCE MASTER

Create your own rhythm composition to fill eight measures in $\frac{3}{4}$.
Use these musical elements for your composition.



Play your rhythm on percussion instruments.

The illustration features a central musical staff with four measures, each divided by a vertical bar line. The staff is surrounded by a decorative border of various percussion instruments and symbols. On the left side, there are maracas, a snare drum, and a xylophone. On the right side, there are congas, a tambourine, and another xylophone. The bottom of the staff is decorated with more percussion instruments like congas and maracas. The entire scene is filled with musical notes, stars, and sound waves, creating a vibrant and rhythmic atmosphere.

Name _____

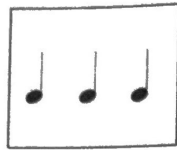
Date _____

Dotted Rhythms in $\frac{3}{4}$

RESOURCE MASTER

R-18

Choose these rhythms to make up four-measure rhythmic patterns in $\frac{3}{4}$.



$\frac{3}{4}$



$\frac{3}{4}$



$\frac{3}{4}$



Clap your patterns for another student.

Name _____

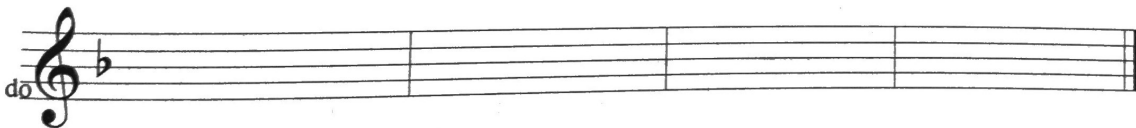
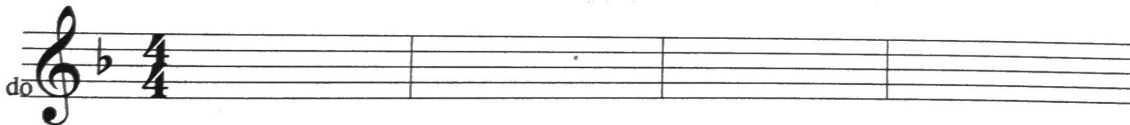
Date _____

Connect a Major Melody

RESOURCE MASTER

R•21

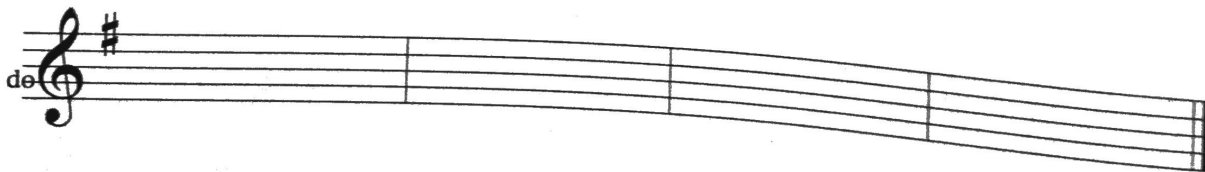
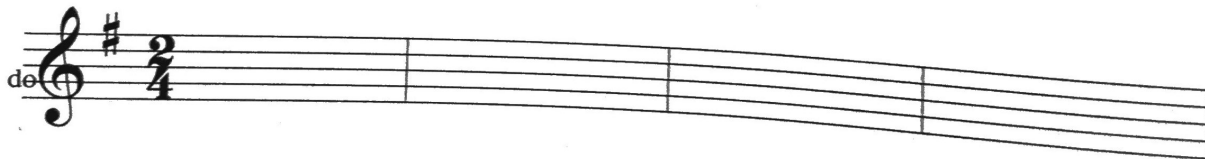
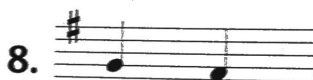
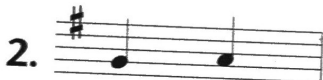
Combine the following melodic fragments in any order you wish and make a melody. Begin and end your melody on *do*. Copy each fragment you choose into an empty measure. Use fragments more than once if you wish. You do not have to use every fragment.



Play your melody on any pitched instrument.

Compose a Minor Melody

Combine the following melodic fragments in any order you wish and make a minor melody. Begin and end your melody on *la*. Copy each fragment you choose into an empty measure. Use fragments more than once if you wish. You do not have to use every fragment.



Play your minor melody on any pitched instrument.