

NAME:.....CLASS:.....

## SECOND TERM E – LEARNING NOTES

### JS1 (BASIC 7)

**SUBJECT: MUSIC**

**SCHEME OF WORK**

**WEEK TOPIC**

1. Revision of 1<sup>st</sup> Term work/ Dance patterns: Definition of Dance patterns.
2. Poem: Writing of Text, Writing simple Tunes, Singing in Groups.
3. Rhythm: Definition and Development of Rhythm.
4. Folk songs: Description of folk music songs. Western Folk songs. Nigerian folk songs, Singing of folk songs.
5. Recorder Music: Description Of the Recorder ,The Recorder family, Holding the Recorder.
6. Playing the recorder: Fingering the Recorder, playing the Recorder, Fingering for the right hand.
7. Musical Alphabets: Musical Alphabets\_ A,B,C,D,E,F,G.
8. Clef: Definition of Clef, kinds of Clef. G Clef or Treble Clef, F Clef or Bass clef.
9. Staff: Definition of Staff, Letter names of Lines and spaces [Treble Staff] and[ Bass Staff].
10. Great Staff: Description of Great staff or stave. Letter names of lines and spaces. Great stave and the key board.
11. Revision.
12. Examination.

#### **WEEK 1**

Activity:Revision of 1<sup>st</sup> Term Work/ Dance Patterns

Contents -Definition of Dance

-Dance Patterns

Dance is an expression of the body with steps and gestures in response to musical rhythmic variations.

Dance can also be defined as a composite exercise designed to express body movements in accordance with musical variations. It is the dynamic movement of the body to the tune of music.

### Dance Patterns



### Charleston

The Charleston dance includes energetic, high-kicking movements. It was popular in the United States in the 1920s.



### **Russian Ballet**

Ballet is a type of dance performed all over the world. Ballet dancers train for many years. This photograph shows a Russian ballet company performing *Sleeping Beauty*.



**Fred Astaire and Ginger Rogers**

Fred Astaire and Ginger Rogers starred in movies in the 1930s. They helped make ballroom dancing and tap dancing popular in the United States.

Dance patterns are of diverse varieties, some are of duple, triple or quadruple setting.

### **Evaluation**

1. Define the term dance.
2. Describe different dance patterns.
3. Dance in group to various patterns.
4. List dance pattern varieties.

## WEEK 2 : Poem: Writing of Texts.

### Contents

-----Writing Simple Tunes.

-----Singing in Groups

### Content Development

Writing of texts involves writing of simple meaningful sentences to express music. e.g.

Happy, happy shall we be

When we learn to write music

Writing Simple Tunes is writing or providing solfa notation or melody to texts or sentences to make music. e. g. | d: d: s: s | l: l: s:- | f: f: m: m | r: r: d: - |

Happy happy shall we be , when we ;learn to write music

Singing in Groups: Students sing the composed tunes in groups.

### Evaluation

1. Provide rhythms to texts set up by the teacher.
2. Write simple tunes to the texts provided.
3. Sing the tunes in group

## WEEK 3: Rhythm sDefinition and Development of Rhythm.

Instructional Materials: Cassettes and Recorder.

### Contents

----- Rhythm Definition

-----Development of Rhythm

### Content Development

The term rhythm refers to the movement of music. It can also be defined as the movement or flow of musical sounds. It can still be defined as the movement, life, or time pattern of a piece of music.

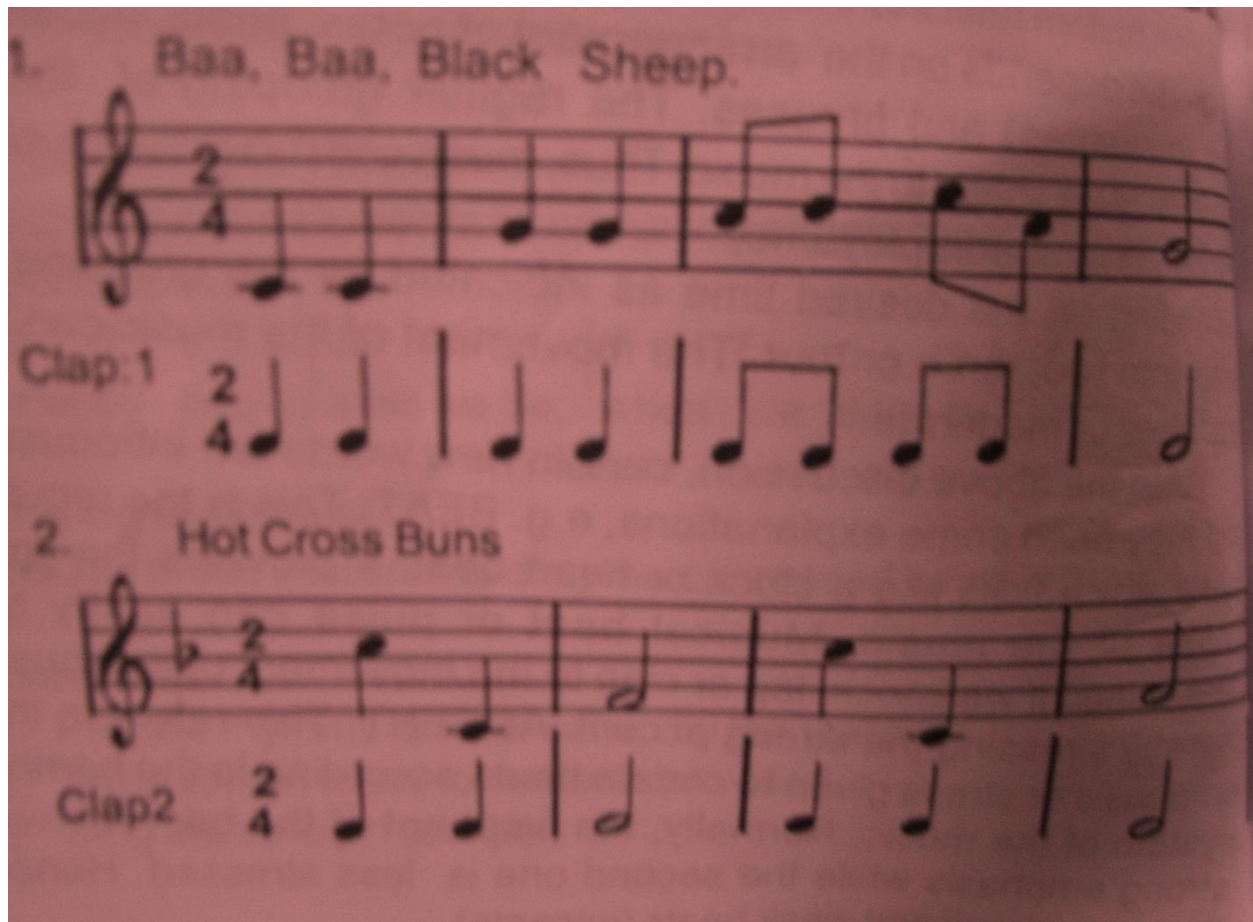
The movement of any music depends on the arrangement of notes, beats, accents, bars and phrases. The regular grouping of these elements gives shape to the music. In this case music can move in 2 (duple), 3 (triple) or 4 (quadruple) time, depending on the desired time as indicated by the grouping of beats into two, three or four. The movement of the music can be fast, slow or moderate.

**Beat :** Beat is the regular pulse which ticks like a clock or heart beat. It provides the time sense of the music. Musical beat or pulse can easily be determined if we knock, tap or clap to the movement of the music thereby stressing the strong accent.

**Accent:** This refers to the emphasis or stress given to certain beats according to the barring system of the music. Normally the first beat of the bar receives strong emphasis while the second one is less stressed. This results to existence of strong and weak beats (accents), e. g.



**Clapping of Rhythm :** Clapping emphasizes the rhythmic flow of music, and yields easily to various clapping patterns. Clap to these familiar tunes:



WEEK: 4

Topic: Folk Songs

Content

- Description of folk songs
- Western folk songs
- Nigerian folk songs.

Content development

Folk songs are the traditional songs of a people. Most Nigerian folk songs are mainly involved in folktales. All ethnic groups in Nigeria have folktales which children enjoy during moonlight plays and games. They sing folk songs in call and response style, and sometimes perform the actions which involved in the folktales.

Western folk songs

Below are some western folk songs:

1. Baa, Baa, Black Sheep
2. Auld Lang Syne
3. Early One Morning
4. Golden slumbers
5. The Ash Grove
6. My Bonnie
7. All through the night
8. Pretty polly Oliver, and so on.

#### Nigerian Folk Songs

Here also are some Nigerian folk songs which students sing in communities:

1. Udaram Too (Igbo)
2. Nwaneku Nwa (Igbo)
3. Zamiliza (Igbo)
4. Inine (Igbo)
5. Uli Oma (Igbo)
6. Ise Oluwa (yoruba)
7. Alanteere o (yoruba)
8. Baba lawo mo wa bebe (yoruba)
9. Taguwar (hausa)
10. Mo Bele (Ijaw: Okrika)

Exercise:

Call: Alanteere o.

Response: Antere

Call : Baba ni ki nbomile sanra

Response: Antere

Call: Iya nirodo lowe

Response: Antere

Call : Mododo mo bo`luweri

Response: Antere



Call: Okan diti okan yaro

Response: Antere

Call: Okan abese gbon in

Response: Antere

Call: Be ba dele o,

Response: Antere

Call: keki baba fun mi

Response: Antere

Call: beba dele o

Response: Antere

Call: keki mama fun mi

Response: Antere

Call: wipe odoju ala o

Response: Antere

Call: Ka o si to rira

Response: Antere

Call: A o fipade se somo

Response: Antere

Evaluation

1. Describe folk songs.
2. List some western and Nigerian folk songs.
3. Sing some western and Nigerian folk songs.

Reference

Fundamentals of Music, for junior secondary schools, Upper Basic Education 1, Dr.H.C. Nwafor.

Week: 5

Topic: Recorder Music

Content

- Description of recorder.

-The recorder family.

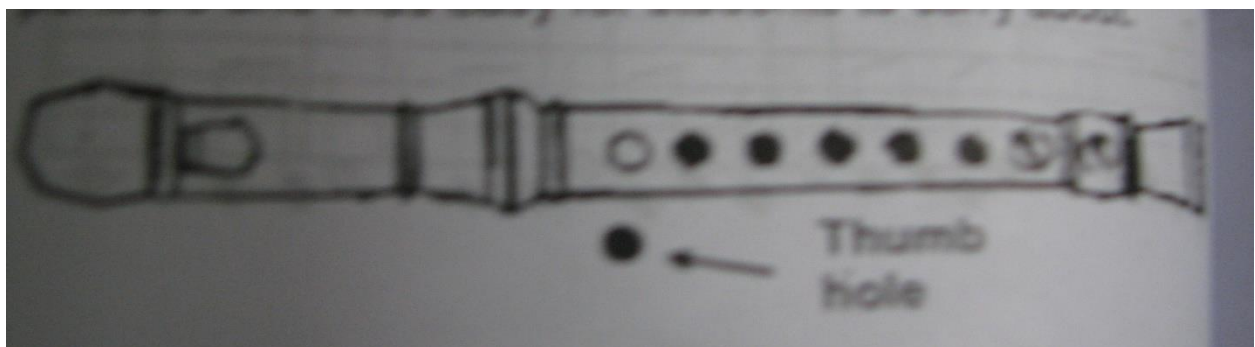
-Holding the recorder.

Content development

Description of the recorder.

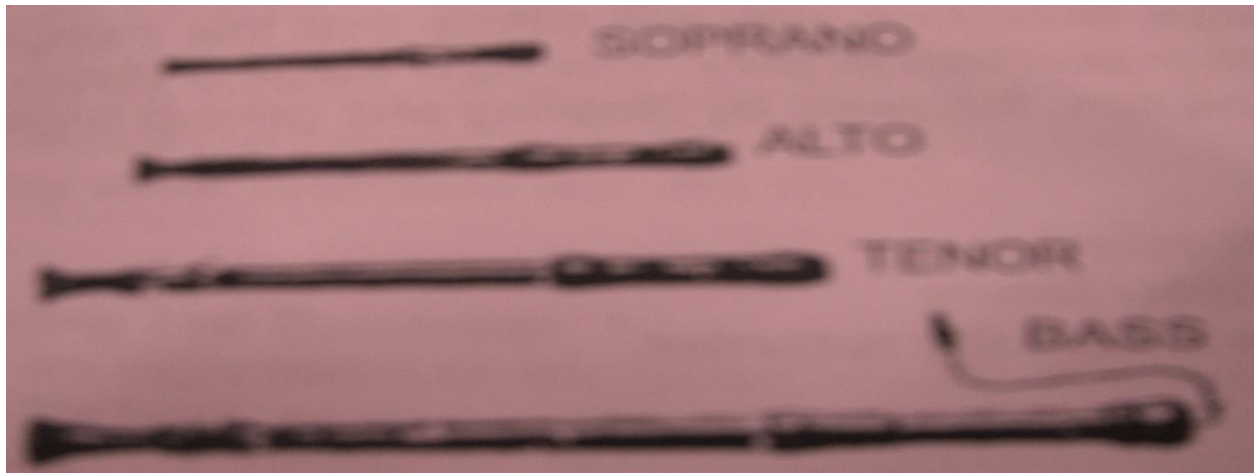
The recorder is an ancient instrument. Its history dates back to the medieval period of music history. Actually the recorder belongs to the flute family, but then it is regarded as the member of the wood wind family and really operates on the same mechanism as other wood wind instruments. However, whereas the other instruments of woodwind family are used in the orchestra the but the recorder does not appear in the orchestra.

Nowadays, the recorder is very popular in schools as used to be in England between 16<sup>th</sup> and 17<sup>th</sup> centuries. Its popularity rises from the fact that it is quite cheap to buy the mass produced type and also portable, thus it is easy for students to carry about.



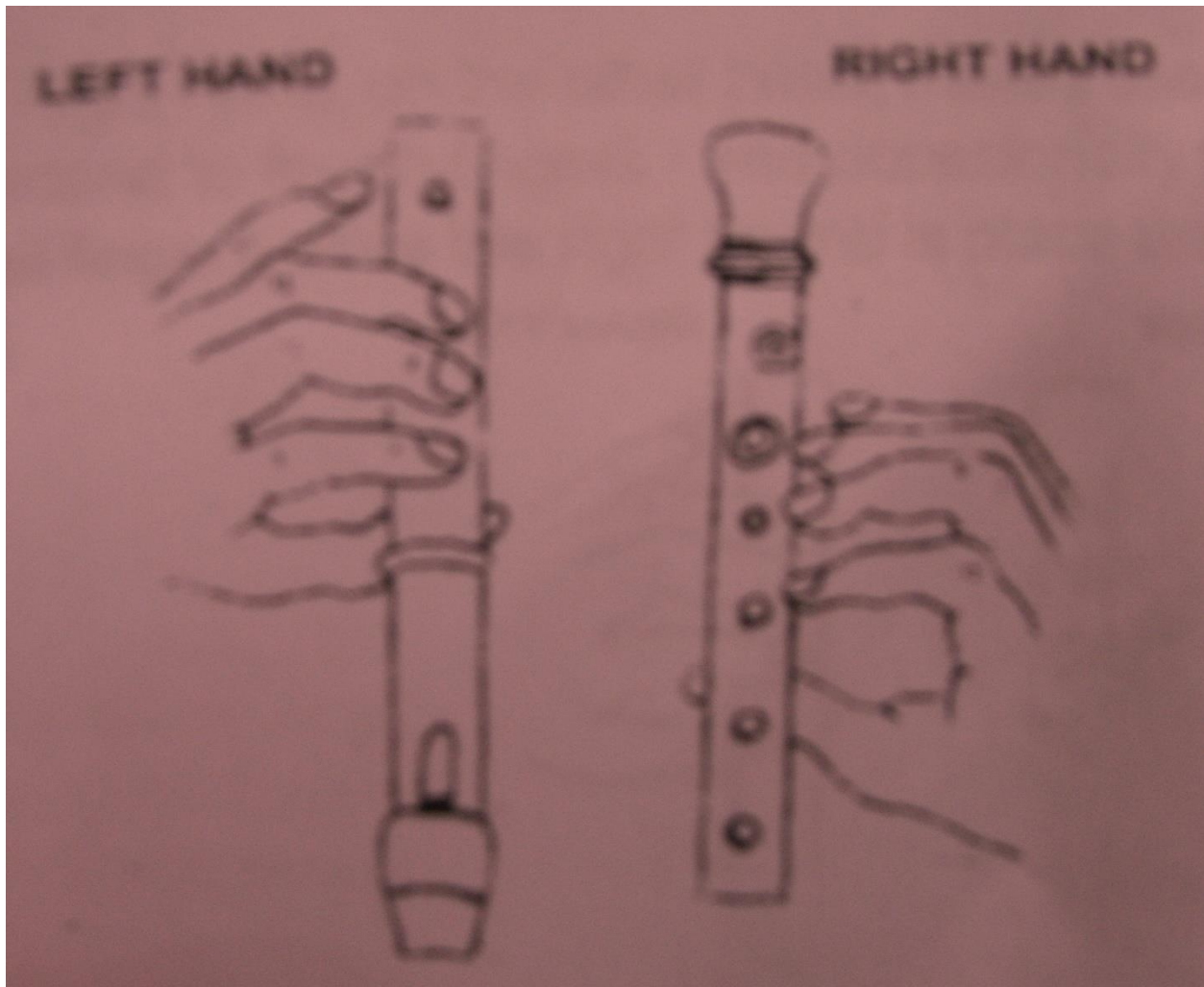
The recorder family

The family consists of Descant, Treble, Tenor, Bass. The descant recorder is the smallest in size and produces very high pitch. The bass recorder, on the other hand is the largest member of the family and produces a more mellow tone. Below are pictures of the family;



#### Holding the recorder

Normally, the left hand is used to hold the recorder. The thumb of the left hand is placed behind the instrument and is used to cover the only hole at the back. Then, the next three fingers of the left hand are so adjusted as to cover the first three holes in front, nearest to the mouthpiece. These four fingers, first to fourth, keep the instrument in position as below. (Left hand).



Similarly, the thumb of the right Hand is placed underneath the instrument, just midway between the third and fourth holes. The rest of the fingers of the Right Hand are kept in the position as to take charge of the of the remaining holes in the front of the recorder.

### **Evaluation**

1. Describe the recorder.
2. State the recorder family.

### **Reference**

Fundamentals of Music, for junior secondary schools, Upper Basic Education 1, Dr.H.C. Nwafor.

Week: 6

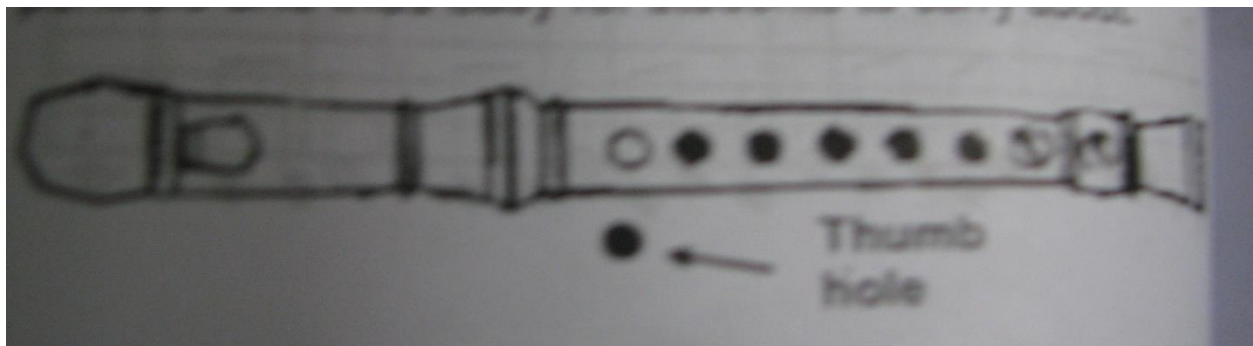
Topic: Playing the recorder

Content

- Fingering the recorder.
- Playing the recorder

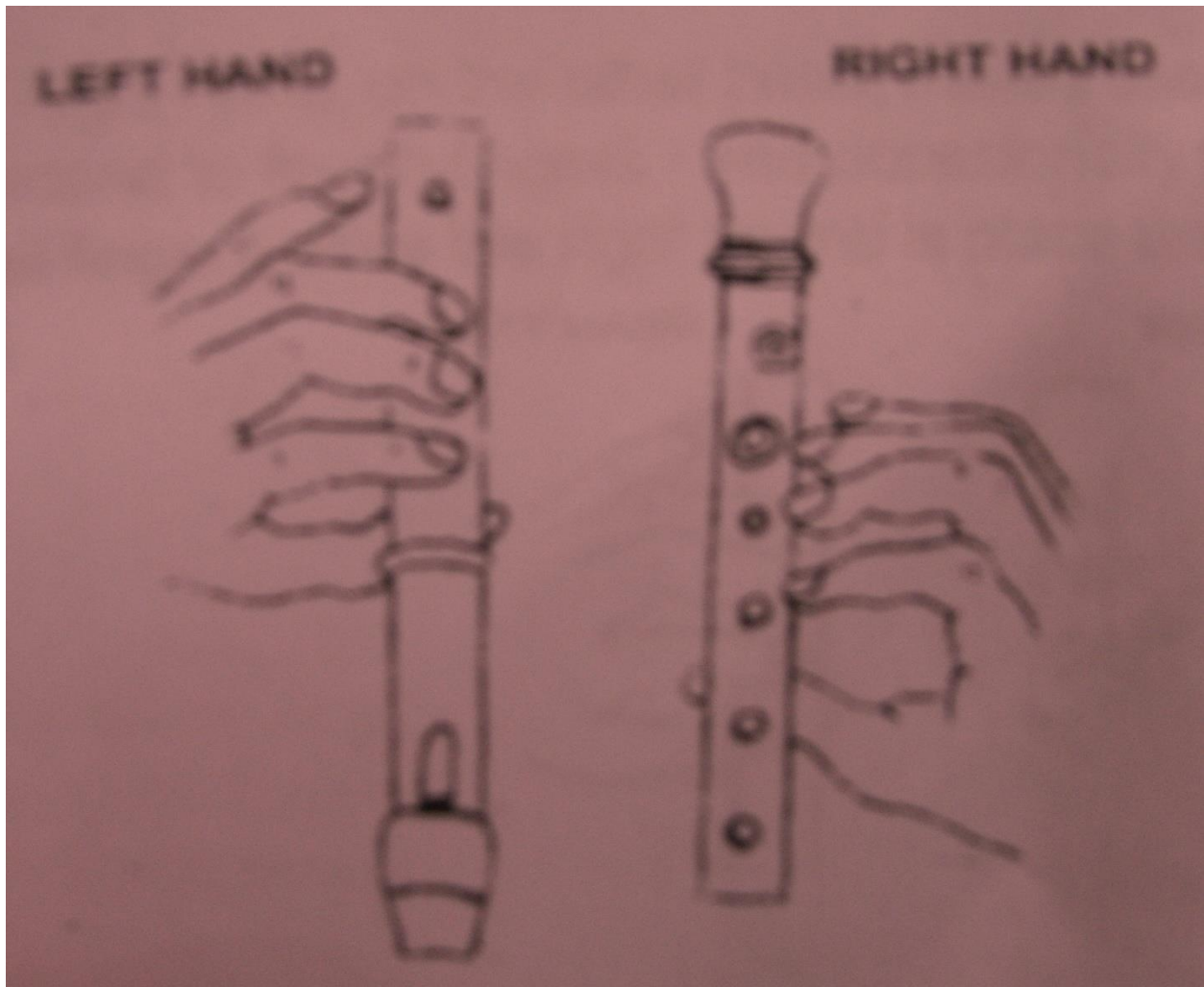
Content development

Fingering the recorder; conventionally we have eight major holes on the recorder – Seven holes in the front and one at the back, as shown below



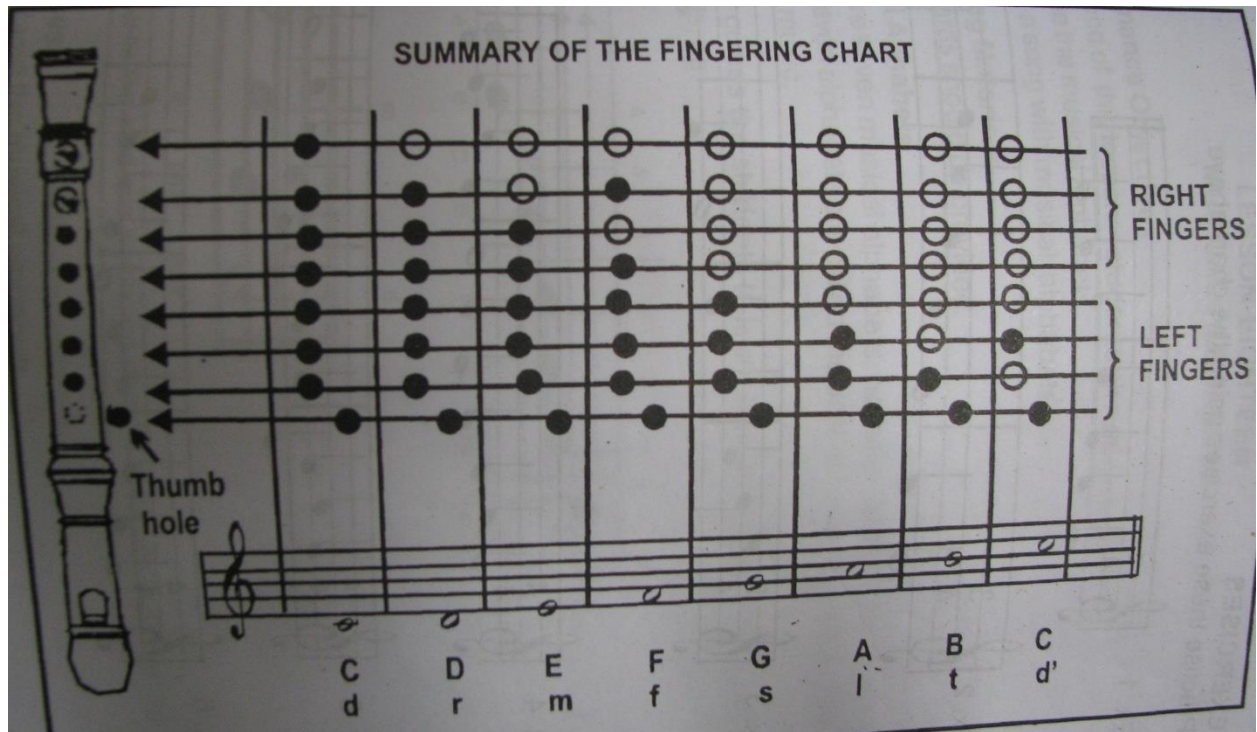
For the left Hand, the hole at the back is meant for the left thumb, while the first three holes in front are for the left hand second, third and fourth fingers. The fifth finger (small finger) of the left hand is free.

The right hand, on the other hand makes use of only three fingers – and occasionally uses the fifth finger (small finger), while the right thumb is placed underneath the instrument.



### **Playing the recorder**

Having held the recorder correctly and placing the fingers rightly, place the instrument to the lips and blow gently into the mouthpiece. Ensure that your tongue touches the roof of the mouth just behind the front teeth. Your tongue is meant to start or stop the flow of air. Try to articulate well by playing the word 'too' several times as you blow gently into the mouth piece. The exercise is known as tonguing. Below is the summary of the fingering chart



#### Evaluation

1. Demonstrate the correct holding of the recorder
2. With the finger chart play the C major scale.

#### Reference

Fundamentals of Music, for junior secondary schools, Upper Basic Education 1, Dr.H.C. Nwafor.

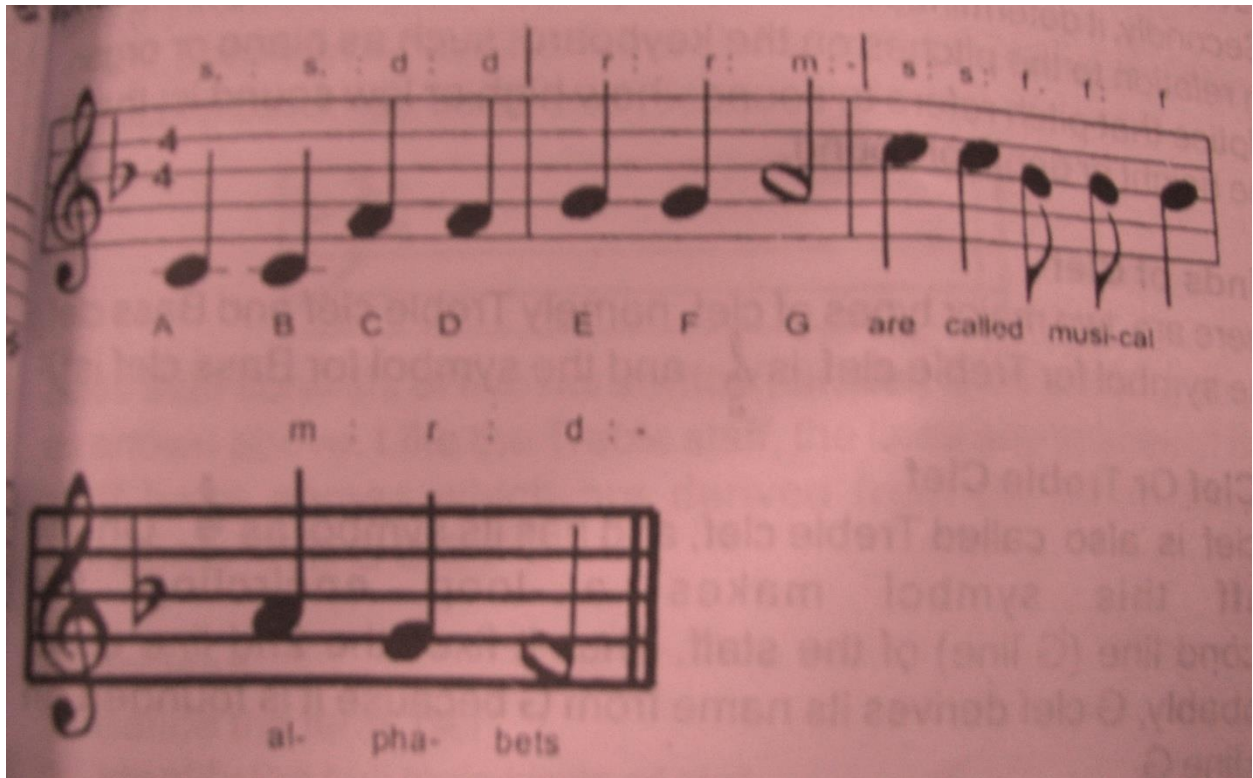
#### WK 7

#### Musical Alphabets.

There are seven English alphabets used in music, they are ,A, B, C, D, E, F, G.

These seven alphabets are called musical alphabets , they are used to write music.

The teacher drills the students in singing musical alphabet song.



## Exercises

- 1 Name the musical alphabets.
- 2 Sing the musical alphabets song.

## WEEK 8

Clef; Definition of clefs, Kinds of clef, G clef, or Treble clef, F clef or Bass clef.

Clef is a French word, meaning Key.

Clef is defined as a symbol placed at the commencement [beginning] of a stave [staff] which indicates

the pitch of a musical note and also fixes the letter names of the lines and spaces.

At this level, we shall consider the two major clefs which are also in common use.

Kinds of clef



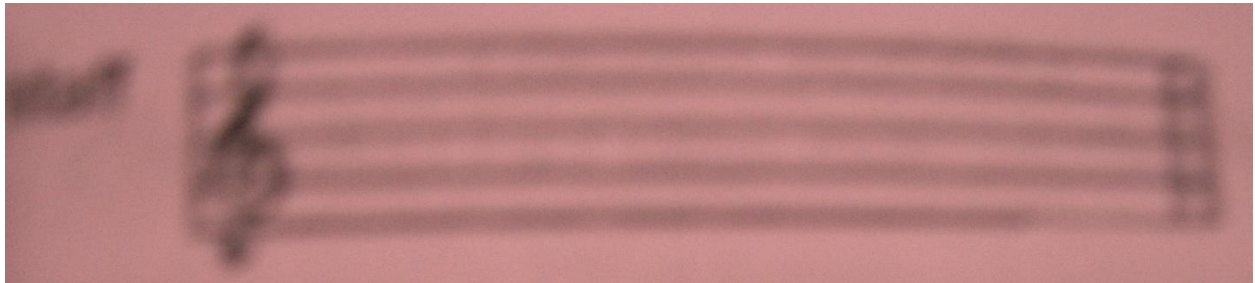
Treble clef or G clef; this clef starts from the second line of the staff which is called G, and curls round it.

When G clef is placed on a staff or staff, the staff automatically becomes a treble staff. Treble staff consists of five parallel lines and four spaces as shown below. The lines and spaces have names which are taken from the seven letters of the alphabets; A B C D E F G called musical alphabets.

Treble Lines E G B D F Every good boy deserves favour.

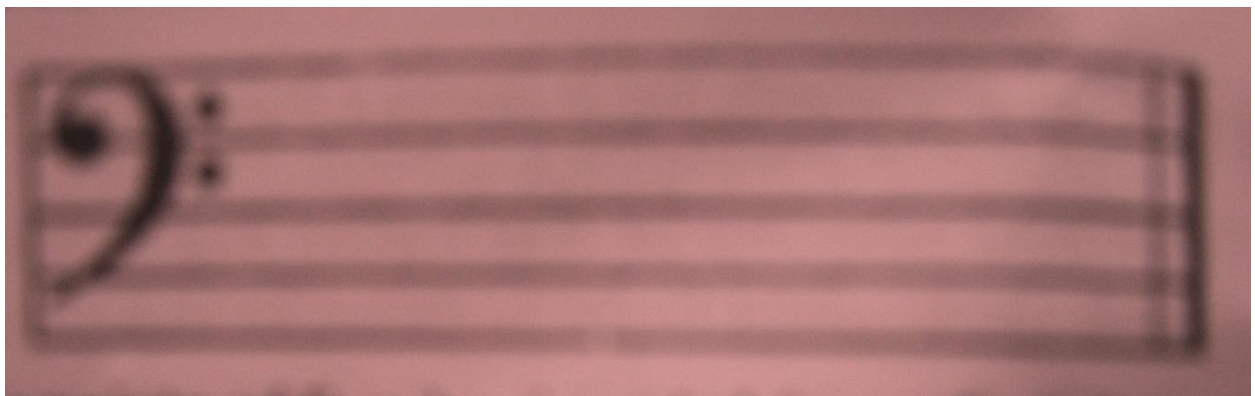
Treble Spaces F A C E Fanta and cake every day.

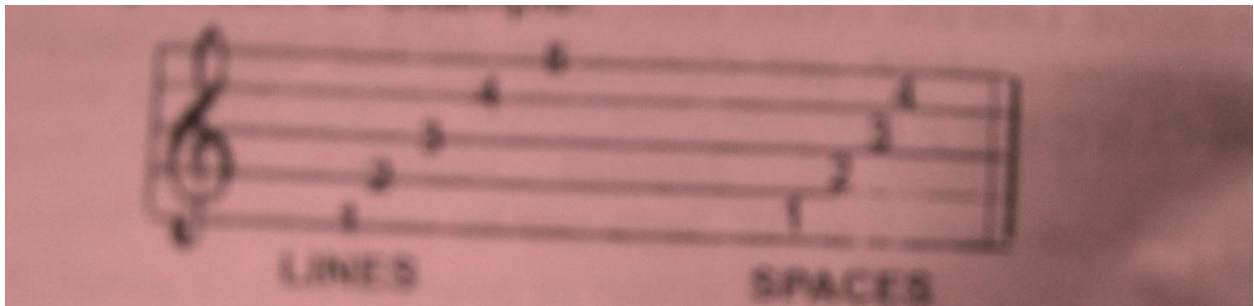
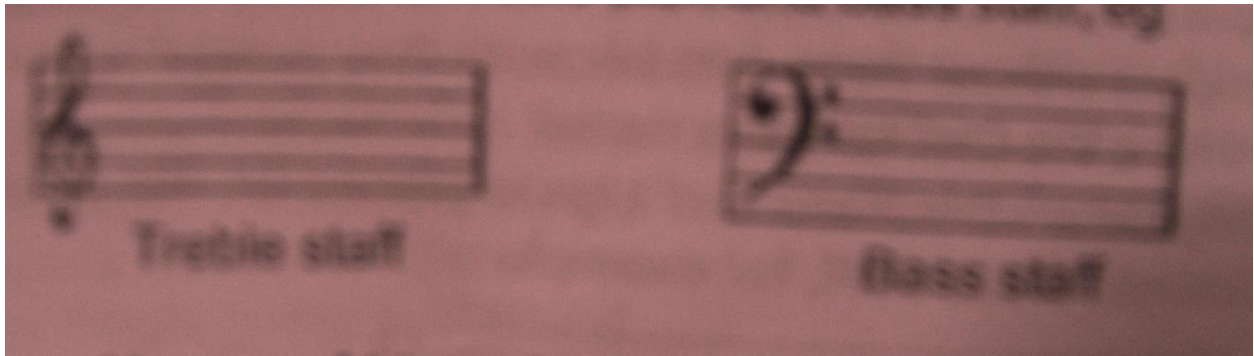
Treble or G clef



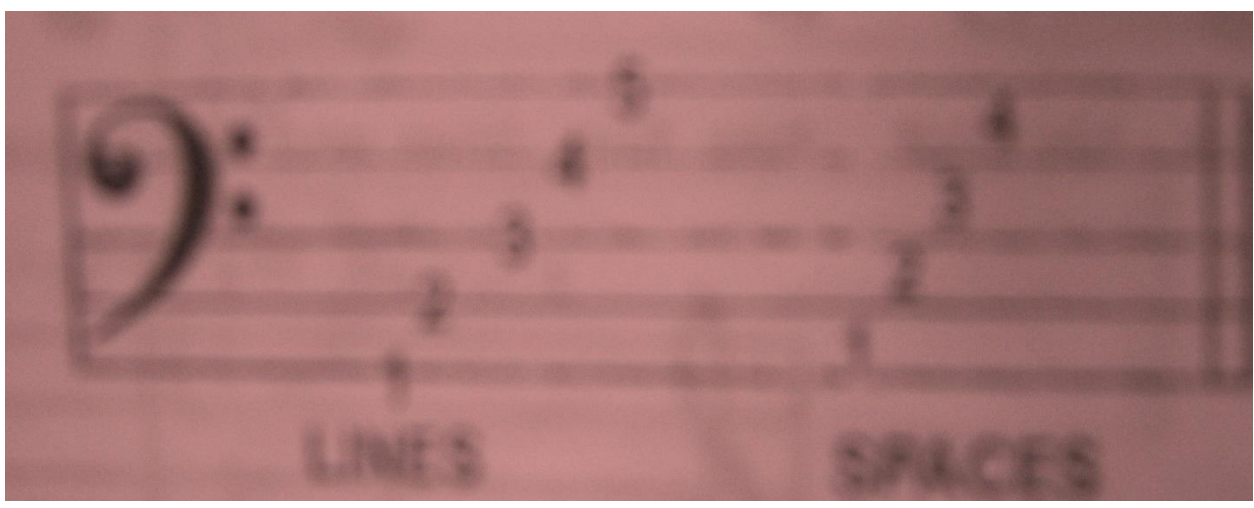
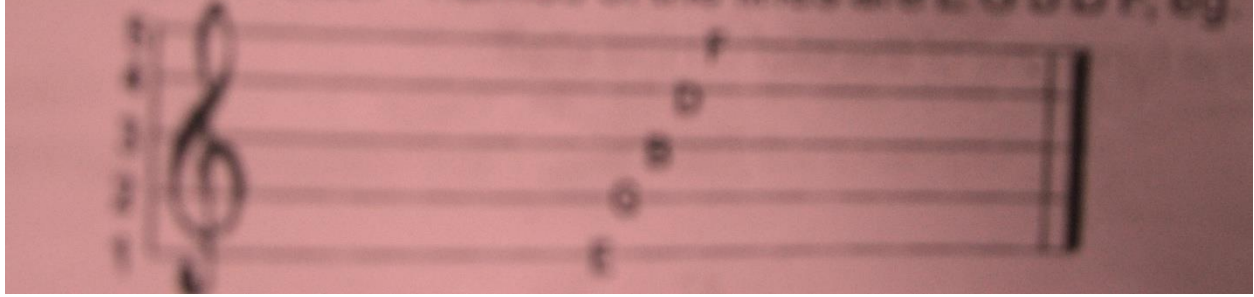
Bass or F clef ; Bass clef starts on the fourth line of the Bass staff . when this symbol is placed on a staff, it becomes the name of that staff.

Bass staff consists of five horizontal [parallel] lines and four spaces. The lines and spaces of bass staff





below, the letter - names of the lines are E G B D F, eg.



Bass lines G B D F A Good boy deserves fanta always

Bass spaces A C E G All cows eat grass.

Exercises

1 Define the word clef

2 Identify the main kinds of clef.3 Write two functions of a clef on the staff [staff].Third term

WEEKS 9 & 10.

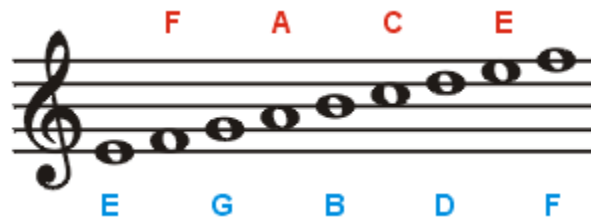
**STAFF:** Definition

The staff is the basis of written music. It is what the notes are presented on. It consists of 5 lines with four spaces between them. The staff on the other hand is a set of five horizontal lines and four spaces that each represents a different musical [pitch](#)

A simple, unadorned staff is shown below.

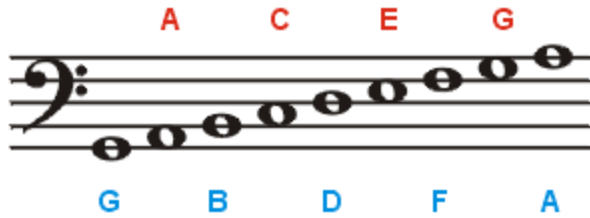


**Treble Clef:**



The treble staff: Since it curls around the G line, it is also called a G clef. The treble staff begins with the first line as E. Each successive space and line is the next letter in the musical alphabet. The staff ends with the last line as an F. One of the most common phrases to remember the names of the lines is: **Every Good Boy Does Fine**. To remember the spaces, just remember that they spell **FACE** starting from the bottom.

**Bass Clef:**



This is the bass (pronounced 'base' ) staff. The bass clef, also known as the F clef because it locates the line known as “F” on the far left. The bass clef uses the same musical alphabet as

treble, but the letters start in different places. Instead of an E, the bottom line is a G, and the letters proceed logically from there. One of the most common phrases to remember the names of the lines is: **(Good Boys Does Fine Always)**. The lines on the bass clef, from bottom to top are: G, B, D, F, A and the spaces are A, C ,E, G **(All Cows Eat Grass)**.

### EVALUATION

1. What is staff?
2. What are the differences between the Treble and Bass clef?
3. What are the letter names of the treble clef?

### ASSIGNMENT

1. Draw the music staff
2. Draw the treble clef with the names of lines and spaces.
3. What are the letter names of the bass clef?

## WEEK 10

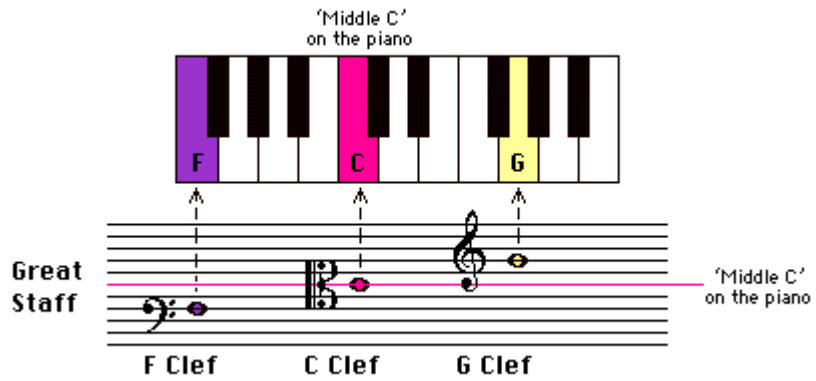
### The Grand Staff/Great Staff

The great staff consists of 10 lines and 11 spaces. When the bass and treble clef are combined and connected by a brace (left) and lines, they become the grand staff. This greatly increases the range of pitches that can be noted, and is often used in piano music due to the piano's wide range.



A brace or bracket is a line connecting two or more staves, found to the left of the staves.





## EV ALUATION

1. What joined the treble & bass clef together?
2. Great staff consist of how many lines and spaces?

## ASSIGNMENT

1. What is ledger line?
2. Draw a great staff.
3. What are the letter names of the great staff?