

# The Three Little Pigs



*Piggies Chorus:*

**Brightly**



Lit - tle pig - gies build - ing hou - ses, Big, Bad Wolf: Where is he?



Who's a - fraid of the Big, Bad Wolf? Ha, ha, ha! Not me!

*Narrator:* The first little pig built a house of straw,  
A house of straw, a house of straw,  
The wolf came along  
And he sang this song  
Outside the house of straw:



*Wolf's chorus:*

**Hungrily**




I'll huff and I'll puff and I'll blow your house down, And I'll



gob - ble you up for din - ner. I'll huff and I'll puff and I'll



blow your house down, Be - fore I grow much thin - ner.



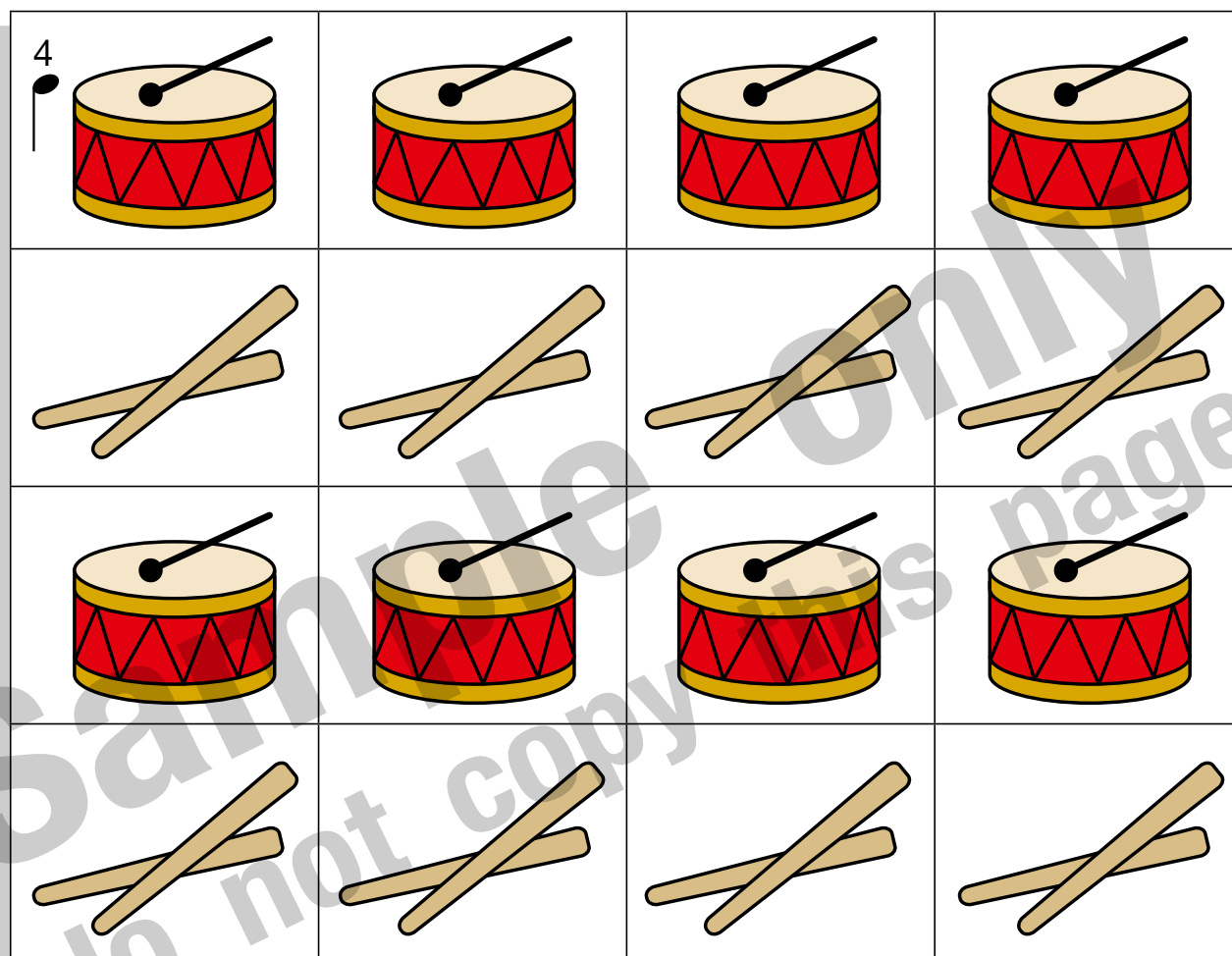
So he huffed and he puffed  
And he blew the house down  
And the first little pig ran away  
He ran to the house of the second little pig  
Where he hoped that he could stay.

The second little pig built a house of sticks,  
A house of sticks, a house of sticks.  
The wolf came along  
And he sang this song  
Outside the house of sticks:

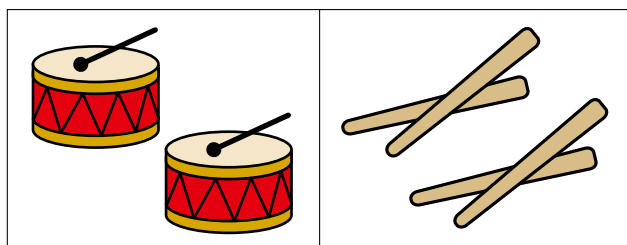
*I'll huff and I'll puff and I'll blow your house down  
And I'll gobble you up for dinner.  
I'll huff and I'll puff  
And I'll blow your house down  
Before I grow much thinner.*



# Count the beat

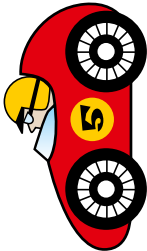
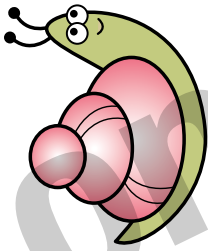

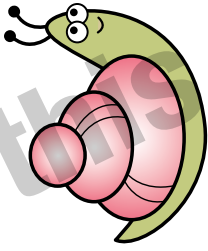
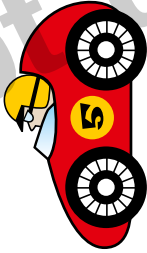
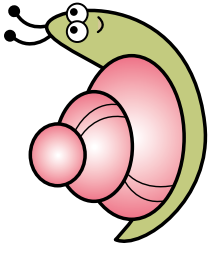

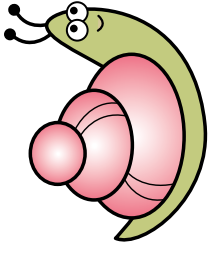

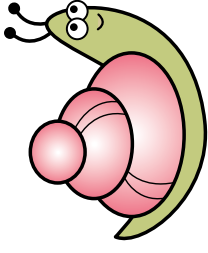


➔ Use the matching sticker from the Sticker Page to cover some of the beats in this chart. Then play your new chart.



# Listening

➡ As you listen to five pieces of music, decide whether each is **fast** or **slow**.

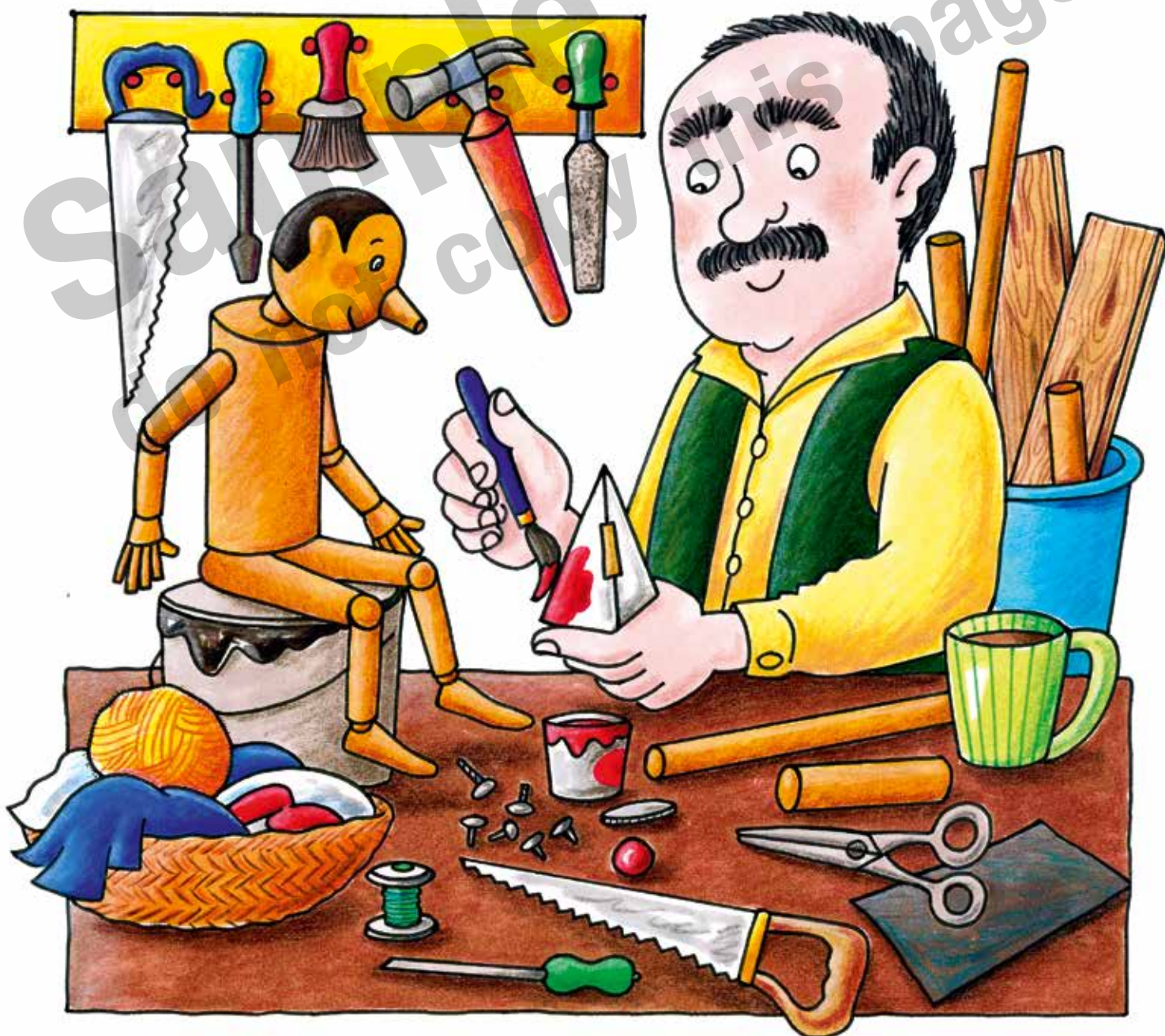
<b>TEST SHEET</b> Preparatory Level: Tempo (fast or slow)	5	 fast	 slow
	4	 fast	 slow
	3	 fast	 slow
	2	 fast	 slow
	1	 fast	 slow



# PINOCCHIO

**Narrator:**

Gepetto, the old man, lived alone,  
He had no children to call his own.  
One day, he thought, "I'll make a toy,"  
"With wood and cloth, I'll make a boy!"



## Gepetto:

Words and Music  
by Jeffrey Leask

**Jauntily**

Dm G7 C

1. I'll make the eyes, I'll make the nose, I'll make the  
(2. I'll make the) ears, I'll make the hair, I'll make the

Dm G7 C C7 Fm Bb7

arms and legs and ti - ny wood - en toes, P - i - n - o - c - c - h - i -  
lit - tle clothes my lit - tle man can wear,

Eb G7 1. C

o, I made a name: Pin - o - cchi - o. 2. I'll make the

2. C G7 C G7 C

o. Pin - o - cchi - o, Pin - o - cchi - o, My on - ly work of art, Your

G7 C D7 G

arms are wood, Your legs are wood, But not your heart. \_\_\_\_\_

G7 Dm G7 C

\_\_\_\_\_ I made a son, I made a boy, I made a

Dm G7 C C7 Fm Bb7

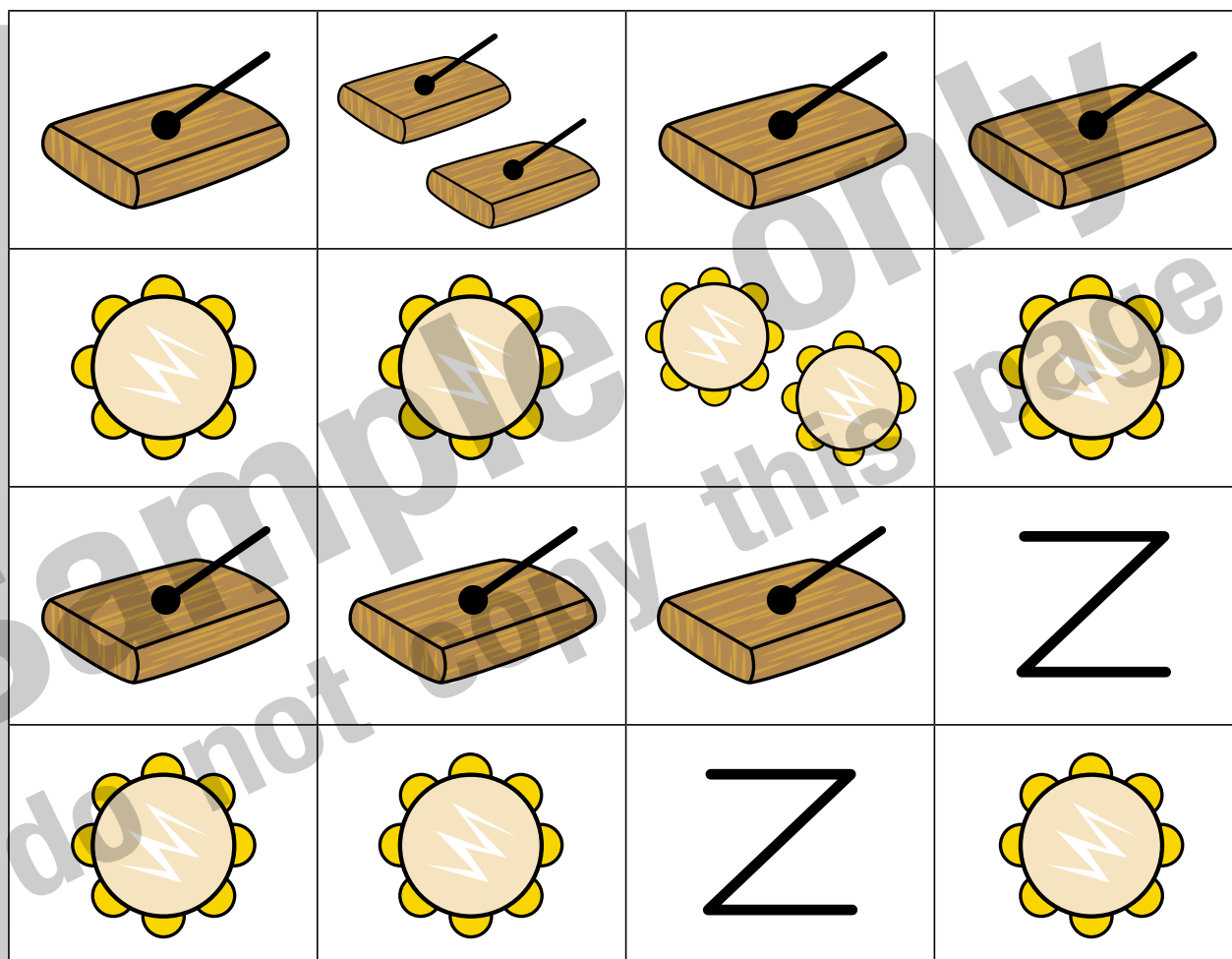
life - time full of hap - pi - ness and joy. P - i - n - o - c - c - h - i -

Eb G7 C

o, I made a name: Pin - o - cchi - o.

# Crotchets and Quavers

➔ In a small group, use the instruments shown on the chart and play along with the recording.



# Skin

➡ Write in all the rhyming words.



## Rhyming Words:

bits

blow

drown

out

in

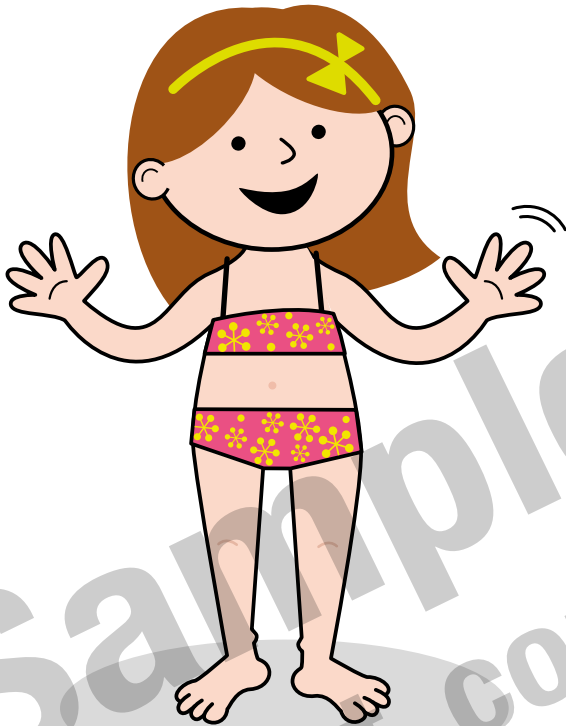
skin

thin

tall

twitch

toes



If we didn't have skin,  
Holding everything \_\_\_\_\_,

Then there isn't a doubt,  
Our insides would fall \_\_\_\_\_.

If we didn't have skin,  
We would all be quite \_\_\_\_\_

And our bones would show through  
And the wind would \_\_\_\_\_ through.





# The Easter Hat Parade

Marchlike

C

Words and music by Jeffrey Leask

Come and join the Eas - ter Hat Par - ade

Come and see the funn - y hats we made

Hats of ev' - ry shape and size

Hats which will sur - prise you if you like sur - pris - es.

Come and join the East - er Hat Par - ade

Ev' - ry hat so proud - ly is dis - played

made from this and made from that, the East - er Hat Par - ade

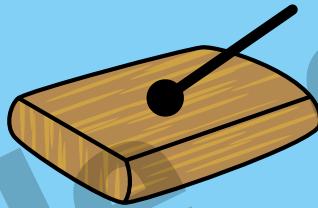
fine

2. Come and see the Easter Hat Parade  
Come and see the funny hats we made.  
One is made of boiled rice,  
One is made of ice which melted in the sunshine.  
Come and join the Easter Hat Parade...etc.

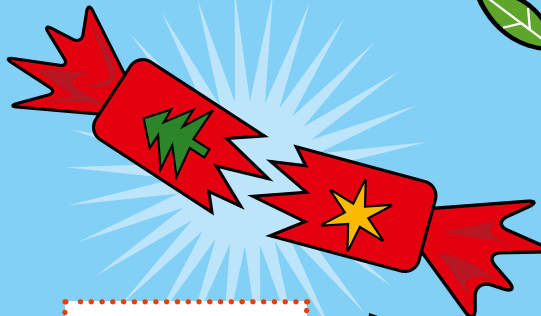
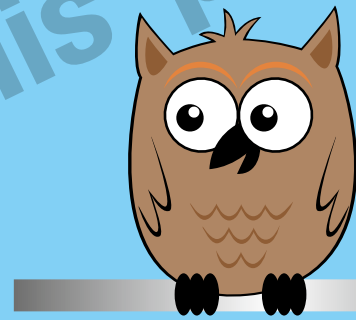
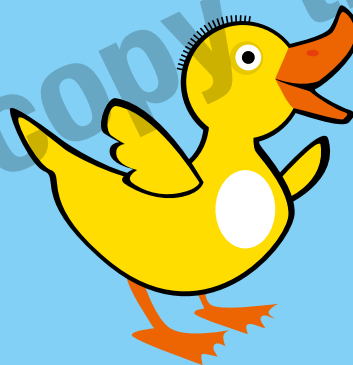
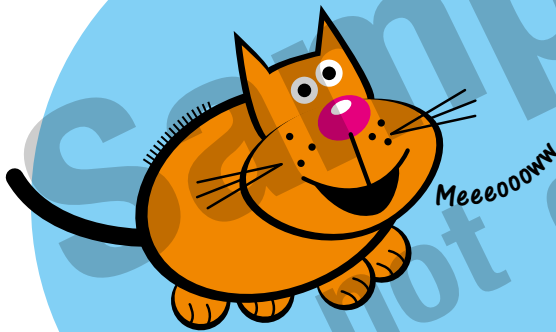


# Long and Short Sounds

➡ Write the word *long* or *short* under each picture.



Bzzzzz



# Rhythm Matching

➔ Draw a line from the words to the rhythm pattern it matches.

Clap, clap, clap your hands

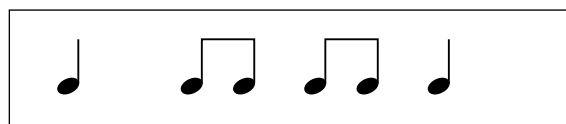
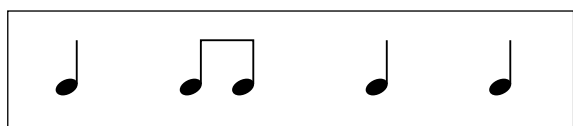
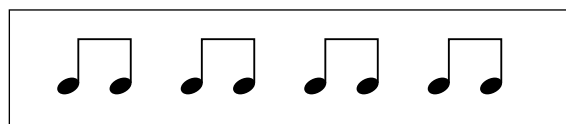
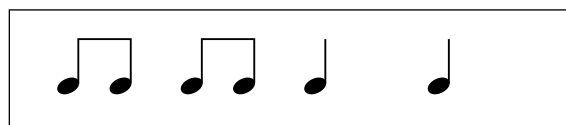
Tick, tock, little clock

Ticka, tocka, ticka, tocka

Clap your hands together



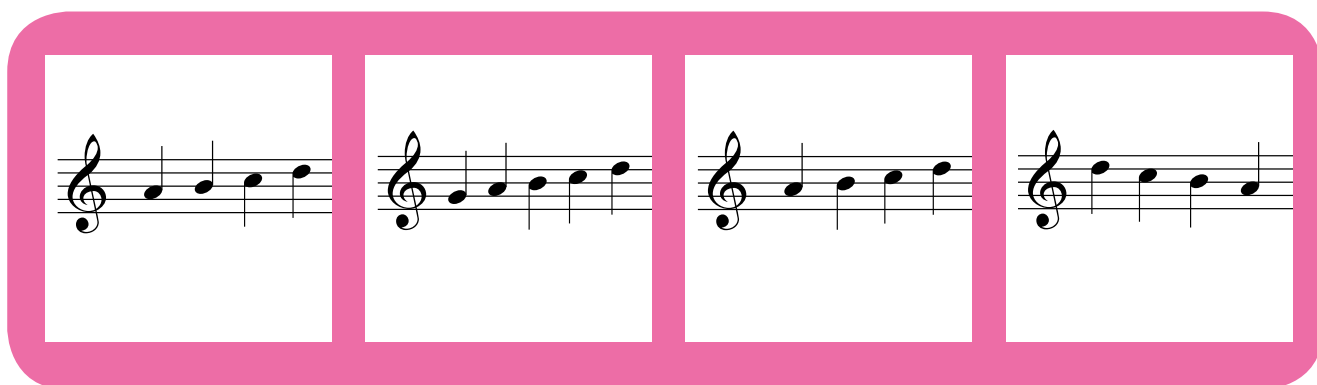
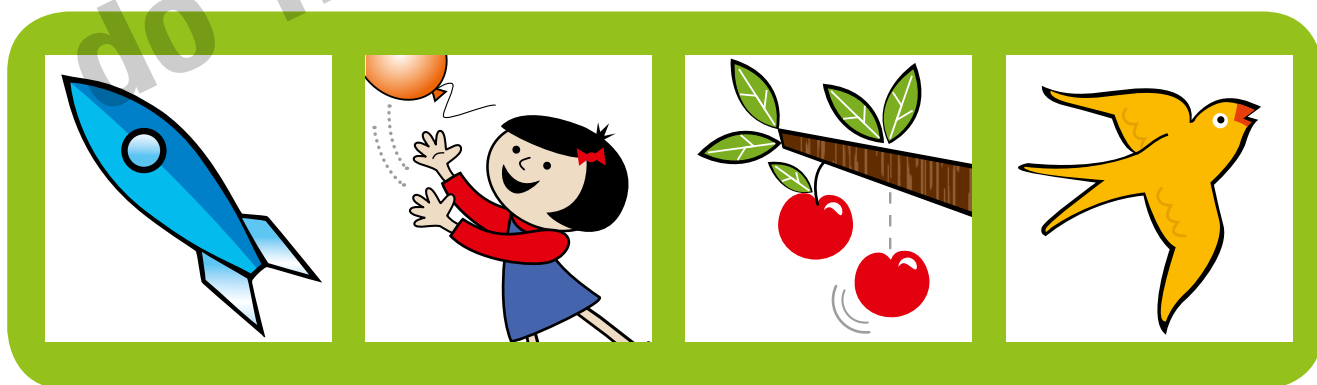
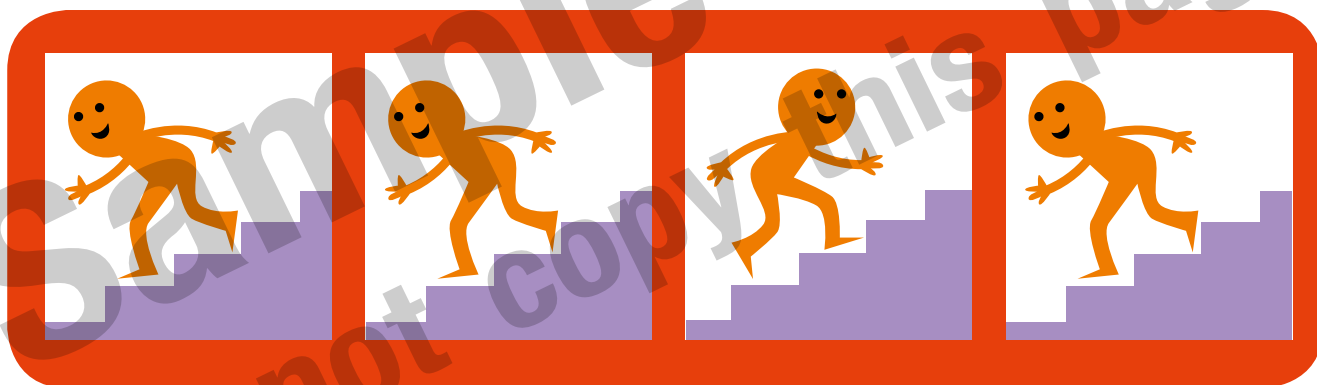
➔ Clap these patterns to your teacher.



➔ Write your own four-beat rhythm patterns like those above and show your teacher you can tap or clap them.

# Odd One Out

➡ Going up? Going down? What is the Odd One Out?





# Gotta Get Up

Lively

Words and Music  
by Jeffrey Leask

**F CHORUS**

Am

We got - ta get up in the mor - ning 'n'

C7 F

Shake our wear - y head. It's good to get up in the

Am C7 F

mor - ning but it's ni - cer to stay in bed.

## VERSE

1. Out of bed to ex - er - cise (Out of bed to ex - er - cise.)

Shake that head and rub those eyes (Shake that head and rub those eyes).

2. Stretch down low and stretch up high (echo)  
To the ground and to the sky (echo)  
Out of bed to exercise (echo)  
Shake that head and rub those eyes (echo)

## CHORUS

3. Swing those hips from side to side (echo)  
Swing 'em out, swing 'em wide (echo)  
Stretch down low ... etc.

## CHORUS

4. Jogging, jogging on the spot (echo)  
Jogging till you're boiling hot (echo)  
Swing those hips ... etc.

## CHORUS





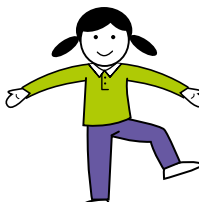



5. Jumping in and jumping out (echo)  
Jump 'n' shout, jump 'n' shout (echo)  
Jogging, jogging ... etc.

## CHORUS



# Left to Right

➔ Complete this chart with actions to perform to one of your favourite songs.

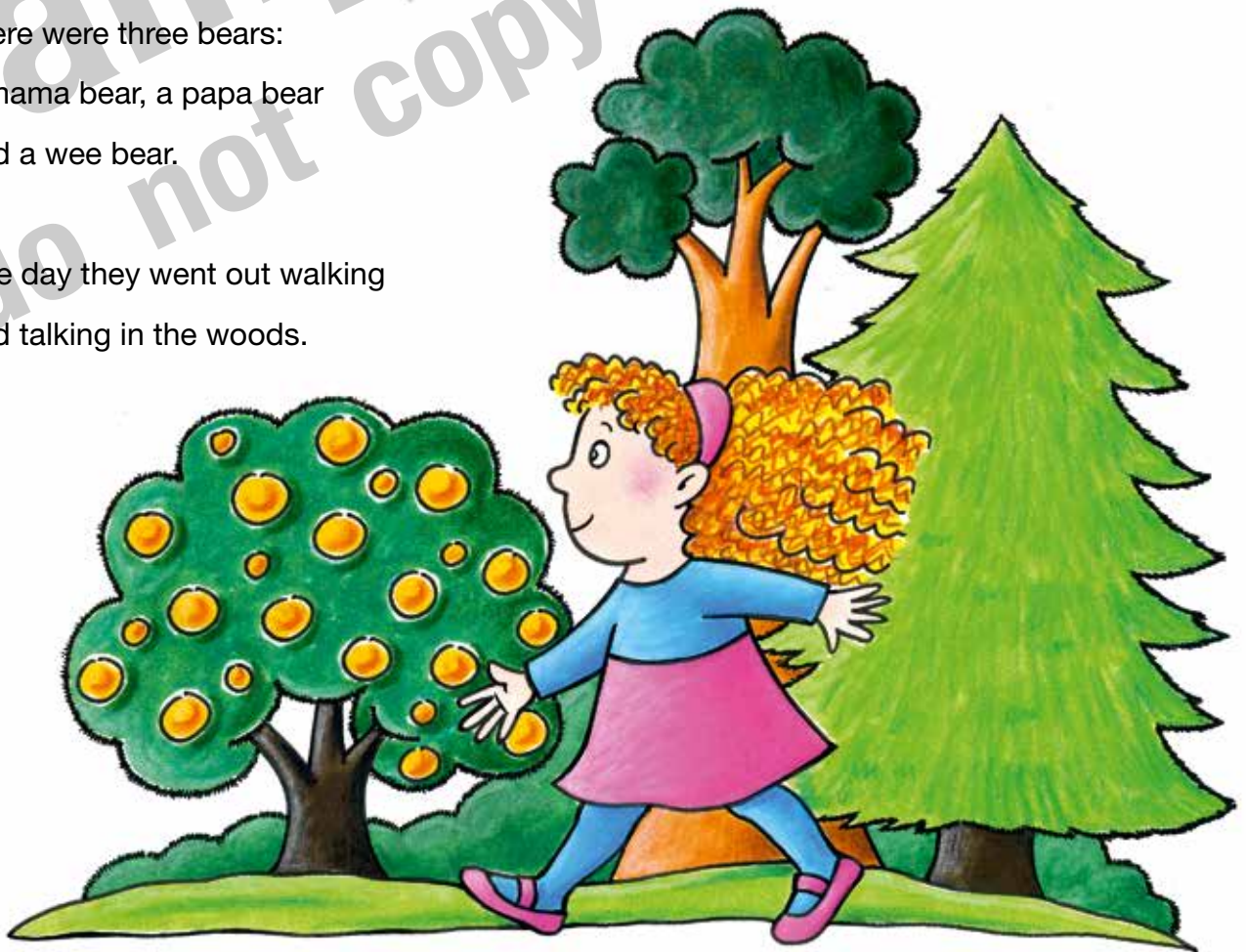
4 			
			

# Goldilocks



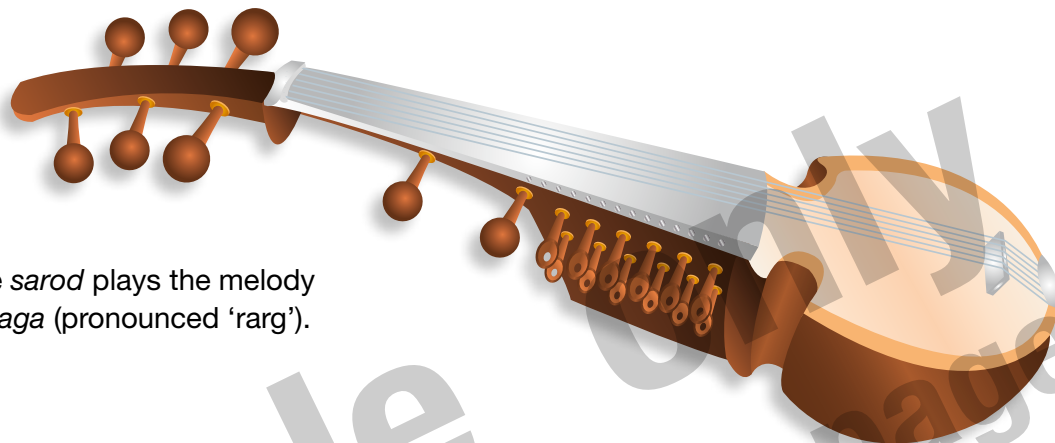
Once upon a time in a nursery rhyme,  
There were three bears:  
A mama bear, a papa bear  
And a wee bear.

One day they went out walking  
And talking in the woods.

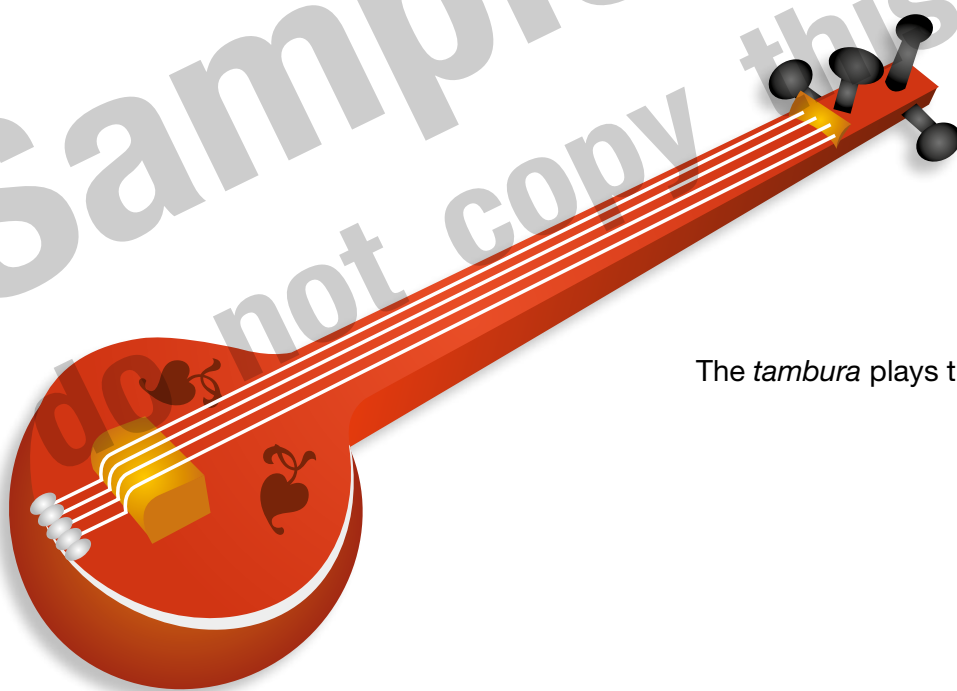


Along came a girl with long, curly hair.

# Indian Raga



The *sarod* plays the melody or *raga* (pronounced 'rarg').



The *tambura* plays the drone.

A pair of drums called *tabla* plays the rhythm pattern called the *tala*.





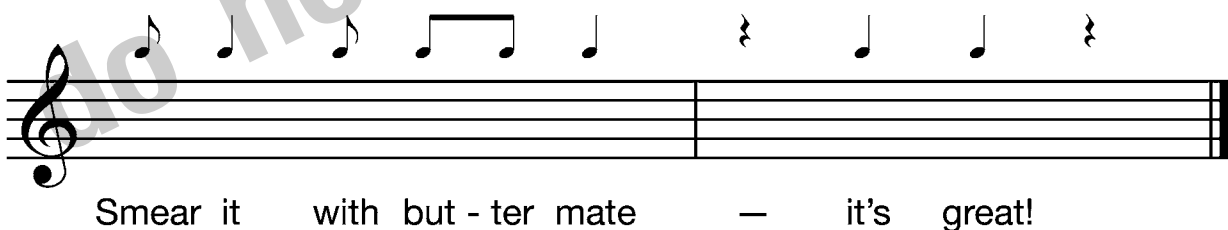
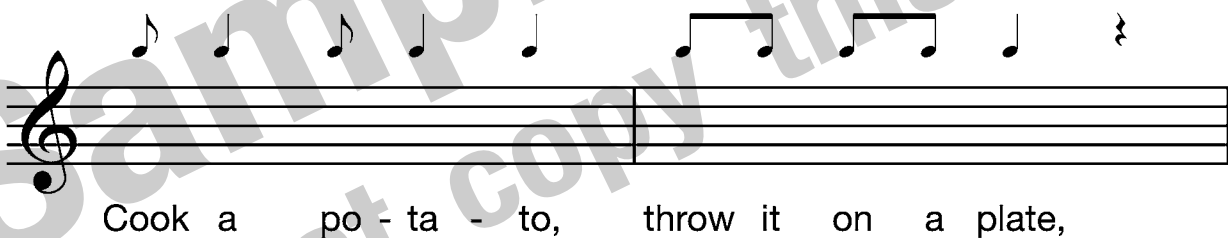
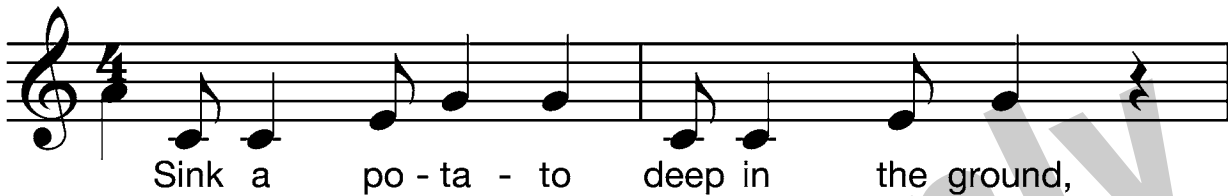
# Blues in C

➡ Complete this chart by writing your own *beat* patterns and playing them with the accompaniment to the *12-bar Blues*.

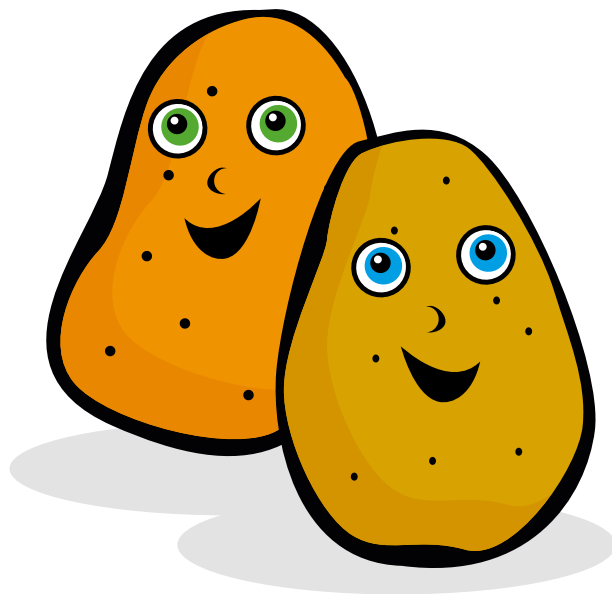
C ♪ ♪ z ♪	♪ ♪ z ♪	♪ ♪ z ♪	♪ ♪ z ♪
F		C	
G		C	

# Sinkapotato

➔ Using the notes of the C chord (C E G) complete your own melody for the rhyme.



➔ Have some else play your round with you. Perhaps the class could sing it in two or three groups.

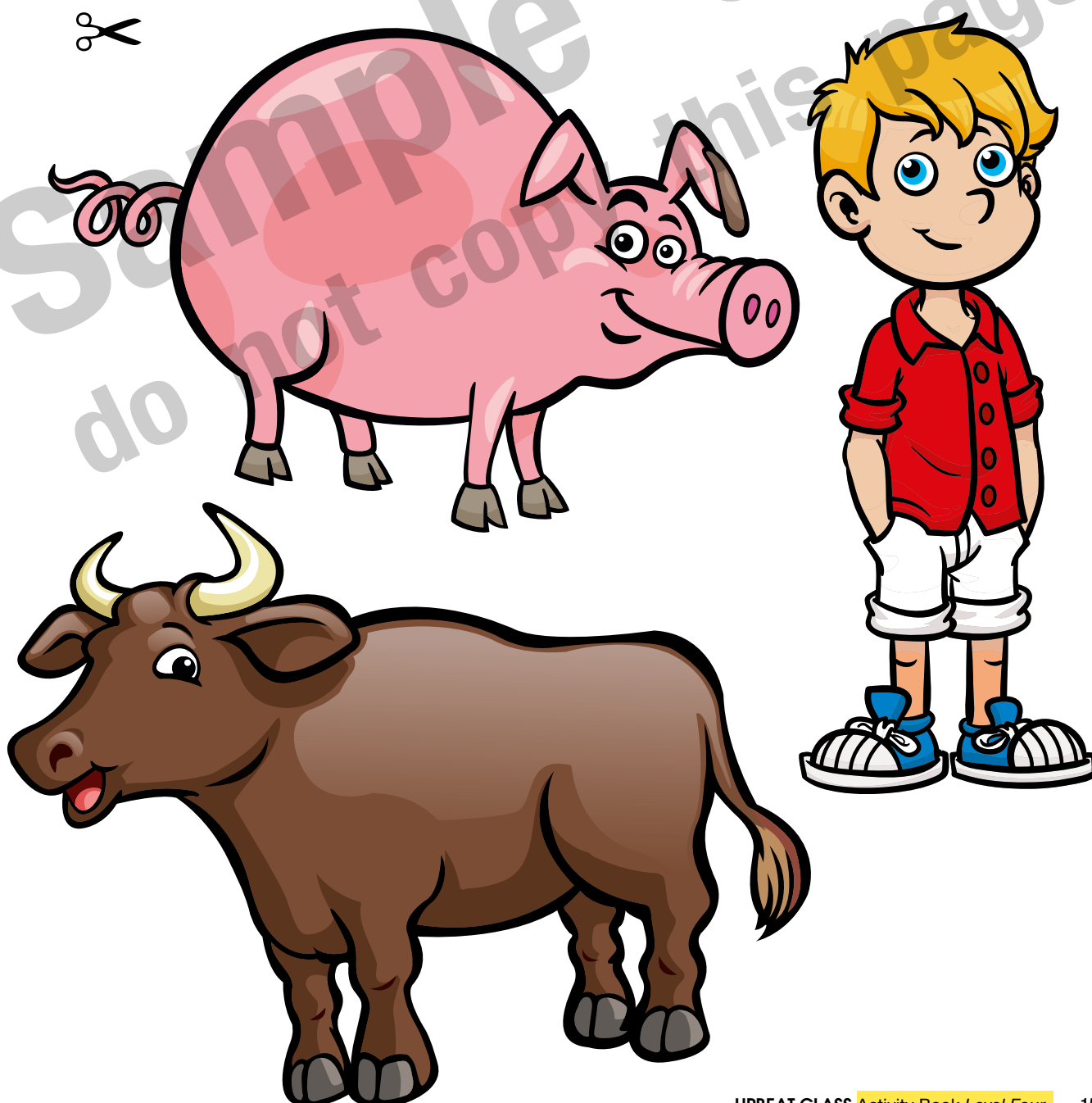


# Off To Squintum's

➔ Present the story of the cunning fox as a *stick puppet* or *shadow puppet play*.



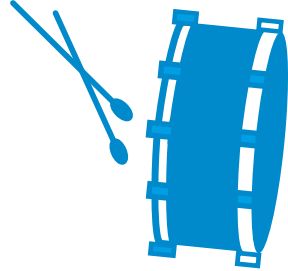

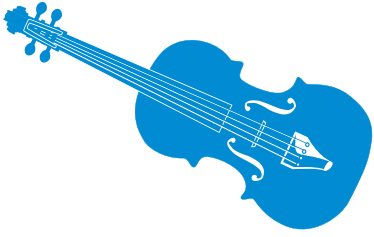

## What to do?

- 1 Working in a group, each select one or two of the figures on this page to trace and color.
- 2 Carefully cut-out the figure and attach it to a stick.
- 3 Perform the play behind a screen. Use the recording or your own voices.
- 4 If you perform this as a shadow puppet play, hold the puppets behind a screen of white fabric with a light set up at the back to cast shadows onto the screen.



# Listening

➔ In each of the five questions, mark the picture of the instrument you hear.

<b>TEST SHEET</b> <b>Level Four: Tone Colour</b>	<p><b>5</b></p> <div data-bbox="518 533 805 772">  <p>tuba</p> </div> <div data-bbox="805 533 1348 750">  <p>double bass</p> </div>
	<p><b>4</b></p> <div data-bbox="502 840 1013 1086">  <p>double bass</p> </div> <div data-bbox="1061 817 1364 1097">  <p>piano</p> </div>
	<p><b>3</b></p> <div data-bbox="550 1153 1013 1422">  <p>trombone</p> </div> <div data-bbox="949 1153 1348 1400">  <p>clarinet</p> </div>
	<p><b>2</b></p> <div data-bbox="470 1467 758 1736">  <p>drums</p> </div> <div data-bbox="941 1467 1292 1736">  <p>trumpet</p> </div>
	<p><b>1</b></p> <div data-bbox="502 1803 877 2038">  <p>violin</p> </div> <div data-bbox="941 1792 1292 2049">  <p>trumpet</p> </div>



# Comin' Round the Mountain

➡ Navigate your way around the mountain by using the correct musical information about the song, *Comin' Round the Mountain*.



# Scarborough Fair

➔ *Scarborough Fair* is one of the oldest and most famous folksongs of all time. What makes a *folksong* different from other kinds of songs? Find out what you can and complete this fill-the-gap exercise, using the words below.

## FOLK SONGS

A folk song is usually a \_\_\_\_\_ song linked to a country or culture.

Generally \_\_\_\_\_ of folk songs are unknown because the songs are very old and have been handed down by ear from generation to \_\_\_\_\_.

The \_\_\_\_\_ of folk songs cover the widest range of topics, everything from love songs to national \_\_\_\_\_. Folk songs are for \_\_\_\_\_ to sing so their rhythms, \_\_\_\_\_ and harmonies are mostly simple. Traditionally they have been sung unaccompanied or only one instrument such as a \_\_\_\_\_ accompanies the song.

Two famous English folk songs are *Scarborough Fair* and \_\_\_\_\_.

A favourite Australian folk song is \_\_\_\_\_.

A well-known New Zealand folksong is \_\_\_\_\_.

\_\_\_\_\_ is an American folk song.

anthems

composers

guitar

'Li'l Liza Jane'

melodies

everyone

ear

'Greensleeves'

'Pokare Kare Ana'

lyrics

'Waltzing Matilda'

generation

traditional

➡ Try the *Teacher Rap* as well. You could perform it using the recorded rap accompaniment to the *Halloween Rap*. (Leave time for the bars between verses.)

## Teacher Rap

Hands on heads and hands on hips,  
Now sit up in your seat,  
Simon Says to 'Sit up straight',  
Kindly move your feet,  
Take your books out,  
Rule a margin, very, very neat,  
Keep the noise down, whisper, please,  
They can hear you in the street!  
Walk in quietly,  
Stand in twos,  
This table is a mess,  
Don't do that, please,  
Put your pens down,  
Don't say, 'yeah', say, 'yes',  
Can I read your writing  
Or do I have to make a guess?  
Stop that jigging,  
Put your hand down,  
Wait until recess!  
Don't call out, please,  
Put your hand up,  
Stay in after school,  
Hands together,  
Feet together,  
Please don't act the fool,  
No more running, no more talking,  
Please stop saying, 'Cool!'  
Wipe that mess up,  
Fill this up, please,  
What's that little pool?



Wipe ten house points,  
Tuck your shirt in,  
Don't you own a comb?  
Wear some sunscreen,  
Wear a sunhat,  
Bring a note from home,  
Please don't use a calculator,  
Stand here on your own,  
Pull your socks up,  
Take your things out,  
Leave that girl alone!

Pick that paper up, please,  
Now you know where paper goes,  
Pick a partner, pick a neighbour,  
Pick the best of those,  
Pick your bags up,  
Pick that peel up,  
Pick the best two rows,  
Pick a captain,  
Pick a team,  
But please don't pick your nose!

# Amazing Grace

➡ As you listen to the song, choose the correct *answers* in each section to describe it.

## AMAZING GRACE

### Rhythm



### Melody

Which is the opening melody?



### Tempo/Dynamics

☐ fast and lively

☐ slowly, not too loud

☐ loudly and brightly

### Tone Colour

☐ solo voice with guitar

☐ rock band instruments

☐ voices, no instruments

### Texture

☐ solo voice with piano

☐ voices in harmony

☐ choir and orchestra

### Form

☐ verse and chorus

☐ verses with same melody

☐ twelve-bar blues

### Style

☐ religious song

☐ jazz song

☐ rock song

☐ film song



# Rock Around the Clock

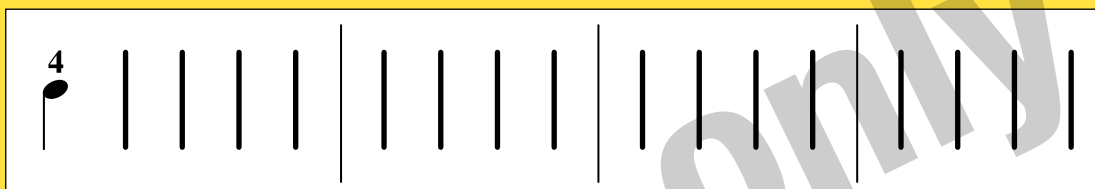
➔ If the history of music is seen as a clock face with *folk music* in the first hour and today's music in the last hour, where do the objects outside the clock belong? Where is *Rock Around the Clock* around the clock? Draw a line from the picture of each illustrated object to the appropriate section of the clockface.



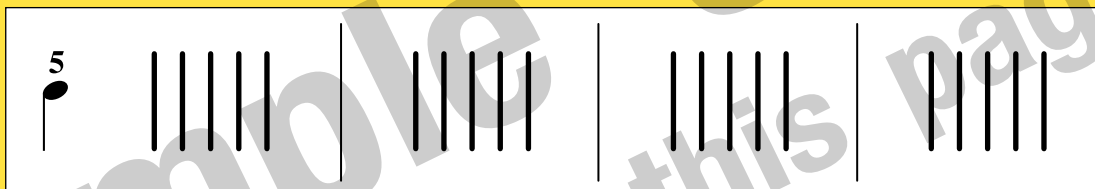
# Snare

➡ Listen to the following sequences. On which beat (or beats) in each bar is the snare drum playing?

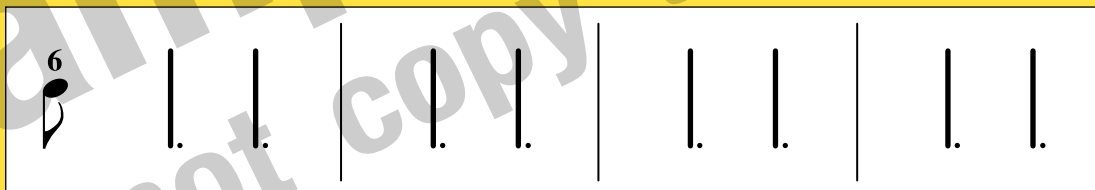
1



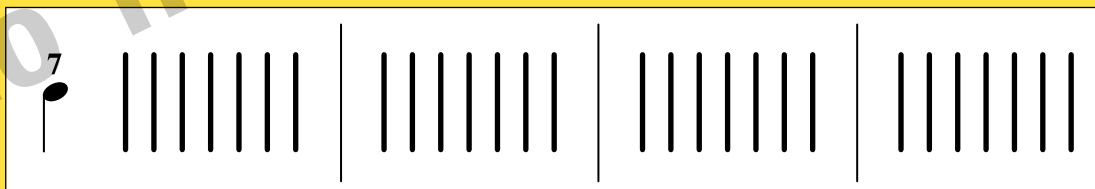
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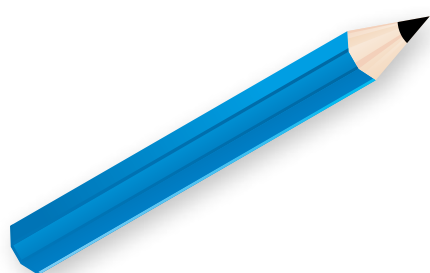
3



4



5



# Little Red Rockinghood

➔ This short *rock musical* takes a traditional tale and places it in the golden age of *Rock*. It can be performed as it is written or it can be extended by writing additional dialogue and adding other well-known *rock'n'roll* songs.

Once upon a time in the neighbourhood  
Lived a red-haired girl who was oh-so good;  
She could rock'n'roll like nobody could  
So everybody called her Red Rocking Hood.

Little Red rocked it around the clock,  
One, two, three o'clock, four o'clock rock.  
She danced in the daytime all day long  
And danced all night to a rock'n'roll song.



## Refrain

do not copy this page

C7

Lit - tle Red Lit - tle Red Rock - ing Hood \_

G C7 G

She could rock 'n' roll like no - bo - dy could. \_

C7

No - one in a sto - ry - book was ev - er as good \_ as

D7 G

Lit - tle Red Rock - ing \_ Hood.

Saturday night when the sun went down,  
Little Red Rocker made her way downtown,  
On her way to Granny's, the soda shop  
Where everybody went to sip a soda pop.

# Certificate

to verify that

\_\_\_\_\_

has successfully completed the

Level Six Music Program

at

\_\_\_\_\_ School

This Year \_\_\_\_\_

Increasing and demonstrating skills and knowledge  
in listening and performing and presenting creative works  
by singing, playing instruments and moving to music

\_\_\_\_\_  
(Teacher)

