

I can do music in Lesson 16 . My name is _____

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Melody Card Match-Up

1. Draw a line from each card in this column, to its matching card in the next column.

2. Now print in the solfa under each note in this column.

This old man he plays one

Red, or-ange, yel-low, brown

Ted- dy Bear, Ted- dy Bear

turn a- round-----.

that will do!

so

mi

so

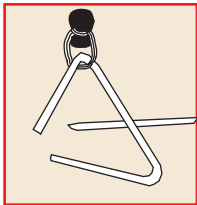
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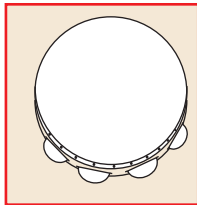
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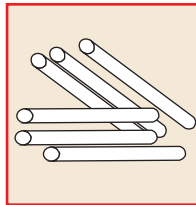
3. Now try quietly singing each of the melody cards.

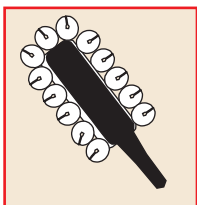
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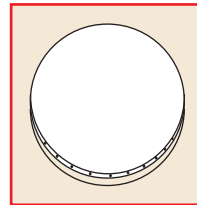
Print the name of each instrument on the line underneath it.

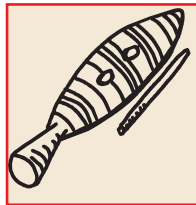


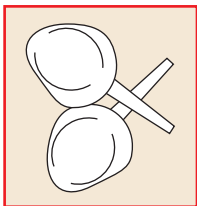


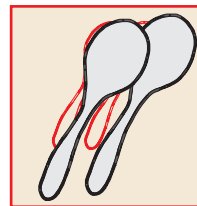


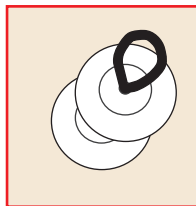












Percussion Instruments

triangle

rhythm sticks

hand drum

finger cymbals

shakers

guiro

bells

spoons

tambourine

cow bell

Name 2 percussion instruments where metal helps to make sound.

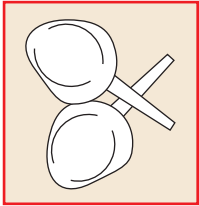
Name 2 percussion instruments made of wood.

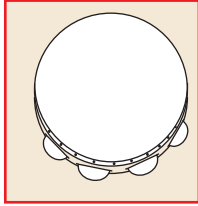
Name 2 percussion instruments played by shaking.

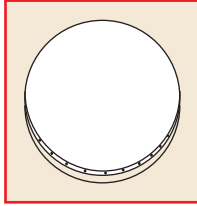
Name 2 percussion instruments played by tapping.

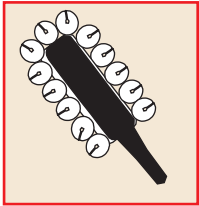
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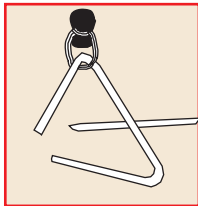
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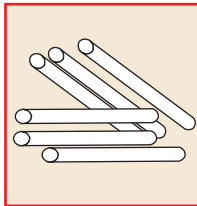


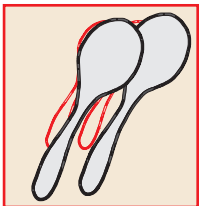


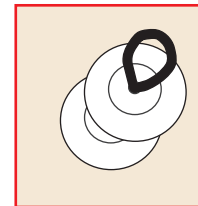














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I can do music in Lesson 18 . My name is _____

Print 3 words that you see on every page of written music.

bars

notes

piano

Print 4 words that describe the speed of music.

presto

allegro

legato

staccato

Print the music word beside its meaning.

andante

music staff

loudly _____

softly _____

tempo

hopping _____

smoothly _____

forte

Use a line to match each word below with its meaning.

pulse
steady

rhythm

word patterns
that repeat

sound layers

tempo

music
leader

long/short
word patterns

beat

speed

make
stronger

harmony

volume

dynamics

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