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| Name | Score | *************************************** |
|------|-------|---|
| Date | Class | *************************************** |

### WRITE THE NAMES

1-39

Under each symbol write its name. The book cover gives the clues.

|                 | 6        |
|-----------------|----------|
| 1.              | 2.       |
| •               |          |
| 3.              | 4.       |
| #               | <b>)</b> |
| 5.              | 6.       |
| 7.              | 8.       |
|                 | 10.      |
| <b>‡</b><br>11. | 12.      |

| R   |                    |
|---|--------------------|
|   | School Assignments |
|   | NOTES & RESTS      |
|   | Whole              |
|   | Half               |
|   | Quarter            |
|   | Eighth             |
|   | SYMBOLS            |
|   | Staff              |
|   | Treble Clef        |
|   | Bar Line           |
| $ \Lambda $                               | Double Bar Line    |
| $\parallel \parallel \parallel \parallel$ | Sharp              |
| V   | Flat               |
| J   |                    |

| Name | Score |  |
|------|-------|--|
| Date | Class |  |

### MARK THE MEASURES

1-21

The music typist forgot to divide this song into measures. Finish this composition by adding the bar lines.

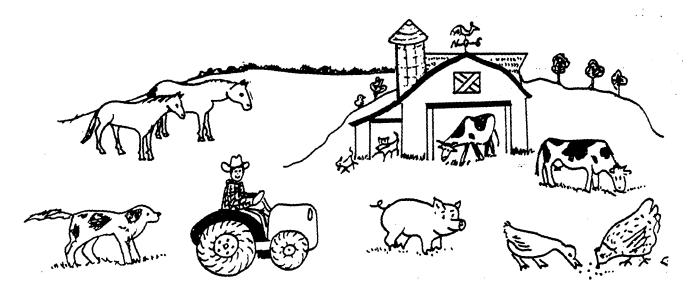












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| Name | - |
|------|---|
|------|---|

Score \_\_\_\_\_

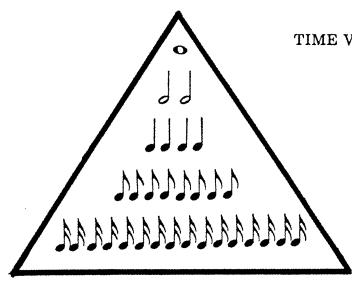
Date \_\_\_\_\_

Class

### 2. COMPARE TIME VALUES

(IV-2)

Count to four for each group of notes in the chart. Then clap their time values aloud.



TIME VALUE CODE

If ...

1 Whole Note = 4 counts then

1 Half Note = 2 counts then

1 Quarter Note = 1 count hen

1 Eighth Note =  $\frac{1}{2}$  count then

1 Sixteenth Note = 1/4 count

Use the Time Value Code to fill in the blanks with the correct numbers.

1. One Whole Note sounds as long as \_\_\_\_\_ Half Notes.

2. One Whole Note sounds as long as \_\_\_\_\_ Quarter Notes.

3. One Whole Note sounds as long as \_\_\_\_\_ Eighth Notes.

4. One Whole Note sounds as long as \_\_\_\_\_ Sixteenth Notes.

5. One Half Note sounds as long as \_\_\_\_\_ Quarter Notes.

6. One Half Note sounds as long as \_\_\_\_\_ Eighth Notes.

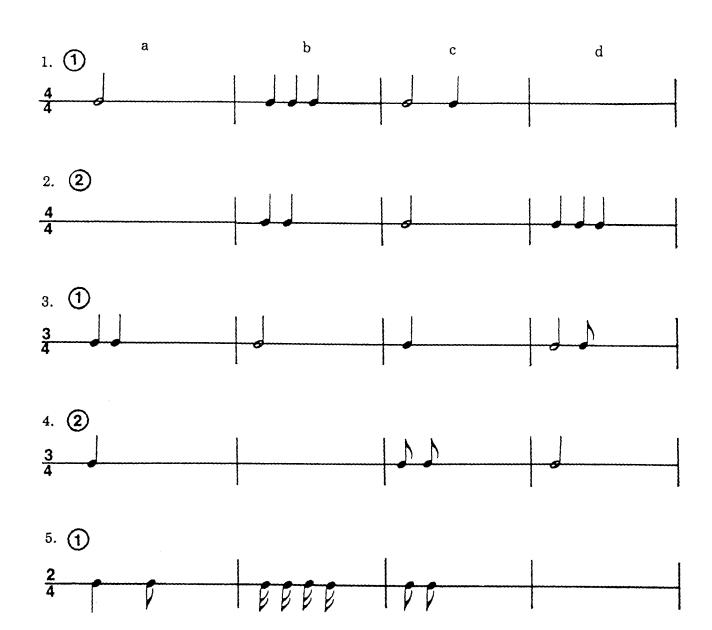
7. One Quarter Note sounds as long as \_\_\_\_ Eighth Notes.

8. One Quarter Note sounds as long as \_\_\_\_\_ Sixteenth Notes.

Use the Code above to fill in the missing notes.

| Name                |          | Score . |             |
|---------------------|----------|---------|-------------|
| Date                | <b>X</b> | Class . | <del></del> |
| FINISH THE MEASURES |          |         | 1–22        |

Look at the Time Signatures and complete the measures by adding the number of notes indicated in the circle. Check the stem direction.



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## **Accountability Chart**

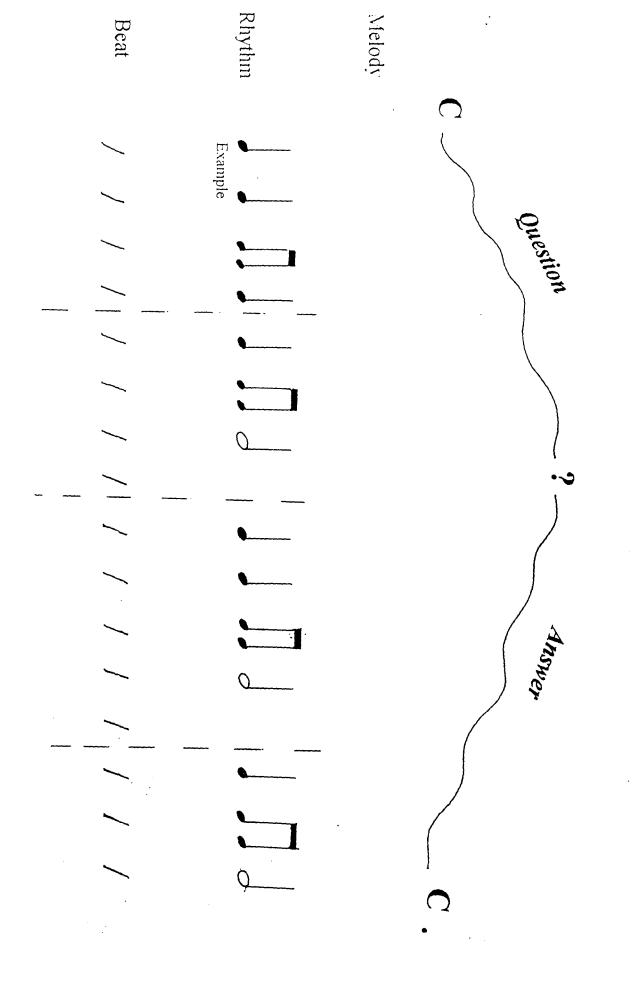
## Harmonica Performance

### Worksheets

| <br> | <br> | <br> | <br> | <br>, |                                       |
|------|------|------|------|-------|---------------------------------------|
|      |      |      |      |       | Student<br>Names                      |
|      |      |      |      |       | C triad<br>& scale                    |
|      |      |      |      |       | Q & A<br>Melody                       |
|      |      |      |      |       | Song Song # 1 # 2                     |
|      |      |      |      |       | Song<br># 2                           |
|      |      |      |      |       | Song<br>#3                            |
|      |      |      |      |       | Song<br># 4                           |
|      |      |      |      |       | Song<br># 5                           |
|      |      |      |      |       | Writing<br>Musical<br>Phrases         |
|      |      |      |      |       | Q & A Cross-<br>Melody word<br>Puzzle |
|      |      |      |      |       |                                       |
|      |      |      |      |       | Write<br>the<br>Names                 |
|      |      |      |      |       | Mark<br>the<br>Measures               |
|      |      |      |      |       | Compare<br>Time<br>Values             |
|      |      |      |      |       | Finish<br>the<br>Measures             |

Materials for Standard 3 Students create music.

# Question & Answer Melody Form



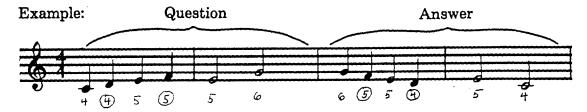
xxi

| Name | Score |  |
|------|-------|--|
| Date | Class |  |

### 13. WRITING MUSICAL PHRASES

(III-13)

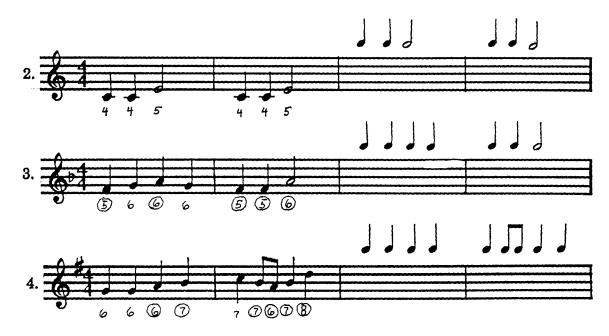
A melody is divided into sentences just as words are phrased for speaking. These musical sentences are called PHRASES. Like sentences in a paragraph, phrases follow each other in music, and a question phrase may be followed by an answer phrase. While the question phrase ends on a note other than the keynote, the answer phrase will end on the keynote.



For the question phrase below, write a different answer phrase than the one above.



Make up two measure answer phrases to complete these phrases. Use the rhythm of the questions for your answers. Use the notes shown above the staffs.



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### Question & Answer Melody Assignment Sheet

Question Answer Composition Checklist: Does my first "Question" phrase move melodically upward? Does my second "Answer" phrase move melodically downward? Does the rhythm notation in each measure fit within four beats? Are all notes, stems and rests drawn with careful craftsmanship? Performance Checklist: Am I playing with a steady beat and no hesitations? Am I playing my rhythm correctly? Am I playing the melodic notes I wrote correctly? Am I playing one note at a time? Is my sound clear and strong?

Note choices on the harmonica for you're Q & A melody:

| blow |   |   |   | С | Е | G | С |   |   |    |
|------|---|---|---|---|---|---|---|---|---|----|
| hole | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| draw |   |   |   | D | F | A | В |   |   |    |

Note choices from the C major scale for your Q & A melody:



xxiii

### Question & Answer Melody Evaluation Sheet

| Name                                       | Class                             | Date             |        |         |               |
|--|-----------------------------------|------------------|--------|---------|---------------|
|  | Written Melody                    |                  |        |         |               |
| 4=Exceeds the Standard (15 pts), 3=Meets t | he Standard (10 pts), 2=Moving T  | oward the Stand  | ard (  | 5 pts), | , 1=Did not d |
| Melodic pitches in the first "Question     | " phrase ascend                   | 4                | 3      | 2       | 1             |
| Melodic pitches in the second "Answ        | er" phrase descend                | 4                | 3      | 2       | 1             |
| Correct rhythm notation                    |                                   | 4                | 3      | 2       | 1             |
| Good melodic movement                      |                                   | 4                | 3      | 2       | 1             |
| Neat, careful craftsmanship                |                                   | 4                | 3      | 3       | 1             |
|  |                                   |                  |        |         |               |
|  | Melody Performance                |                  |        |         |               |
| 4=Exceeds the Standard (15 pts), 3=Meets   | the Standard (10 pts), 2=Moving T | oward the Stance | lard ( | (5pts), | 1=Did not de  |
| Played the melody with a steady beat       |                                   | 4                | 3      | 2       | 1             |
| Played the rhythm notation correctly       |                                   | 4                | 3      | 2       | 1             |
| Played the melody smooth and accur         | ately                             | 4                | 3      | 2       | 1             |
| Played single-tone notes with a tilted     | embouchure                        | 4                | 3      | 2       | 1             |
| Played with a clear, strong tone           |                                   | 4                | 3      | 2       | 1             |
|  |                                   |                  |        |         |               |

Materials for Standard 4 Students listen to, respond to, evaluate, and describe music in relation to history and a variety of cultures.

### History of Harmonica Worksheet

| The first harmonica-type reed instrument is traced back toinB.C.  |
|---|
| Emperor called this new creation the  |
| What explorer brought the Sheng to Europe in the 1700's?  |
| The harmonica began to look like it does today in   |
| A German clockmaker named made the first four inch harmonica, but he called it a which means  |
| A 24 year old German namedstarted making harmonicas in his factory in the year That year he madeharmonicas.                                 |
| Where was the first Hohner harmonica factory located,,,,  |
| The Hohner harmonica became very popular in America during what war?  |
| Southern black farmers liked the harmonica better than their older  |
| Besides President Ronald Reagan, two American presidents who played harmonica were in 1860 andin 1920.                                      |
| In the 1920's and 30's harmonica music was heard through the  |
| was one of the first to become famous playing pop music on the harmonica.   |
| was the first, black harmonica player on the Grand Old Opry radio show.   |
| made the harmonica popular by selling a million harmonicas by mail order.   |
| What kind of music made the harmonica less popular in the 1960's?   |
| How many Boy Scouts played in the harmonica band at the 1981 Scout Jamboree?  The world record this event earned is recorded in the         |
| What is the most popular model of harmonica first made in 1896?   |
| What is the smallest harmonica:inches. What is the longest harmonica?inches.  |
| Some famous harmonica artists include: 1.       2.         3.       4.       5.         6.       7.       8.         9.       10.       11. |
|   |

### History of Harmonica Worksheet Answer Key

China, 3000 B.C. I. 2. Nyn-Kwa, Sheng 3. Marco Polo 4. 1821 Christian Friedrich Ludwig Buschmann, Mundaeloine, 5. mouth 6. Matthias Hohner, 1857, 650 Trossingen, Germany 7. Palo Alto Ashland 8. Civil War 9. Quills 10. Abraham Lincoln, Warren G. Harding 11. Radio Larry Adler 12. **DeFord Bailey** 13. Wayne Raney 15. Rock 16. 14. 1,700 Guinnes Book of World Records 17. Marine Band 18. 1 1/4 inches 23 inches

### List of Famous & Favorites Study Guide

| Names of Harmonica<br>Players | FactsStyleDescriptionsImpressions |
|-------------------------------|-----------------------------------|
|                               |                                   |
|                               |                                   |
|                               |                                   |
|                               |                                   |
|                               |                                   |
|                               |                                   |
|                               |                                   |
|                               |                                   |
|                               |                                   |
|                               |                                   |
|                               |                                   |
|                               |                                   |
|                               |                                   |
|                               |                                   |
|                               |                                   |
|                               |                                   |
|                               |                                   |
|                               |                                   |

### Harmonica History & Listening Assessment

Please identify and give as much information as you can on the following recordings: 4. Do you hear a harmonica playing in this musical selection? YES NO 5. Do you hear a harmonica playing in this musical selection? YES NO 6. Do you hear a harmonica playing in this musical selection? YES NO 7. Tell about the development of the harmonica 8. When presidential candidate, Stephen Douglas, brought a brass band to the debate, who responded, and how?\_\_\_\_\_ 9. What style is the harmonica most famous for and who are a few harmonica players who are famous for playing this style?\_\_\_\_\_ 10. What style of harmonica playing do you like best?

### Harmonica Unit Evaluation

What did you like about the harmonica unit of study? Please list at least 2 things.

Of all the activities, what would you like to see changed or added to the harmonica unit?

On a scale of 1 to 10 how much progress do you think you made on the harmonica?

1 2 3 4 5 6 7 8 9 10 Poor Good Excellent

On a scale of 1 to 10 how would you rate your level of on-task work during your independent practice time?

1 2 3 4 5 6 7 8 9 10 Poor Good Excellent

Do you think you can play a song for your family on the harmonica? YES NO