

# Rhythm Reading Challenge I

Here are a bunch of rhythms for you to clap. Each one gets steadily harder and harder. Start at the beginning and then work your way through. Work with a partner so that you can both check each others work and clap them to each other perfectly.

Once you think you have mastered them, take them to your teacher for checking (they will pick some randomly to hear). Good luck!

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 





9. 

10. 



## Worksheet 2

Each note has an equivalent length rest. Rests take up time (hence the length) but nothing happens, there is no sound. So if you had a 4 beat rest you would count to 4 beats of silence.

Semibreve	Semibreve rest		4 beats
Minim	Minim rest		2 beats
Crotchet	Crotchet rest		1 beat
Quaver	Quaver rest		1/2 beat

### Dots

Everything works nicely with our maths so far but what happens if you want a 3 beat note or a 3/4 beat note? This is where 'dots' come in. A dot placed after a note means that note is worth half as much again.

So a minim with a dot equals 3 beats.

$$\begin{array}{ccccccc}
 \text{♩} & + & \bullet & = & \text{♩} \\
 2 \text{ beats} & & \text{plus } 1 \text{ beat} & & \text{equals } 3 \text{ beats}
 \end{array}$$

**A crotchet with a dot is worth 1 1/2 beats.**















We don't use dots for rests. It is legal but often looks a bit confusing so we usually write both rests instead.

### Answer these questions:

- How many quavers in a crotchet? \_\_\_\_\_
- How many crotchets in a semibreve? \_\_\_\_\_
- How many quavers in a dotted crotchet? \_\_\_\_\_

### Fill in the gaps below:

Note	Name	Length	Rest
		4 beats	
	Dotted Minim		 
	Minim	2 beats	
		1 1/2 beats	 
		1 beat	
	Dotted Quaver	3/4 beat	 
	Quaver		
	Semiquaver	1/4 beat	

 **Self Reflection**  **- Composition -**

*Outline the process you used to create your composition*

*What bit are you most proud of?*

*What did you find the hardest?*

*What did you enjoy the most?*



*What should we listen out for?*

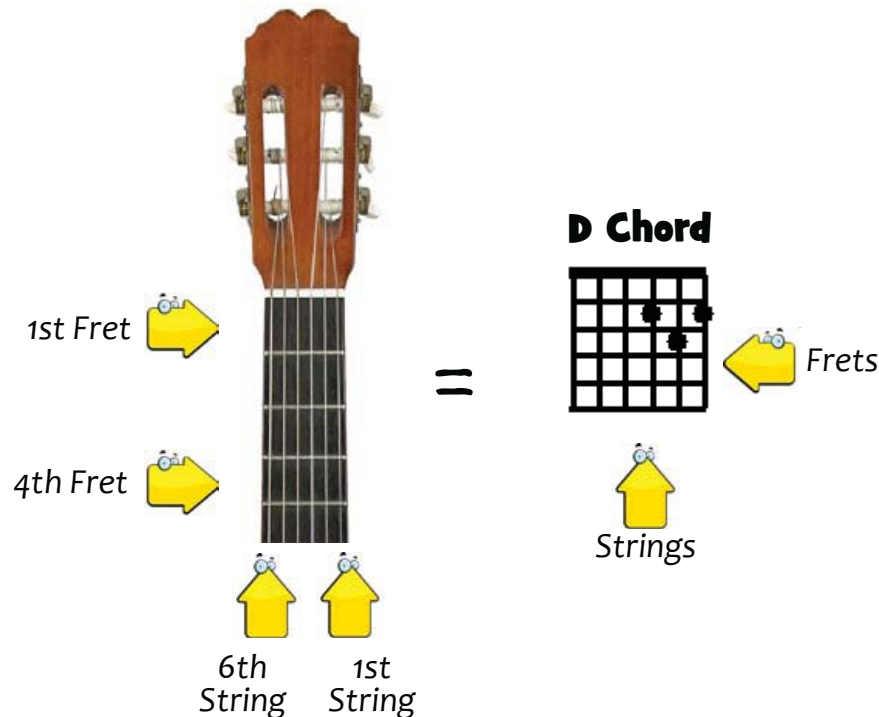
*How would you improve in the future?*

# Battleships on Guitars

Once you understand how to read a guitar chord then you can work out any chord for yourself. It is simply plotting the correct combination of fingers, strings and frets, like playing Battleships. Pick the correct coordinates and you will have yourself a chord.



A chord chart is just a little picture of the top of a guitar:



To play the correct chord you simply work out where to put each finger based on these little grid references. Some chord charts tell you which finger goes where - others you just go for the most comfortable.

## Example:

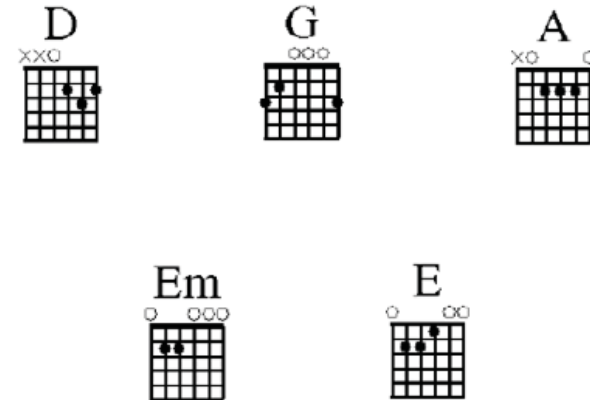
The D chord in our picture opposite is made up from...

1st finger - 3rd string, 2nd fret

2nd finger 1st string, 2nd fret

3rd finger - 2nd string, 3rd fret

Have a try at these chords below.



The hardest part of all of this is changing quickly and smoothly between the chords.

[Click to watch video](#)



## Terrifying Group Composition

- Get in groups of 4 or 5 and create a terrifying composition.
- Make sure your piece has a form. An introduction, a middle and an ending that are clear.
- Your piece needs to use ingredients to build suspense.
- You can use some sound effects but remember that you are creating a piece of music.
- Give your piece a suitable name (sometimes this makes all the difference)
- Your teacher will tell you which instruments you can have access to.



**Title:** \_\_\_\_\_





# Terrifying Group Composition Assessment



**Title:** \_\_\_\_\_

**Marking schedule:**

	<b>Oops!</b>	<b>Ok</b>	<b>Good</b>	<b>Fabulous</b>
<b>Scariness</b>	<i>My Nana wouldn't be scared</i>	<i>Slightly scary - in parts</i>	<i>Pretty scary stuff</i>	<i>Ahhhhh! I need my blankie!!</i>
<b>Use of Ingredients</b>	<i>Some basic use of ingredients demonstrated</i>	<i>Used some ingredients</i>	<i>Used ingredients well</i>	<i>Highly effective use of ingredients</i>
<b>Form</b>	<i>Form?</i>	<i>Some structure developing</i>	<i>Starting to use structure well</i>	<i>Clear and effective structure</i>
<b>Effectiveness</b>	<i>A basic composition</i>	<i>An ok piece of music</i>	<i>An effective piece of music</i>	<i>Highly effective piece of music</i>

**Comments:**

**Grade:** \_\_\_\_\_ /16



## Fast Research

Work in pairs to complete a research assignment into 3 different Aboriginal and at least one Torres Straight Island musicians. Make sure you have a range of musical genres including some by traditional musicians. They can be composers, singers or instrumentalists.

Your teacher will tell you your options for presentation. Present your work in a separate document of your choice.

### For each indigenous musician include:

- Name.
- Where they are from.
- Their musical style.
- Best known songs/pieces.
- Instrument.
- Bands they have played in or collaborations.
- Important information about their life and their music
- See if you can find footage of them playing or interviews
- Links to websites you used to research this person.

## Instruments

Most music making accompanied dance, performance and story telling. The songs were largely based on chants with an instrumental rhythmic accompaniment. Instruments were those which could be found in nature and most were fairly small for portability reasons. If you are walking a long way each day, the last thing you want to worry about is a large instrument.

Many instruments were highly decorated and held cultural and ceremonial significance as well as making music.

### ClapSticks

These are an important part of the accompaniment. They are sticks that are designed to hit each other rather than other things, similar to claves. They are more oval shaped and were often highly decorated with paintings of animals and scenery.

[Click to watch video](#)



### Rattles

There were various kinds of objects that could be made to rattle with a few seeds inside them. When a container was not to be found then seeds were rattled in hands.

### Drums

Various drums were made and found in nature. Sometimes these were hollow logs and sometimes they were elaborately carved pieces of wood with a tight animal hide stretched across.