

3rd

Name _____ Date Day 1

Character Instruments

RESOURCE MASTER



Do people's voices sometimes make you think of musical instruments? Does your gym teacher blast like a trumpet? Does your little sister ever pipe like a flute? Does your uncle roar like a tuba?

Think of a story, a TV show, or a comic strip that you like. List the main characters. Decide what instrument each character sounds like. Write the name of the instrument next to each character's name. Then tell why you chose each instrument.

Title _____

Main Character	Instrument
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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Name _____

Date _____




Day 1

Make Your Own Music

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1•11

Use what you know about rhythms to make your own music.
Create a rhythm piece that has eight beats in all.

1. Use  ,  , and  .
2. Choose your own order for the beats of your rhythm.
3. Write your rhythm in the space below.

4. Use the meter signature $\frac{2}{4}$ for your rhythm pattern.

5. Make sure that each measure has two beats.

6. Share your music with the class!
You can clap it, speak it, or play it
on a rhythm instrument.



Name _____

Date

Day 2

Form a Poem

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2•4

You've learned that a song or other piece of music follows a plan. That plan is called its form. Poems have forms, too.

Haiku is a Japanese form of poetry. Haiku used to be about only nature. Now it can be about anything.

A haiku has three lines that don't rhyme. Think of the lines as three sections. The first and third sections have five syllables. The second, or middle, section has seven syllables. You can write its form as A B A. Here are two examples of haiku.

Watchers

One hundred starlings
Perching on telephone wires—
Sharp-eyed observers.

The Clown

A broad painted smile,
Silly clothes, and oversized feet
Hide sadness within.



Now think of a subject for a haiku. Write your own haiku on the lines below. Then give it a title.

Name _____

Date

Day 2

A Hero for All Times

RESOURCE MASTER

2•9



An opera is a play in which all the parts are sung. An orchestra plays the music. The singers wear costumes, and the stage has special scenery.





William Tell is a popular opera written by Gioacchino Rossini. He was an Italian who lived from 1792 to 1868. Read the story of the opera below in words and pictures.

Around 1200 Switzerland was ruled by a cruel Austrian governor named Gessler. The Swiss people wanted to be free from Austria. William Tell led their fight.

To show that he was very powerful, Gessler hung his  on a . He

ordered everyone to  to it. William Tell refused. Gessler decided to

punish Tell. Gessler ordered Tell to take his  and  and shoot an

 off his son's . William Tell shot his  and split the  in two.

He became a hero and helped the Swiss people get their freedom.

An overture is a musical introduction to an opera. Its melodies are from the opera. The *William Tell Overture* has four parts. They paint musical pictures. The parts are listed below. What kind of instruments would you use in each section?

"At Dawn" _____

"The Storm" _____

"The Calm" _____

"Call to Arms" _____

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Name _____

Date

Day 3

Time through Time

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2•10

Ever since people first danced, they have used a beat to know when to step. Music for listening needs a beat, too.

Early people used whatever was handy to keep a beat. It could be hitting sticks on stones, clapping their hands, or clicking their tongues.

Later people began to make instruments that could be used to keep a beat. A piece of metal could be struck with another. Animal skins were stretched to make drums. Rattles were made from dried gourds.

When musicians formed large orchestras many centuries later, a conductor helped them keep time. When practicing, a musician might use a metronome. It is a small timer that can be set to a certain beat. It goes *tick, tick, tick* to help the musician stay on beat.

Think of a simple instrument you would like to use to keep time. On another piece of paper, draw a picture that shows how you would make it.

Optional Activity: Make your instrument. Get together with other students, and use your instruments to provide the beat for songs and dances in your class.



Name _____

Date

Day 3

Playing the Piper

RESOURCE MASTER

3•4

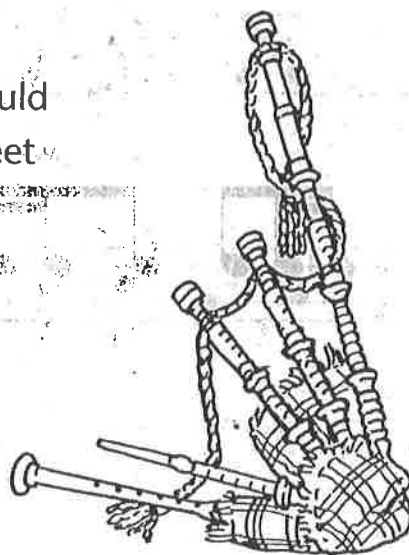
The pipes are calling—the bagpipes, that is. Do you think of the bagpipe as a Scottish instrument? You're right, but only partly.

Bagpipes have been around since the time of the ancient Greeks and Romans. Bagpipe playing later spread across Europe. By the Middle Ages, the bagpipe was one of the most popular instruments. Minstrels played bagpipes as they wandered through the countryside and into village squares.

When cities began to grow, much music-making moved indoors. People began to invent new instruments. In most places the bagpipe became less popular. But in Scotland it is still played often. Scottish people brought the bagpipe to the United States. At many big parades you can hear the pipes a-piping.

How hard is it to learn to play the bagpipe? A piper must send a steady flow of air through the blowpipe to the bag. Then two other kinds of pipes receive the air blown into the bag. The chanter pipe plays the melody. It has finger holes to change notes. The drone pipes are tuned to certain notes. The bagpipe is not easy to learn, but practice and patience pay off.

If you could play the bagpipe, where would you play it—and why? On a separate sheet of paper, write a paragraph about this. Then draw a picture of yourself playing the bagpipe in that place.



The Maori People

RESOURCE MASTER

5•6

Read about the Maori people. Then answer the questions below.

The Maori people have lived in New Zealand for about 800 years. New Zealand is in the southern Pacific Ocean near Australia. The Maori call New Zealand *Aotearoa*, which means "land of the long white cloud." They came to New Zealand from other islands in the South Pacific. The language that they spoke is like the language spoken by Hawaii's native people. Hawaii is also in the South Pacific. Only about one quarter of Maoris still speak this language. Most of them now speak English.

The arts have always been very important to the Maori people. Maoris make music, write poetry, speak in public, or make carvings. These carvings are used to decorate buildings or might be made into jewelry.

The Maori use a different calendar than we do. Their year begins after the first new moon in June, instead of in January as ours does.

1. Where is New Zealand? _____

2. What language is closely related to the Maori language? _____

3. What art form is used to decorate Maori buildings? _____

4. When does the Maori year begin? _____

Name _____ Date Day 4

The Conductor's Job

RESOURCE MASTER

5•7

Read about what conductors do. Then answer the questions below.

Conductors are people who stand in front of a band or an orchestra and move their hands in time to the music so that the musicians stay together while they are playing. Conductors may use a stick called a baton, or they may conduct with only their hands.

Conductors do much more than just keep time, however. They often choose the music that the band or orchestra will play. They also spend a lot of time rehearsing and teaching the musicians to play the music in a certain way.

Most conductors are highly educated. They go to special colleges called conservatories to learn about music and to learn how to be a good conductor. Only the best ones will get jobs with large orchestras.

One famous conductor was Leopold Stokowski. He led the Philadelphia Orchestra from 1912 to 1947. He is famous for shaking Mickey Mouse's hand before conducting the orchestra in the Walt Disney film *Fantasia*.

Leonard Bernstein was the conductor of the New York Philharmonic from 1958 to 1969. He thought that it was very important for students to learn about classical music, so he held special concerts just for kids. They were often shown on television.

1. What is the name of the stick conductors use? _____
2. What else do conductors do besides keep time? _____

3. What special colleges do conductors often attend? _____
4. Why did Leonard Bernstein conduct special concerts for students? _____

Name _____

Date

Day 5

Around and Around

RESOURCE MASTER

5•11

Read about circle dances around the world.
Then answer the questions below.



"Let's Go Dancing" is a circle dance. A group of people form a circle and perform certain movements. Circle dances are done all over the world. In many cultures, they are a symbol of community unity.

The gavotte was started in France about 500 years ago. Couples perform lively skipping steps to music that has two beats in each measure. In early forms of the gavotte, one couple would leave the circle and kiss all of the other dancers.

In Korea, during the Harvest Moon Festival in the fall, women perform the *kanggangsullae* dance. The name means "watch the surroundings." The dancers form a circle around a singer, who sings about happiness, long life, and love. The dancers start moving very slowly, but they gradually speed up. By the end of the dance, they are moving very quickly.

Young women in India perform a circle dance called the tiruvathira. Each woman claps her hands against the hands of the women on either side of her as they all move around in a circle. While they are dancing, the women also sing a song that tells a story.

1. What do circle dances symbolize in many cultures? _____

2. Where was the gavotte first performed? _____

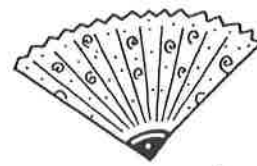
3. When do people perform the kanggangsullae? _____

4. What do tiruvathira dancers do while they move in a circle?

Dancing with Props

RESOURCE MASTER

6•6



Read about some dances that use props.
Then answer the questions below.

Many dances need more than just music and dancers. Sometimes the dancers hold things in their hands or dance around an object on the floor. Here are a few examples:

In Korea, groups of young women perform a fan dance for festivals celebrating birthdays or the seasons. They move very gracefully as they hold their fans. Their movements represent things in nature like flowers, butterflies, and rivers.

The Mexican Hat Dance is known as *jarabe tapatío* in Mexico. It is a dance for couples. The man throws his sombrero (a large Mexican hat) onto the floor, and the woman dances around it.

In Bali, an island in Indonesia, middle-aged men perform a dance called the Baris dance. The men play warriors and cover themselves in beads and flowers. They wear scarves that they say are magical. The warriors dance in two lines and often stop and stand like heroes in battle. Then the music becomes violent, and they act out a battle. Because the dance has many difficult moves and the dancers must make fierce faces, the dancers are very strong and flexible.

1. What do the movements in the Korean fan dance represent?

2. Who performs the Baris dance? _____

3. What do Baris dancers wear? _____
