**A Journey Through Space**

**An Overview**

**Aim**: To extend the children’s musical sound vocabulary, including the use of ICT

To compose a soundscape

To explore a wide range of sound sources to capture, explore, change and communicate sounds

To use of vocal and instrumental sounds expressively

To create and structure compositions in groups and share them with the class

**Most children will:** be able to recognize the way in which sounds are used, changed, controlled and organized.

Select, control and organize and combine chosen or created sounds

**Some children will not have made so much progress and will:** create carefully chosen sounds and linear sequences

**Some children will have progressed further and will:** demonstrate musical sensitivity in selecting sounds and structures

Relate them to the intended effect

Refine and improve their work

Demonstrate imagination and confidence in the use of sound (including ICT)

**Week 1:** Children will listen to and talk about space music and its elements Revise pulse and rhythm

Say, clap and play rhythms in groups

Maintain their own part when these rhythms are put together

**Week 2:** Children will revise the term, ‘ostinato’ and identify examples in recorded music

They will create perform an ostinato and discuss the effectiveness of timbre

They will create their own ostinato pattern and play it on un-tuned instruments

**Week 3:** Children will look at ‘tense’ and relaxed’ sounds

They will play their ostinati using major and minor chords and select the most appropriate

They will use keyboards and select ‘voices’

They will begin to learn a song about space

**Week 4:** Children will revise major and minor chords and look at how melodies might move through vocal work

They will listen to examples of this

They will create their own ascending melodies and combine them with their ostinato patterns

**Week 5:** Children will explore duration, pitch and tempo

They will play an alien signal and compose another in their groups

They will decide how to perform the signal

**Week 6:** The children will listen to, explore and create the musical device of the pedal note

They will revise their ostinato patterns-tuned and un-tuned and combine them with the pedal note

They will record these using ‘Audacity’

**Week 7:** The children will revise the effectiveness of pitch and listen to ascending and descending phrases

They will create their own and record them onto a new track, using ‘Audacity’

**Week 8:** The children will look at fanfares

They will listen to examples and identify their moods/character

They will compose phrases to help create their own ‘tense’ or ‘relaxed’ fanfare, using major or minor chords

**Week 9:** The children will record their alien signals using Audacity and learn how to edit the sounds

Each group will practise their fanfares, fill in evaluation sheets and edit their work

**Week 10:** The children will perform their fanfares live to the class

They will listen to excerpts from four movements of ‘The Planets Suite’ and analyse how musical elements create specific moods and atmospheres.

They will plan which planet they will depict and how

**Week 11:** The children will select, organise and combine sounds appropriate to the god/goddess they have chosen. They will practise and share their work and revise their fanfares.

**Week 12:** Children will practise playing their fanfares and atmospheric sounds with the recordings on the computer

If possible the effect will be recorded itself

The children will complete evaluation sheets and comment upon their work and the work of others’

**Tracking Progress**

**Exploring and Composing Skills**

L3 Pupils **recognize** and **explore** the ways that sounds can be combined and used expressively

L4 Pupils **identify** and explore the **relationship** between sounds and how it reflects different **intentions**

L5 **Pupils** identify and explore musical **devices** and how music reflects **time** and **place**

**Creating and Organising Skills**

L3 Pupils **improvise repeated patterns** and **combine several layers** of sound

L4 Pupils **improvise melodic and rhythmic phrases** as part of a group performance and **develop ideas within musical structures**

L5 Pupils **improvise melodic and rhythmic material** within given **structures,** use a variety of **notations** and compose music for different **occasions.**

They use **devices** such as melody, rhythm and chords.

**Performing Skills**

L3 Pupils sing in **tune with expression** and perform **rhythmically simple parts with a limited range of notes**

L4 Pupils perform **by and from simple notations, maintaining their own part** with awareness of how the other parts **fit together** and of the **overall effect.**

L5 Pupils perform significant parts from **memory and notation- leading others, taking a solo part or providing rhythmic support**

**Responding Skills**

L3 Pupils recognize how **musical elements** are **combined** and used **expressively**

L4 Pupils **describe, compare and evaluate** different kinds of music using an appropriate musical **vocabulary**

L5 Pupils **analyse and compare musical features. Evaluate** how **venue, occasion** and **purpose** affects the way music is **created performed and heard.**

**Appraising Skills**

L3 Pupils make improvements to their work, commenting on the **intended effect.**

L4 Pupils **suggest improvements** to their own work and the work of others’, commenting upon how the intentions have been **achieved**

L5 Pupils **refine and improve** their work

**Lesson 1: 45mins**

**Learning Intentions:**  Children learn

About music written to illustrate space

About the musical elements found in a piece of space music

A clapping game

To vocalize rhythms in small groups

To listen to extracts of music

To play rhythmic patterns in large and small groups

**Introductory activity (15mins)**

Play the name game with the children (two claps and two spaces. They say their names over the two spaces)

*What might we showing if we just clapped our hands four times? (The Pulse)*

Choose some names form the ring and ask volunteers to clap them.

*Why have I picked out those certain names? Because they have an interesting rhythm*

Play the children some space music (Star Trek the Next Generation)

Talk to the children about the music

- *What type of film might it accompany?*

* *Why is this the case?*

Play the children an extract from ‘Mars’, ‘The Planets Suite’

*Can the find the rhythmic pattern played really quietly on the drums and stringed instruments?*

**Main activity (25mins)**

Give the children four rhythmic patterns to clap as a class and in groups

1 2 3 4

Where are the ali- ens?

Fly- ing soa- ring

Looking out watching out

We’re the space pat- rol -

*When all four groups are clapping the rhythms, can they all be heard distinctly?*

*Why not?*

They have the same timbre

Give out groups of drums, tambourines, woodblocks and shakers and ask the children to play them again.

Show the children how to start (count in 1, 2, 3, 4) and stop (point at a group and put fingers to lips)

*Which are the loudest/quietest groups?*

*Who should start first?*

Give a child the opportunity to lead the session

**Plenary (5mins)**

Pack the instruments away by clapping them the rhythms in turn.

*Who liked their rhythm played alone?*

*Who liked all the rhythms played together?*

*Who found it difficult to maintain their rhythm when other groups started to play?*

**Learning Outcomes:** Children can

Distinguish between pulse and rhythm

Say, clap and play rhythmic phrases

Maintain an independent part within a small group

Talk about the timbre and texture of sounds

Express their preferences

Suggest improvements

**Lesson 2: 45mins**

**Learning intentions:** Children learn

The term Ostinato

To listen to music attentively

About timbre

To create and play their own ostinato patterns

To sing a new song

**Introductory activity (15mins)**

Play the name game and then use the phrase, ‘My name is....’ as an ostinato pattern.

The first child in the ring claps the pattern over and over and again and is joined by the next child and so forth, until all the children are clapping.

*Can all the patterns be heard?*

*Why not? (All the sounds are the same)*

Ask children repeat the activity but choose different body or vocal percussion with which to ‘play’ the rhythm.

We have altered the sound colour or *timbre* and created a *texture* of sound.

Listen to ‘Star Trek: the Next Generation’ again and ask if the children if they can hear and clap the repeated rhythm or ostinato.

Do the same with the Opening of ‘Mars’ from ‘The Planets’.

**Main activity (20mins)**

Ask the children to clap the pattern, ‘Elephants don’t like shredded wheat’.

Ask group of children to count how many beats are in the phrase (5)

It is usual to have a metre of 4 beats in a bar but this is 5. The composer did this to make us feel uncomfortable.

Ask the children to get into groups and to make up a phrase, which has a metre of 4

LA- the phrase can have sounds on every beat e.g. Darth Vader’s on his way

HA- use silence in the phrase e.g. Black-all around or interesting rhythms e.g. aliens watching, aliens looking

The children should clap their rhythms to the class and then choose an appropriate sound on which to play it.

Children play their rhythms to the class and decide which rhythms might sounds effective together

This might be because of the rhythmic patterns begin different/similar

Or because of the sounds on which they are played

**Plenary (10mins)**

Pack away the instruments and start to learn the song, ‘Star Trekkin’

This can be accompanied by a keyboard or a track from YouTube

**Learning Outcomes:** Children can

Identify rhythmic patterns

Clap and play accurately and with control

Work cooperatively in groups

Maintain their own part within a small group

Talk about the effectiveness of their music

Suggests improvements to the arrangements of sound

**Lesson 3: 45mins**

**Learning Intentions:** Children learn

About chords

About tense and relaxed sounds

How to select appropriate sounds on the keyboard

**Introductory activity (15mins)**

Play the name game and then a game of Lickety Split.

*How did the character of the music change when they altered the tempo and volume?*

There is another musical element that plays a vital role in the mood of a piece of music.

Play the children the opening music to Star Wars and ask them to comment upon the mood it creates.

Now play them the opening theme to ‘Mars’

*How does the music differ?*

*Both have an ostinato pattern*

*Both use a full orchestra*

*One of them used ‘relaxed’ notes and the other ‘tense’.*

*In music we call these major and minor keys.*

**Main activity (20mins)**

As three children to stand behind tuned instruments and to play the notes C, E and G

Ask them to play them separately and then together-*is the sound tense or relaxed*

Now ask them to play the notes D, F and A-*what is the effect now?*

*The relaxed sounds is a major chord*

*The tense sound is a minor chord*

Ask all the children to remember their ostinato phrase from last time.

Can they play it on C, E or G?

HA- Use all three notes and move from one to the next as they play the rhythm

Now try the same phrase on D, F and A.

Listen to the ostinato alone and then combine some in layers.

Discuss the effect.

Ask each group to decide which chord suits their ostinato better and to practise playing it using the notes.

If they are using keyboards, show them how to select sounds (string, choir or organ)

Player 1 can play the rhythm on one note (C or D)

Players 2, 3 and 4 can either play the rhythm on a single note of the chord or move around from note to note

**Plenary (10mins)**

Listen to work in progress by each group and then sing through, ‘Star Trekkin’

**Learning Outcomes:** Children can

Comment upon the mood of music

Identify the musical elements that affect the mood of a piece

Play the notes of major and minor chords

Play rhythmic patterns accurately

Work co-operatively in a group

Perform with a sense of ensemble

**A Journey Through Space: Level 3**

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| --- | --- | --- | --- | --- | --- |
| Name.....  | Recognise and explore sounds L3 | Improvise repeated patterns and combine layers of sound L3 | Sing in tune and perform rhythmically simple parts L3 | Recognise how elements are combined and used expressively L3 | Make improvements commenting on intended effect L3 |
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**Journey Through Space: Level 4**

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| Name... | Identify and explore the relationship between composer’s intention and sound L4 | Improvise and melodic and rhythmic phrases within musical structures L4 | Maintain own part with awareness of how parts fit together and overall effect L4 | Describe, compare and evaluate using musical vocabulary L4 | Suggest improvements to their work and the work of others’, commenting on how intentions have been achieved L4 |
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**Lesson 4: 45mins**

**Learning Intentions:** Children learn

About pitch

To identify ascending and descending phrases

About major and minor chords

To combine two ideas

**Introductory activity (10mins)**

Revise the name game and then ask the children to sit in their groups.

Ask them to clap their ostinato rhythms separately and them to combine them.

Give volunteers the opportunity to lead the activity

Remind the children of tense (minor) and relaxed (major) sounds

*Can they remember which notes were in the chord of C major and D minor?*

Play the children a few major and minor chords on the keyboard and ask them to identify them as tense or relaxed.

**Main activity (30mins)**

Ask the children to decide whether the words of their ostinato should be played on tense or relaxed notes.

Give them time to go away and revise these notes.

Now try playing them separately.

Try putting all the relaxed sounds together and do the same with the tense.

*What is the effect?*

***Improvise repeated patterns and combine layers of sound (L3)***

Play a game of ‘Taking Off’. The children follow my hands as they rise up with a humming sound.

*What element are we exploring? (Pitch)*

*The pitch ascending (going up)*

Now add some different space effects at different levels of pitch e.g. comets, meteors and swirling gas

Ask a child to lead this

Now ask two children to lead two groups. They should try not to copy each other.

*Who can describe the effect?*

Ask the children to listen to the melodies at the beginning of ‘Mars’, ‘Star Trek’ and ‘Also Sprach Zarathustra’.

*How does the pitch of the melody move in each case?*

*Does it ascend or descend?*

Give the children a phrase to explore in their groups.

*Here we go to visit the stars - - -*

If their ostinato melody started on C they should start their ascending phrase on C. If it started on D, start the ascending phrase on D

They might have four different examples per group or decide on one melody to play together

**Plenary (10mins)**

Listen to each group’s work in progress and talk about the rhythm and the effectiveness of the notes chosen.

**Learning Outcomes:** Children can

Clap and play rhythmic patterns

Combine sounds with awareness of pulse and ensemble

Talk about the effectiveness of their work

Identify major and minor sounds

Explore ascending sounds

Set a rhythmic phrase to a melody

Work co-operatively in a group

**Lesson 5: 45mins**

**Learning Intentions:** Children learn

To about ascending and descending sounds

How to create an ascending phrase

**Introductory activity (15mins)**

Play the name game and revisit the game, ‘Taking Off’. Ask two volunteers to lead one half of the circle each.

*What was difficult about the exercise?*

*What skills did they have to use?*

*What was the effect of having two groups at the same time?*

Remind the children that so far they have played their ostinato patterns on tuned and un-tuned instruments. They have chosen whether to use tense or relaxed notes to play them on.

*Who can remember the proper name for these chords?*

Listen to the very opening of ‘Star Trek: The Next Generation’ and ask the children to listen for the descending phrases and the main ascending tune.

**Main activity (20mins)**

Today the children will use the keyboards in order to set the following phrase to ascending notes. They need to start on either C or D (depending upon whether their ostinato is played on the C or D chord).

They can use a mixture of black and white notes and they can use one note more than once.

Here we go, to visit the stars---

Each child should try setting the words to a tune and then they should agree on one and write down the notes.

Give the children five minutes to find their phrase and then play it to the class.

***Improvise melodic phrases within musical structures (L4)***

**Plenary (10mins)**

Ask each group to play their ascending theme tune.

*How effective are the phrases?*

*Do they create the right atmosphere?*

*Are they being played slow enough?*

*Should each group take some time finding a better sound next time?*

***Make comments upon intended effect (L3)***

**Learning Outcomes:** Children can

Identify ascending and descending phrases

Follow signals

Use their voices creatively

Work co-operatively in small groups

Select and arrange sounds within musical structures

**Week 6: 45mins**

**Learning Intentions:** Children learn

About pedal notes

To practise, revise and refine their work.

To work together in groups

To perform their work

**Introductory activity (10mins)**

Play the name game and then clap the pattern, ‘My name is...’

*Can they remember what a repeated rhythmic pattern is called?*

The ostinato is just one of many musical devices that can be used by composers.

Ask each group to clap their ostinato pattern and for volunteers to conduct them.

*They will need to count 4 beats before they come in, keep the pulse, decide upon the arrangement of the groups and then bring them off.*

**Main activity (25mins)**

Introduce another musical device-the pedal note. The children will be using this to add a background to their music today.

Listen to the opening of Richard Strauss’, ‘Also Sprach Zarathustra’ and ask the children to identify the instrument playing the pedal note.

Revise the game, ‘Taking Off’. The sound will *ascend and descend.*

Ask volunteers to lead the game and then ask one group to remain at the base of the Launchpad whilst the others take off.

*Can anyone describe the effect?*

Today the children will revise their ostinato patterns on the keyboards and add a pedal note to it.

If their ostinato is played on the chord of D they will use the note D as their pedal, if it played on the chord of C, they will use the note C.

Give the children five minutes to practise their ostinato patterns and then listen to each.

Now ask the children to practise their ascending, ‘Taking Off’ phrases.

LA- play the pedal note whilst the others play the melodic phrase

HA- play both

**Assessment- Improvise melodic phrases within musical structures (L4)**

**Plenary (10mins)**

Ask the children to comment upon the work they have heard. Give them some vocabulary to use

* The music was effective because the sounds ascended slowly
* The voice on the keyboard was chosen carefully
* The group worked well as a team
* The children listened to each other
* The notes chosen were spooky/striking/powerful/commanding

**Assessment- Make comments upon the intended effect (L3)**

**Learning Outcomes:** Children can

Work together in order to explore sounds and create melodic phrases

Discriminate between ascending and descending sounds

Talk about sound using musical vocabulary

Perform their work with some idea of the intended effect

**Week 7: 45mins**

**Learning Intentions:** Children learn

To explore vocal and tuned sounds

To revise and refine their work

To perform and record their work

About the program, ‘Audacity’

**Introductory activity (10mins)**

Play the name game and then repeat it using words about space.

Revise the game, ‘Taking Off’ and listen to the opening of ‘Star Trek’

*Can they identify falling sounds and the ascending melody with their hands?*

**Main activity (25mins)**

Introduce the computer program, Audacity and show the children how to use it as a tape recorder and how we might edit out music.

Give them five minutes to practise their ostinati patterns.

They should play the pedal note first and then build up the pattern one, by one.

Listen to each group and then record them.

Listen back to track and look at options that they might use

* Echo effect
* Wah-wah effect
* Repetition
* Reversing the sound
* Fading out or fading in

Allow each group time to suggest editions that might be made.

**Plenary (10mins)**

Send each group back to the keyboards and ask them to practise their ‘Taking Off’ melodies for next week. Listen to some if time.

**Learning Outcomes:** Children can

Identify ascending and descending sounds

Work together co-operatively in groups

Perform with a sense of ensemble and pulse

**Week 8: 45mins**

**Learning Intentions:** Children learn

How to listen to and comment upon their own work and the work of others’

How to use ‘Audacity’ to edit their work

To revise their ascending tunes

To record their work

**Introductory activity (10mins)**

Play the name game and revise the game, ‘Don’t clap this one back’.

Modify the game so they don’t clap any phrases but perform actions to the following phrases

1 2 3 4

Where are the ali- ens? (Alien antennae)

Fly- ing soa- ring (Flying wings)

Looking out watching out (looking under palm of hand)

We’re the space pat- rol - (Marching actions)

Build up the rhythmic patterns that the children need to internalise gradually.

**Main activity (20mins)**

Listen to each recording of the ostinati patterns and comment upon its effectiveness

* Were the players all playing the same rhythm?
* Were they playing it together as an ensemble?
* Was the overall effect mysterious/tense/creepy/bold etc.?

**Assessment- Make comments upon the intended effect (L3)**

Show the children different editing options on the program and give them the opportunity to choose whether to use

* The wah-wah effect
* The echo effect
* The fade in/fade out
* The reverse effect

Give the children a few minutes to revise their ascending melodies

They should decide how to arrange them

* All play together
* Layer up the sound at different times so it overlaps
* Play it one at a time
* Layer up the sound so they all play the rhythm in the same place but just add another layer of sound

**Plenary (15mins)**

Give each group the opportunity to record their work onto a second track and for the ‘audience’ to comment upon its effectiveness.

**Assessment- Improvise melodic phrases within musical structures (L4)**

**Learning Outcomes:** Children can

Comment upon their own work and the work of others’ using musical vocabulary

Internalise multiple rhythmic phrases

Select and explore ascending sounds to create a melody

Work co-operatively in order to arrange their ideas

Perform with awareness of intention and effect

**Week 9: 45mins**

**Learning Intentions:** Children learn

To feel a pulse

To select, explore and refine ascending sounds

To work co-operatively in a group

To perform and record their work

**Introductory activity (10mins)**

Play the name game and then introduce the game ‘Down on the Farm’. Today we will call it, ‘Out in Space’.

Number the children 1,2,3, or 4. Count, 1,2,3,4 out loud and ask them to clap on their number. Now ask only number 1’s to clap. Repeat this with each number in turn.

*Who had the hardest task and why?*

Now replace the numbers with words from space e.g. dark, stars, alien, spaceship and repeat the game.

**Main activity (15mins)**

Remind the children of their ascending passages. They set the rhythm

1 2 3 4 1 2

Here we go - to visit the stars...............

to notes of their own choice. Although every group completed the activity, they did not name their sheets and might need to start again. Play the class the examples and send them away to revise, select their sounds.

Give the children time to compose their ideas and then ask them to think how they are going to *arrange them*

*Will they play all together?*

*Will they play one after the other?*

*Will one person start playing and then other come in before he or she has finished in layers?*

**Plenary (20mins)**

Each group will listen to their recorded music and decide when to record their new track. (Beginning, middle or end)

They will record the new track and, if time listen to the effect.

Next week they will be composing their own alien signals.

**Learning Outcomes:** Children can

Feel the metre of a phrase

Work creatively in order to compose and arrange their own ideas

Consider the purpose and effectiveness of their music when recording it

**Week 10: 45mins**

**Learning Intentions:** Children learn

To identify tense and relaxed sounds

To listen attentively to music

To refine and revise their music

To perform and record their sounds

**Introductory activity (15mins)**

Play the name game and then introduce a listening activity

The children will listen to four extracts of music. Each one is a fanfare or theme tune associate with a character form a film about space.

*Can they use their knowledge about tense and relaxed sounds to identify the character as good or evil?*

*Can they write a word next to it describing the character’s music?*

**Main activity (20mins)**

Listen to the work they have recorded so far. This will be played as the children from the school come into the assembly and out again.

*What do they think of the sound?*

*Do they like the two tracks together?*

*Is one louder than the other?*

Edit the volume accordingly

Today they need to decide with their group whether to play their ‘Taking Off’ melody or their ostinati patterns.

Give the children time to practise them in their groups.

**Plenary (10mins)**

Listen to each group perform their work and comment upon the following

* Pulse
* Ensemble
* Effectiveness

Decide upon a running order for the concert

**Learning Outcomes:** Children can

Play with a sense of pulse and ensemble

Think about the effect/intention of their work

Talk about their work and the work of others



**Concordant or Discordant?**

Play the following notes together and tick the relevant column

|  |  |  |
| --- | --- | --- |
| **Notes** | **Concordant** | **Discordant** |
| **C+D** |  |  |
| **C+E** |  |  |
| **C+F** |  |  |
| **C+G** |  |  |
| **C+A** |  |  |
| **C+B** |  |  |
| **C+C’** |  |  |

**Space evaluation form-un-tuned ostinati**

**Listen to each group and comment on their work below**

 **Rhythm they played Instruments selected Ensemble Dynamics**

**Group 1:**        

**Group 2:**        

**Group 3:**        

**Group 4:**        

**Group 5:**        

**Space evaluation form-tuned ostinato and melodies**

**Listen to each group and comment on their work below**

 **Rhythm they played Notes they played Ensemble Dynamics**

**Group 1:**        

**Group 2:**        

**Group 3:**        

**Group 4:**        

**Group 5:**        

**Space Listening Activity Name:…………………………………..**

**Listen to this short piece of music and fill in the questions below. You can use some of the words form the word bank to help you or use your own.**

1. The sounds are…………………………………………………………………………………………………………………………………………………………

Short/long, high/low, quiet/loud, fast/slow

1. The character of the music is…………………………………………………………………………………………………………………………

Happy/sad, evil/good, thoughtful/determined

1. The instruments I hear are…………………………………………………………………………………………………………………………………

Strings/brass/woodwind/percussion

1. I think the character illustrated by this piece of music is…………………………………………………………………………

A hero/villain, man/woman/child/alien