

The Stem Song (page 9)

Traditional
arranged with words by Kathy and David Blackwell

Pupil

1. The stems on a note go up on the right,
2. The stems on a note go down on the left,
3. The stems on a note go up and__ down,

5

Up on the right, up down on the right, The stems on a note go
Down on the left, down on the left, The stems on a note go
Up and__ down, up and__ down, The stems on a note go

8

up on the right, All day long!
down on the left, All day long!
up and__ down, All day long!

1.2. 3.



Music makes me happy (page 17)

Kathy and David Blackwell

Pupil

Mus - sic makes me hap - py, F G F E D,

The first system of music for 'Music makes me happy' consists of two staves. The top staff is a treble clef with a 4/4 time signature. It contains a melody of quarter notes: C4, D4, E4, F4, G4, F4, E4, D4. The bottom staff is a bass clef with a 4/4 time signature. It contains a bass line of quarter notes: C3, D3, E3, F3, G3, F3, E3, D3. The lyrics 'Mus - sic makes me hap - py,' are written below the first staff, with chord letters F, G, F, E, D, written below the notes G, A, B, C, D.

5

G F G F E F, play - ing down to C.

The second system of music for 'Music makes me happy' consists of two staves. The top staff is a treble clef with a 4/4 time signature. It contains a melody of quarter notes: G4, F4, G4, F4, E4, F4, G4, C4. The bottom staff is a bass clef with a 4/4 time signature. It contains a bass line of quarter notes: C3, D3, E3, F3, G3, F3, E3, D3. The lyrics 'G F G F E F, play - ing down to C.' are written below the first staff, with chord letters G, F, G, F, E, F, G, C, written below the notes G, A, B, C, D.

Bass clef band (page 19)

Kathy and David Blackwell

Pupil

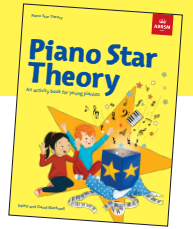
Nam - ing notes in my left hand, C B A F G.

The first system of music for 'Bass clef band' consists of two staves. The top staff is a bass clef with a 4/4 time signature. It contains a melody of quarter notes: C3, B2, A2, F2, G2. The bottom staff is a bass clef with a 4/4 time signature. It contains a bass line of quarter notes: C3, B2, A2, F2, G2. The lyrics 'Nam - ing notes in my left hand, C B A F G.' are written below the first staff, with chord letters C, B, A, F, G, written below the notes G, A, B, C, D.

5

Hear them in the bass clef band, F G A B C.

The second system of music for 'Bass clef band' consists of two staves. The top staff is a bass clef with a 4/4 time signature. It contains a melody of quarter notes: F2, G2, A2, B2, C3. The bottom staff is a bass clef with a 4/4 time signature. It contains a bass line of quarter notes: C3, B2, A2, F2, G2. The lyrics 'Hear them in the bass clef band, F G A B C.' are written below the first staff, with chord letters F, G, A, B, C, written below the notes G, A, B, C, D.



French lullaby (page 31)

French Traditional
arr. Kathy and David Blackwell

Pupil

8va

p legato

5

(8va)



Da Capo waltz (page 47)

Kathy and David Blackwell

Gracefully

Pupil

Start in bar 1, le - ga - to means smooth notes, stac - ca - to means
 Back to bar 1, le - ga - to means smooth notes, stac - ca - to means

6

Fine

short notes, for now we keep play - ing the on...
 short notes, then *Fi - ne*, we're at the end!

11

First time a - round these notes must sound,

15

D.C. al Fine

then it's back to the start.



Switch Game

An activity to help pupils feel the beat and perform different note values

Kathy and David Blackwell

Backing 1

Pupil claps/plays C

4

repeat ad lib. to end

Backing 2

Pupil claps/plays C

4

repeat ad lib. to end

How to play

- Choose and play one of these backings to accompany the rhythm grid activities on pp. 5 and 28.
- Ask your pupil to clap or play on the note C different note values – crotchets, semibreves, etc.
- Choose a note value to start, then, when you say 'Switch!', have the pupil change to a different note value. Call 'Switch!' after two bars (or one, when they're more confident with the activity).

For example: choose crotchets and minims. The pupil begins by clapping (or playing) crotchets then switches to minims when you say 'Switch!'. Choose other pairs of note values. For three or more note values, tell the pupil the sequence before you play – for example: crotchets, quavers and minims – and have them move to each in turn every time you say 'Switch!'.