

WESTERN MUSIC

Teacher's Guide: GRADE 7 - Week 5

Exploring rhythms and Instrumental Sound

Competency: Competence in singing and instrument playing

Element: Recognise basic musical elements such as rhythm, dynamics and tempo.

Performance Criteria

- Identify and clap simple rhythmic patterns (crotchets and minims)
- Identify and respond to variations in dynamics (soft and loud) and tempo (fast and slow)
- Count beats in simple time.

Purpose of Activity

This activity aims to develop students' awareness and listening skills by encouraging them to explore basic rhythms and time values. It engages students in active listening, beat counting, and performing rhythms using simple classroom instruments.

Learning Outcomes:


By the end of this lesson, students should be able to:

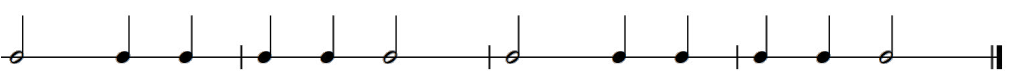
- Identify and clap the rhythmic patterns.
- Perform basic rhythmic patterns using musical instruments.
- Count beats in simple time.
- Identify and respond to variations in dynamics and tempo.

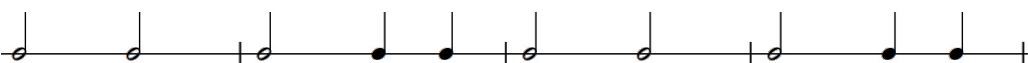
Activity 1**Clapping Rhythmic Patterns**

1. The teacher claps simple rhythmic patterns using crotchets and minims.
2. Students listen and repeat same.
3. Emphasise the difference in note values.

Some examples of rhythmic patterns are as follows:

(a) 

(b) 

(c) 

4. Use percussion instruments to reinforce learning.

Activity 2**Counting Beats in Simple Time**

1. Demonstrates how to count beats in simple quadruple time using simple songs/melodies.
2. Students can either clap the steady beat or play it on a percussion instrument.
3. Repeat with other simple songs to reinforce steady pulse and beat awareness.
4. Encourage students to listen carefully and respond to any tempo changes.
5. Guide students to change dynamics(e.g.,soft/loud) and tempo(e.g,slow/fast) as they perform, helping them develop awareness of expressive musical elements.

Resources and Materials

Audio equipment, metronome, musical instruments

Teaching Trajectories/Implementation guidelines

Activity 1:

Guide students to clap and perform each pattern with the correct note durations.

Have students clap in small groups, then as a whole class.

Transition from clapping to using musical instruments.

Activity 2:

Lead students through beat counting while playing or singing familiar tunes in 4/4.

Introduce expressive elements one at a time (for example begin with tempo, then add dynamics).

Encourage students to reflect on how tempo and dynamics change the feel of the music.

Assessment

- Oral questions
- Performance : Observe accuracy in clapping rhythms, beat counting, and instrument playing.

WESTERN MUSIC

Teacher's Guide: GRADE 7 - Week 6

Exploring Pitch and Melody Through Echo Singing

Competency: Competence in singing and instrument playing

Element: Sing simple melodies with accurate pitch and rhythm.

Performance Criteria

- Sing the notes of a major scale.
- Echo short melodic phrases with correct intonation.
- Perform simple melodies using voice or musical instruments.

Purpose of activity

The purpose of this activity is to develop and reinforce aural skills, pitch accuracy, and musical memory through active listening and singing exercises.

Learning Outcomes:

At the end of this lesson, students will be able to:

- sing the scale of C major with accurate pitch.
- improve intonation by echoing short melodic patterns using voice or instruments.

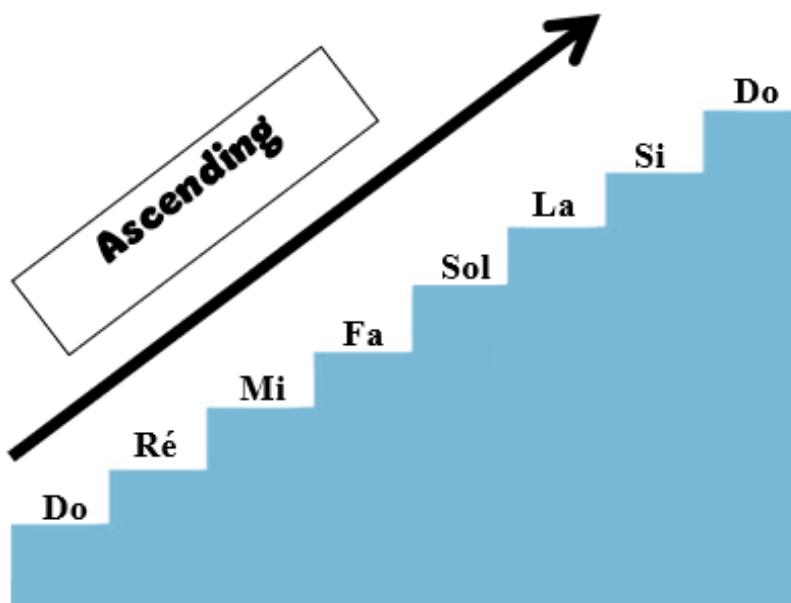
Introduction

Singing simple melodic patterns helps in developing accurate listening skills, strengthens musical memory and encourages active engagement in performance.

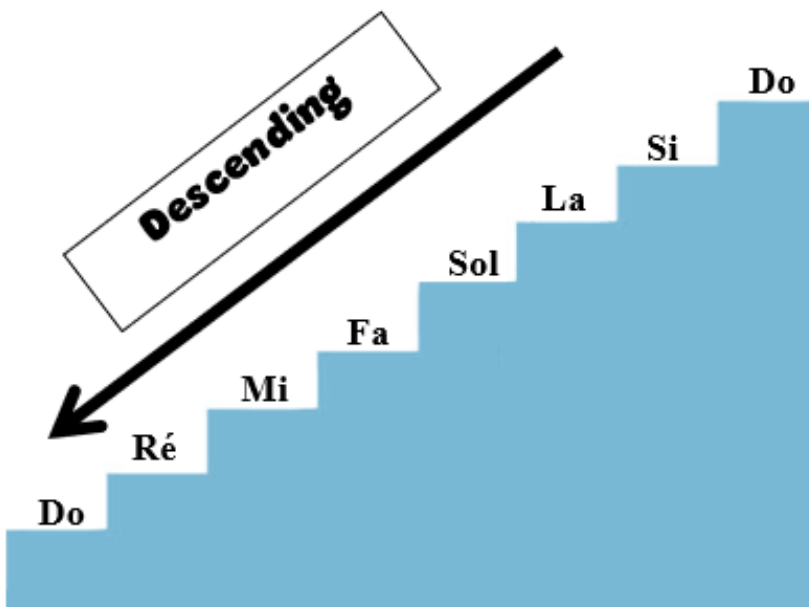
Activity 1

Echo Singing (Ascending C Major Scale)

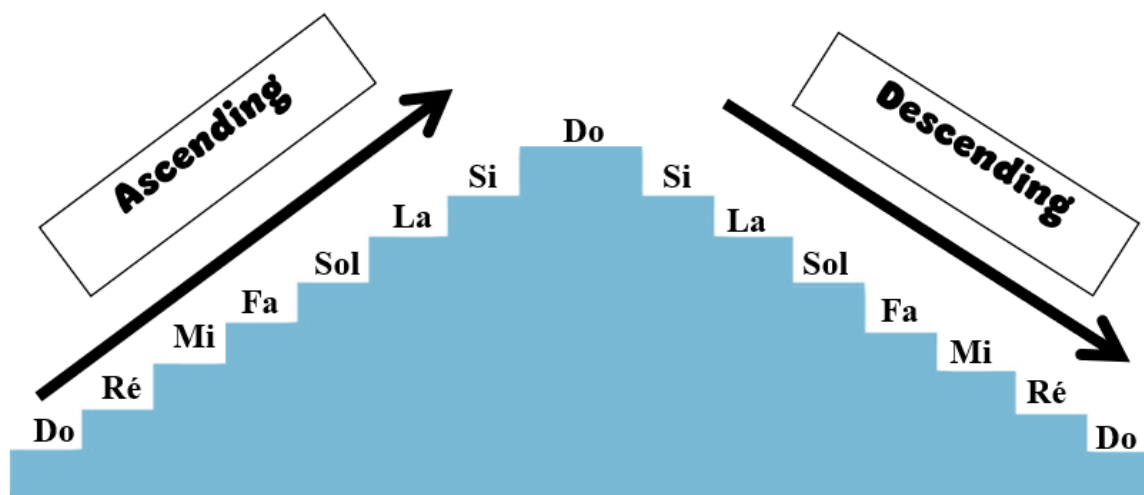
The educator sings each note of the C major scale ascending.
Students echo each note immediately after the teacher.



The educator sings each note of the C major scale descending.



Perform this exercise ascending and descending.



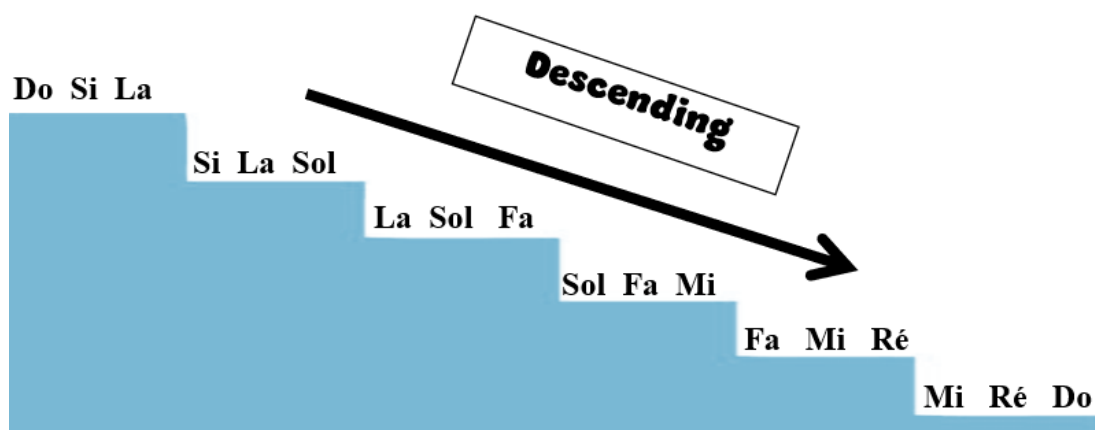
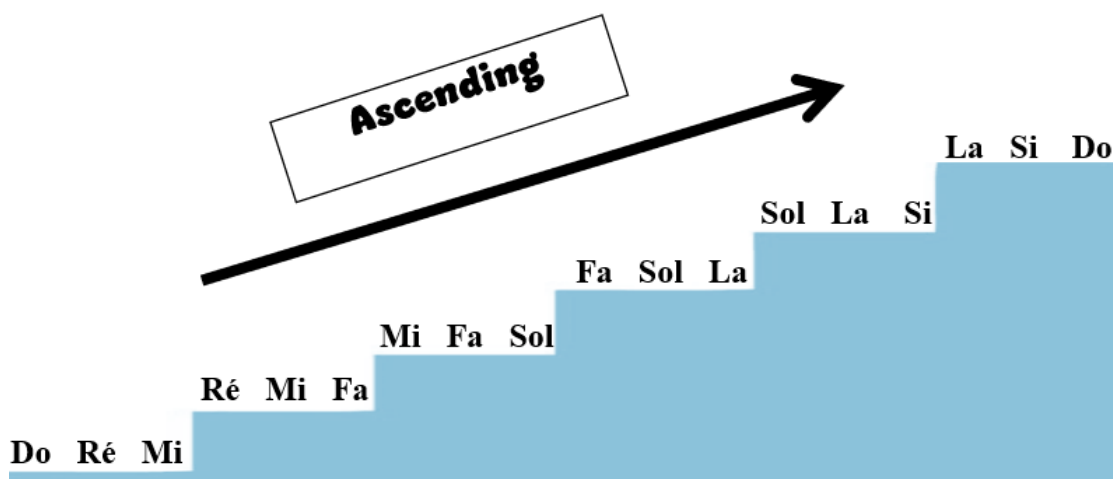
Activity 2

Echo Singing (Melodic Memory)

The educator sings a short melodic phrase (3-5 notes).

Students listen and sing it back exactly as heard.

Perform this exercise ascending and descending.



Activity 3

Singing Melodies

Students listen carefully to a melody sung by the teacher and then try to sing it back exactly the same.

Example Melodies

Simple Melodies in C Major

Melody 1 (Stepwise)

Solfa: Do – Re – Mi – Fa – Fa – Mi – Re – Do

Melody 2 (Leap and step)

Solfa: Do – Mi – Sol – Mi – Re – Fa – La – Sol

Melody 3 (With Repetition)

Solfa: Mi – Sol – Mi – Sol – Fa – La – Sol – Fa

The melodies can be:

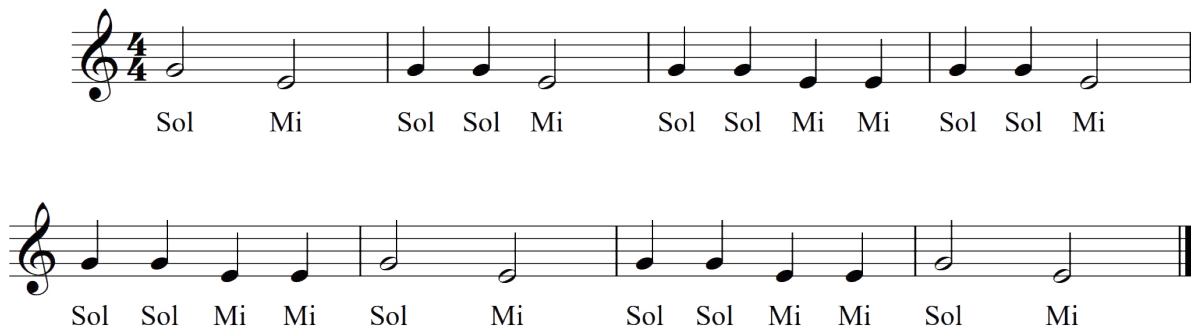
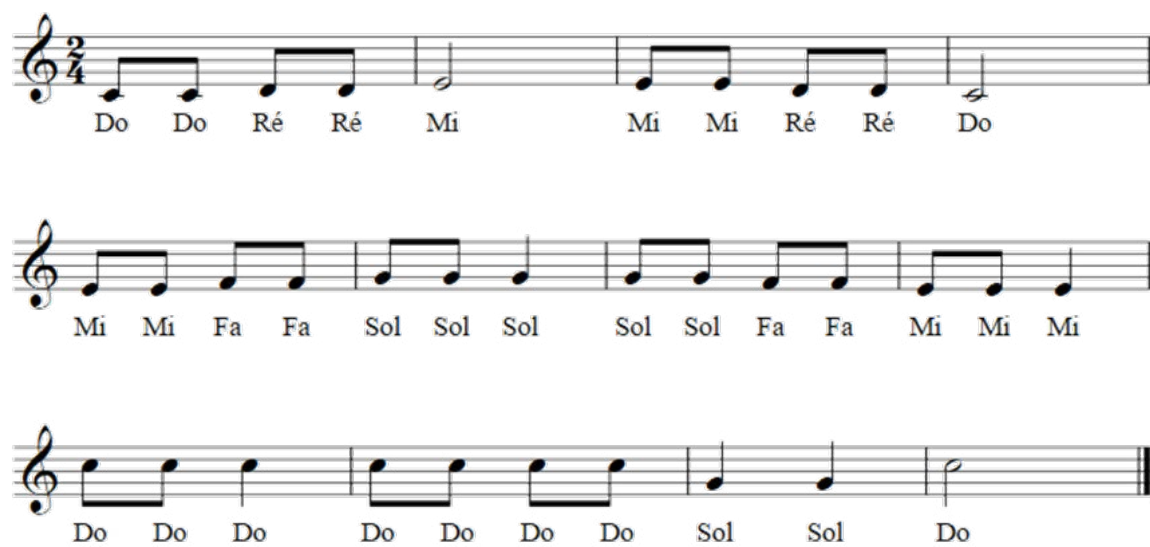
- sung by students after the teacher demonstrates them.
- use as memory games or call-and-response.

Here are some additional melodies that you can use:

Melody 1

The first staff of music is in 2/4 time and contains 15 notes. The lyrics are: *Do Ré Mi Mi Mi Mi Mi Fa Sol Sol Sol Sol Fa Mi*. Below these are the Solfa syllables: *Do Ré Mi la per - drix Mi Fa Sol prend son vol Fa Mi*.

The second staff of music is in 2/4 time and contains 11 notes, ending with a double bar line. The lyrics are: *Ré Ré Ré Ré Mi Ré Do Do Do Do Do*. Below these are the Solfa syllables: *Ré dans un pré Mi Ré Do au bord de l'eau*.

Melody 2**Melody 3****Melody 4**

Melody 5**Resources and Materials**

Audio equipment, musical instruments.

Teaching Trajectories/Implementation guidelines**Activities 1,2, and 3**

- Sing the notes of the C major scale.
- Introduce scale steps using solfege (Do-Ré-Mi...).
- Ensure students sing in tune by correcting pitch.

Assessment

- Oral questions and discussions.
- Performance observation (intonation, accuracy, participation)