

# Music lessons

## Primary Lesson #1 BEAT Student Page

- I can keep the beat



Row,



row,



row your



boat,



Gently



down the



stream.



If you



see a



croco

-



dile



Don't for

-



get to



scream.



Aaah!

# Primary Lesson #1 BEAT

## Parent Page

- **I can keep the beat**

1. Sing the song, Row, Row, Row your boat. I used silly crocodile words instead of “merrily, merrily.” While you sing, pat the beat on your legs.

Try tapping the beat on your head. How else can you keep the beat? Try keeping the beat in different ways. (tap head, pat belly, tap shoulders, wiggle side to side, stand and stomp, march....)

2. Pretend to row a boat with a partner. Sit on the floor facing a partner (your child) and take their hands. While you sing, row with your partner back and forth. (pull both hands towards you and then push back) Try rowing and singing slowly. Then try rowing and singing fast! Which way do you like best?

3. Tap on the hearts while you sing. When you tap on the hearts, keep a steady beat. We use hearts to show the beat, because your heart keeps a steady beat. Sing slow and sing fast. Can you still tap the hearts when you change tempo?

4. Cover a heart with a coin. Sing all the other words, but leave out the word that you covered. Cover up another heart. Try it again. Keep covering up hearts until you are singing most of the song inside your head. Can you do it?

5. Count the beats in the song. How many beats are there?

6. Color all the hearts.

7. Sing other songs and keep the beat in different ways: Twinkle Twinkle, ABCs, Itsy Bitsy Spider, Are you Sleeping.

Teacher's Notes:

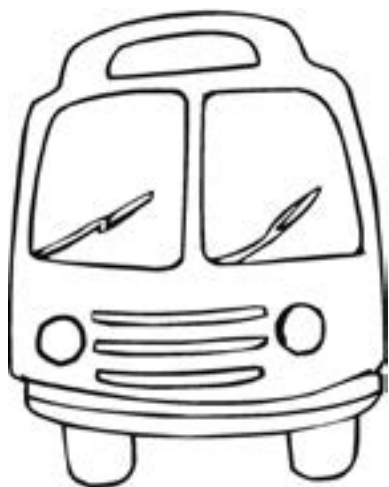
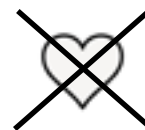
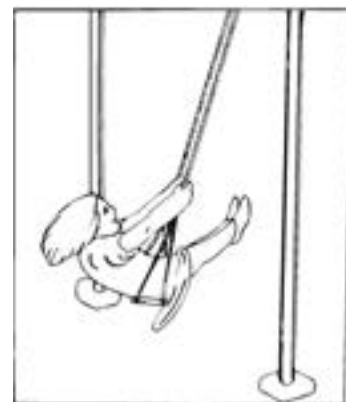
**To extend your learning visit [www.musicplayonline.com](http://www.musicplayonline.com)**

**Sing other songs and keep the beat: PreK #1 Time for Music, #4 Monkeys, #5 Shake it!  
Listening Section (left menu): Kit 1 #28 create movement - and keep the beat!**

# Music lessons

## Primary Lesson #2 Sounds that Keep a Beat Student Page

- I can tell when sounds keep a beat



# Primary Lesson #2 Sounds that Keep a Beat

## Parent Page

- **I can tell when sounds keep a beat**

1. Set a timer for 30 seconds and listen to all the sounds that you hear around you.

Make a list of them on a piece of paper. (parents scribe) What did you hear? Could you hear a TV? Could you hear a pet?

2. Some of the sounds around you keep a beat. Explore the kitchen.

Turn on the tap. When the water runs, does it keep a beat? (no) If you turn it mostly off and there are some drips, does that keep a beat? (yes, but my tap won't drip!) Think of sounds all around you that might keep a beat, or don't keep a beat. Fold your paper in half. On one side, list sounds that keep a beat. (windshield wipers, rocker, ticking clock, drum, swing) On the other side, list sounds that don't have a steady beat. (fan over stove, blender, pouring water) Invite your child to create and color a picture of one thing that keeps a beat and one thing that doesn't.

3. Give your child the student page. Talk about what is happening in each of the pictures. Have them circle the heart if the object keeps a beat. Circle the X if it doesn't keep a beat.

Beat: wipers, swing, clock      No Beat: blender, pouring water

4. Color the pictures.

5. Sing songs and keep the beat in different ways: Twinkle Twinkle, ABCs, Eency Weency Spider, Are you Sleeping, Baby Shark.

Teacher's Notes:

### To extend your learning visit [www.musicplayonline.com](http://www.musicplayonline.com)

Sing Songs: Time for Music, Eency Weency Spider, Alphabet Song, Twinkle, Open Shut Them  
(Use the search tool to quickly find songs, or go to PreK and sing any songs!)

Activities: Beat/No Beat game

Listening section - Kit 1, #1, 2

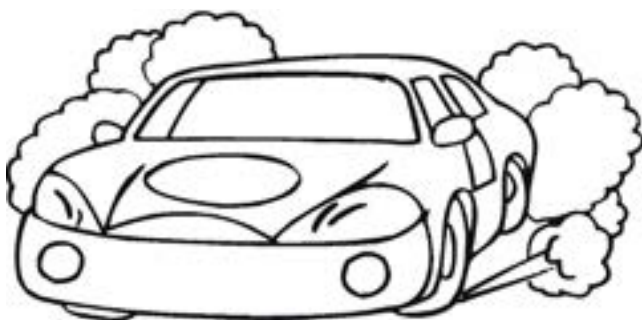
# Music lessons

## Primary Lesson #3 Fast and Slow Student Page

- I can tell what is fast or slow



slow



fast



slow



fast



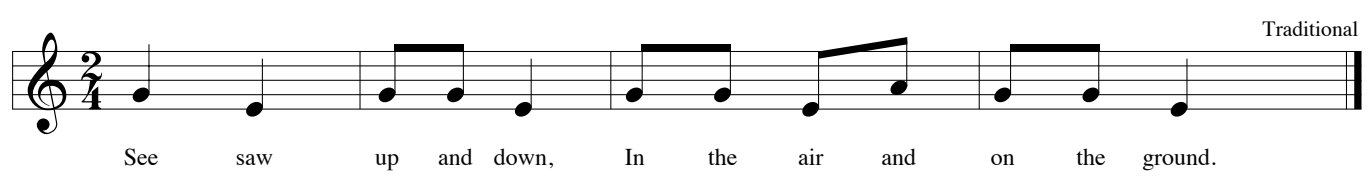
fast

# Primary Lesson #3 Fast and Slow

## Parent Page

- I can tell when music is fast or slow

1. Ask your child if they can remember going on a see saw? Show the picture of the see-saw on the student page. Teach the See Saw song. If you're not sure how it goes, you can listen to it at [www.musicplayonline.com](http://www.musicplayonline.com) using the login below.



2. Join hands with your child, and “pull” hands back and forth as you sing. Try it fast and try it slow. Try Row, Row, Row your Boat with the rowing motion fast and slow.

3. Play a beat with a spoon on a plastic container or a pot. Have your child move to the beat as you play. Play slowly: walk, walk, walk, walk. Then play quickly: jogging, jogging, jogging, jogging. (If space is limited, use tiptoe, tiptoe, tiptoe, tiptoe.) Switch, so your child plays and you move. If you have more children at home, have everybody take turns.

3. Look at the pictures on the student page. Does the picture show fast or slow? Have your child trace the word and color the picture.

Teacher's Notes:

To extend your learning visit [www.musicplayonline.com](http://www.musicplayonline.com)

Sing Song that go slow and fast: Grand Old Duke, Tony Chestnut

(Use the search tool to quickly find songs, or go to PreK and sing any songs!)

Activities: PK#29 Fast Slow Sounds, Fast and Slow Game

Listening section - Kit 1, #3, #9, #13

# Primary Lesson #3 Fast and Slow

## Parent Page: See Saw Story

**To Do: Read the Story, singing the song faster or slower as the story suggests.**

Carter and Hunter were brothers. They liked to play at the park. They liked to climb up to the top of the playground.

Up up up up up up up up

And then they liked to slide down the slide.

Whee!

They liked to swing on the swings.

*Swing, swing, swing, swing,  
All the children like to swing.  
Swing, swing, swing, swing,  
We all like to swing.*



Going on the teeter-totter was fun, but it was hard to get on by themselves.  
Hunter liked to go slowly on the see saw.

*See saw up and down, In the air and on the ground.  
See saw up and down, In the air and on the ground.*

Carter liked to go faster on the see saw.

*See saw up and down, In the air and on the ground.  
See saw up and down, In the air and on the ground.*

Their friend Caden came over to the see saw. He wanted to have a turn, so Hunter got off and Caden got on.  
Caden liked to go really fast on the see saw.

*See saw up and down, In the air and on the ground.  
See saw up and down, In the air and on the ground.*

Oh oh! That was too fast! They slowed down and went one more time before they had to go home.

*See saw up and down, In the air and on the ground.  
See saw up and down, In the air and on the ground.*

# Music lessons

## Primary Lesson #4 Quiet and Loud Student Page

- I can tell what is quiet or loud



quiet



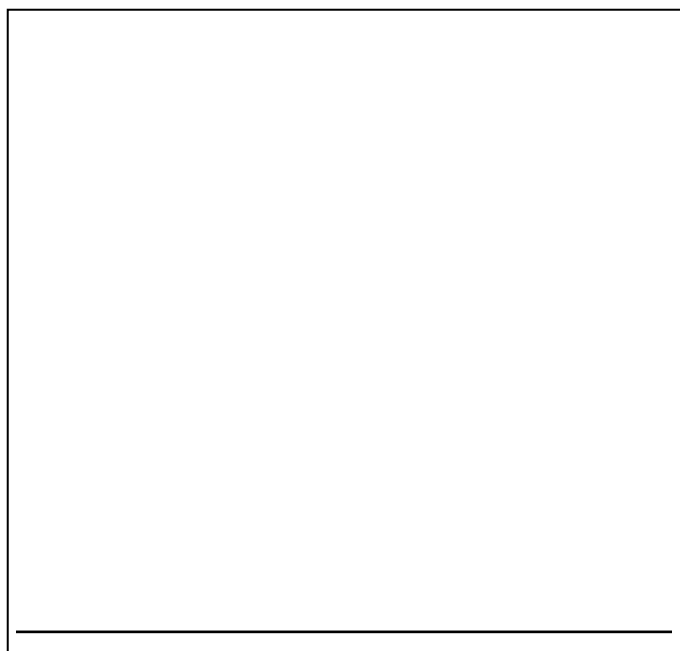
loud



loud



loud



quiet

Draw a picture of something loud or quiet.  
Write the word loud or quiet under your picture.



# Primary Lesson #4 Quiet and Loud

## Parent Page

- I can tell what is quiet or loud

1. Play a song you like from your playlist, the radio or YouTube. Have your child dance or pat the beat. Turn the volume louder and quieter as the song plays. Have your child use small movements or pats when the song is quiet, and big movements or pats when it's loud. Switch roles.

2. Play a beat with a spoon on a plastic container or a pot. Have your child move to the beat as you play. Play quietly: child moves with movements that show it's quiet. (tiptoe, small movements) Then play loudly: child moves with movements that show it's loud (stomp, large movements) Switch, so your child plays and you move. If you have more children at home, have everybody take turns.

3. Sing Row, Row, Row your Boat quietly. Then, sing is loudly. Which do you like best?

4. Play "Ring Around the Rosie." Sing the song quiet/loud, fast/slow, and try it in a high voice, and low voice. You can listen to it at [Musicplayonline.com](http://Musicplayonline.com) if you don't know it.

Ring a - round the ro - sie, Pock - et full of po - sies,

Hush - a hush - a We all fall down!

5. Sing Twinkle Twinkle. Tell your child that some people sing this song as a lullaby to put a baby to sleep. Ask them if you should sing it quiet or loud when singing it as a lullaby? Sing other songs and try them using loud and quiet voices.

Try: Grand Old Duke, Row, Row, Row Your Boat, See Saw

# Primary Lesson #4 Quiet and Loud

## Parent Page

- **I can tell what is quiet or loud**

5. Some of the sounds around you are quiet and some are loud. Explore your house.

Fold a piece of paper in half. On one side write quiet and on the other side, loud. Explore sounds and decide if they're quiet or loud. For example: turn on the tap, turn on the blender, try the vacuum, open/close doors, clean out the dishwasher. Think of sounds all around you that are loud or quiet. Invite your child to draw a picture on the paper of something that is quiet, and something that is loud.

6. Look at the pictures on the student page. Does the picture show something quiet or something loud? Discuss it and decide. Have your child trace the word and color the picture. Have your child draw a picture of something they can think of that is quiet or loud.

**Teacher's Notes:**

**To extend your learning visit [www.musicplayonline.com](http://www.musicplayonline.com)**

**Sing Song that use loud and quiet: #101 Sleepy Bunnies, #21 Loud Quiet sounds**

(Use the search tool to quickly find songs, or go to PreK and sing any songs!)

**Activities: PK#127 Quiet Loud Movement Games: Loud Quiet**

**Interactive Activity: Go to song #101 Sleepy Bunnies and do the Interactive Loud and Quiet.**

**Listening: PreK #68 Vivaldi - play loud and quiet**

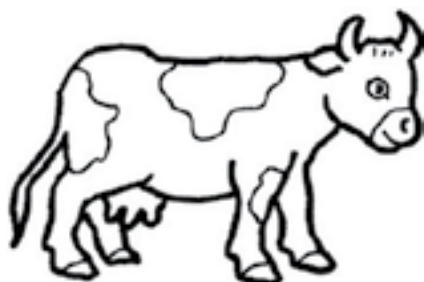
# Music lessons

## Primary Lesson #5 High and Low Student Page

- I can tell which sounds are high and low



low



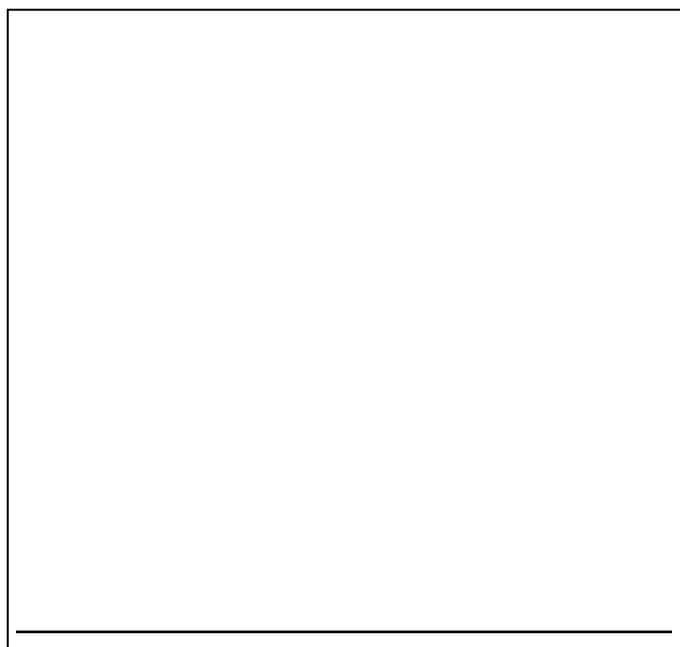
low



high



high



low

Draw a picture of something that sounds low or high.  
Write the word low or high under your picture.

# Primary Lesson #5 High and Low

## Parent Page 1

- I can tell which sounds are high and low

1. High and Low are hard concepts for primary children to understand because they are often confused with loud and quiet. You sometimes say “turn the TV down,” when you really mean, turn the volume of the TV lower. High and low in music, refer to the pitch of a sound. When a bird sings, the pitch is high. When a bear growls or a cow moos the pitch is low. If you have a piano or keyboard in your home, or could download a keyboard app to a device, play a pitch on the left side of the keyboard. It will be low. On the right side of the keyboard it will be a high pitch. If you can do this, have your child find 5 low sounds and 5 high sounds on the keyboard.

2. Voices can be high or low. A child has a higher pitched voice than a man. Teach the following poem.

**In a high voice:**

These are Grandma’s Glasses,  
This is Grandma’s hat.  
This is the way she folds her hands  
And lays them in her lap.

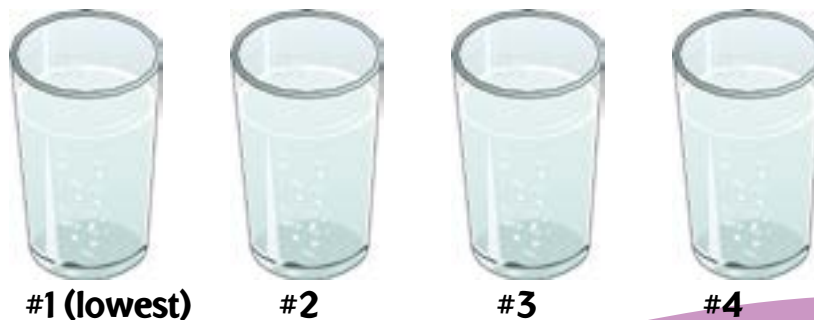
*circle fingers around eyes*  
*put fingertips together and place over head*  
*fold hands*  
*put folded hands in lap*

**In a low voice:**

These are Grandpa’s glasses,  
This is Grandpa’s hat.  
This is the way he folds his arms  
And then he takes a nap! Zzzz

*big circles around eyes for larger glasses*  
*make an inverted V with arms for larger hat*  
*cross arms on chest*  
*head down and pretend to snore*

2. Fill four glass glasses with different amounts of water and tap them with a spoon. Put the glasses in order from lowest to highest, and number them 1-2-3-4.



# Primary Lesson #5 High and Low

## Parent Page 2

- I can tell which sounds are high and low
3. Create melodies with your glasses. Write the numbers down.

For example: 4 4 4 3 2 2 1 1

Do you like the melody you've made? Change the numbers around and try it a different way.

4. Look at the pictures on the student page. Does the picture show something that makes a high pitch or a low pitch? Discuss it and decide. Have your child trace the word and color the picture. Have your child draw a picture of something that makes a high or low pitch and write the word under their picture.

Teacher's Notes:

To extend your learning visit [www.musicplayonline.com](http://www.musicplayonline.com)

Listen, Respond: #35 Listen to high and low sounds #115 High and Low Movement

Sing Song that use high and low sounds:

PreK #20 Open Shut Them Gr. 2 #8 I can Sing a High Note

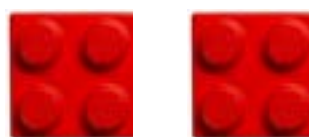
Interactive Activities: High and Low game, Up and Down Game

Listening section - Kit 1, #10 Elephant (low), #15 Aviary #8 Wild Donkeys

# Music lessons

## Primary Lesson #6 Long and Short Sounds Student Page

- I can tell when sounds are long or short



# Primary Lesson #6 Long and Short Sounds

## Parent Page 1

- I can tell which patterns are the same or different

1. Use the melody of “Where is Thumbkin” to sing a song with animal songs.

Where is puppy? Where is puppy? Woof! Woof! Woof! Woof! Woof! Woof!

How are you today sir? Very well I thank you. Woof! Woof! Woof! Woof! Woof! Woof!

Where is kitty? Where is kitty? Meo-o-o-w. Meo-o-o-w.

How are you today sir? Very well I thank you. Meo-o-o-w. Meo-o-o-w.

Think of other animals you could use and sing about them. For example:

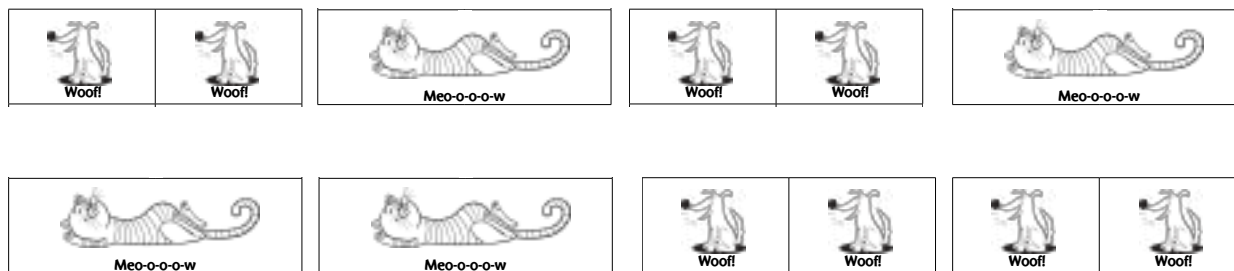
Where is cow? Where is cow? Mooooooo Mooooooo

How are you today sir? Very well I thank you. Mooooooo Mooooooo

Ask your child if the puppy’s sound was long or short? (short)

Ask your child if the kitty’s sound was long or short? (long)

Have your child color and cut out the cards on the next page with the “woof” and “meow” sound. Make patterns with the sounds. Examples are given below.



Say and clap your patterns. Or say and play the patterns on instruments such as home-made shakers.

2. If you have lego, find long and short pieces of lego and create patterns with lego.

Make up sounds: Bu Bu bu-bu Bu for long, long, short-short long

If you read music, the short sounds (woof-woof) are eighth notes. The rhythm name is ti-ti.

The longer sound (meow) is a quarter note. The rhythm name is ta.

Have your child color the notes in the student page and say the ta and ti-ti rhythm names.



**Woof!**



**Woof!**



**Woof!**



**Woof!**



**Meo-o-o-o-w**









**Meo-o-o-o-w**

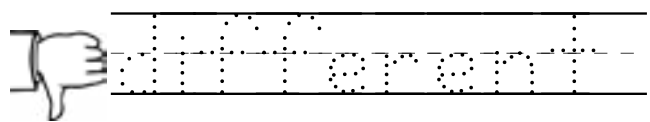
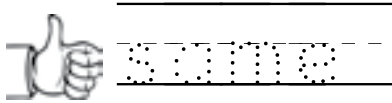









# Music lessons

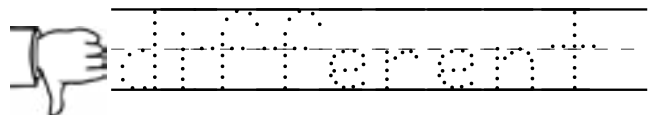
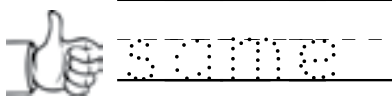
## Primary Lesson #7 Same or different Student Page

- I can tell when sounds or patterns are the same or different

<b>1</b>	 Woof!	 Woof!	 Meo-o-o-w
<b>2</b>	 Woof!	 Woof!	 Meo-o-o-w



<b>1</b>	 Woof!	 Woof!	 Meo-o-o-w	
<b>2</b>	 Woof!	 Woof!	 Woof!	 Woof!



# Primary Lesson #7 Same or Different

## Parent Page 1

- I can tell which patterns are the same or different

Distinguishing between patterns of sound that are the same or different is skill musicians need to develop.

### 1. Pitch Same or Different Game:

\* 5-10 coins (pennies or nickles) for counters.

\* source of pitches: piano, keyboard, glockenspiel, piano app or two glass glasses with different levels of water in them. (like you did in lesson 5)

\* Take turns being the player and the guesser. The player hides the sound source using a big book or a binder and plays two pitches. (same or different) The guesser guesses. If the guesser is right, they get a counter. If the guesser is wrong the player gets the counter.

If doing just one note is too easy for your child, try a pattern with two (or 3-4) notes.

Do 5-10 questions. If your child is understanding the game, switch roles and let them be player.

### 2. Rhythm Same or Different Game:

\* 5-10 coins (pennies or nickles) for counters


\* source of rhythm sound: clap or play a spoon on a bowl

\* Take turns being the player and the guesser. The player hides the sound source using a big book or a binder and plays two patterns. If you read music, you could play any 4 beat rhythm pattern. If you don't read music, think of a line from a familiar song and play it.

Examples:

Are you sleeping? Are you sleeping? 

Brother John, Brother John 

Morning bells are ringing 

Ding, dang, dong. Ding, dang, dong. 

Twinkle, twinkle, little star 

Play the pattern as example 1. Then either play it again, or play a different pattern.

The guesser has to guess if you played the same one or a different.

A correct guess wins a counter.

At the end of the game, the winner is the one with the most counters.

# Primary Lesson #7 Same or Different

## Parent Page 2

- I can tell which patterns are the same or different
- 3. Are the phrases in a song the same pattern or different?
  - Sing and clap the pattern of sound the words make for the first line. (clap each syllable)
  - Then clap the pattern of sound the words make for the second line. (clap each syllable)
  - Ask - is it the same or different? (different)
  - Then do lines 2 and 3. Then do lines 3 and 4.
  - In this song, the line of music is called a phrase. A phrase is like a musical sentence.

Are you sleeping? Are you sleeping?      ♪ ♪ ♪ ♪  
Brother John, Brother John                ♪ ♪ ♪ ♪  
Morning bells are ringing                   ♪ ♪ ♪ ♪  
Ding, dang, dong. Ding, dang, dong.      ♪ ♪ ♪ ♪

- Which phrases are the same in this song? (2, 4) Which phrases are different? (1, 3)
- Try the Phrase Game with Twinkle Twinkle:

Twinkle, twinkle, little star                ♪ ♪ ♪ ♪  
How I wonder what you are.                ♪ ♪ ♪ ♪  
Up above the world so high                ♪ ♪ ♪ ♪  
Like a diamond in the sky.                 ♪ ♪ ♪ ♪  
Twinkle, twinkle, little star                ♪ ♪ ♪ ♪  
How I wonder what you are.                ♪ ♪ ♪ ♪

- Help your child to discover that all the phrases in Twinkle Twinkle are the same.
- Help your child complete the activity page. Say each pair. Circle if they are the same or different. Print the word same or different after you've circled it.

Teacher's Notes:

To extend your learning visit [www.musicplayonline.com](http://www.musicplayonline.com)

Sing Songs and discover if phrases are same or different: PreK #18 Counting Song, #20  
PreK#83 - Surprise Symphony - clap the patterns of long and short sounds

# Music lessons

## Primary Lesson #8 Timbre of Instruments Student Page

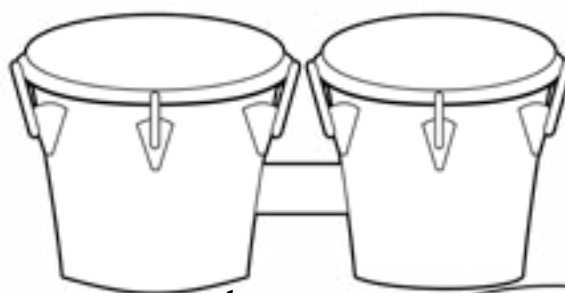
- I can tell which instrument is playing



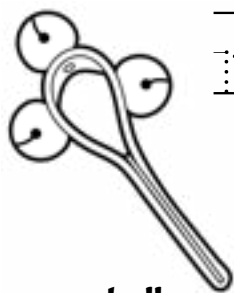
triangle



finger cymbals



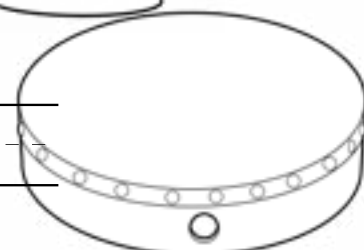
bongo



bells

metals

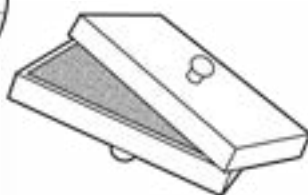
drums



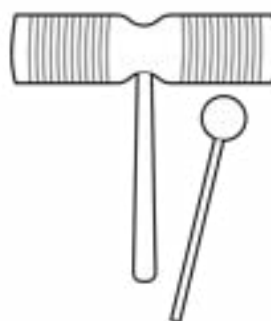
hand drum



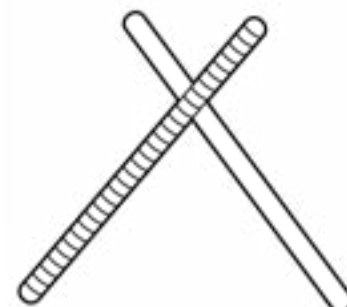
maracas



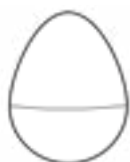
sandpaper block



tone block



rhythm sticks



egg shakers

shakes

woods

scrapes

# Primary Lesson #8 Timbre of Instruments

## Parent Page 1

- I can tell which instrument is playing and how to sort them

The student page has illustrations of many of the instruments that you would find in the music classroom. These instruments are often classified as drums, metals, woods, and shakes/scrapes. Most homes don't have bells, triangles or tone blocks, but in most kitchens you'll have bowls and utensils that you can use as instruments. And you will probably have utensils that you can classify the same way! These are my "kitchen" instruments.



1. Choose what to use for instruments from your kitchen. Sort them as woods, metals, drums, and shakes/scrapes.
2. Making shakers is a fun project. I had seven small containers with lids, so went hunting for seven different small objects that I could put inside them. I used rocks, gum, chocolate almonds, nickles, pennies, lego, and small Canadian flag pins. I could have used puzzle pieces, croutons, rice, macaroni, or barley but I ran out of containers. Find filler and fill up as many shakers as you can. Shake them and listen to the sound they make.
3. The Mystery Box is an empty box that you hide instruments in. You play the instrument, and your child guesses what it is. I put all my shakers in the box, and the guesser had to try to guess what was inside. Since my containers were clear, it was easy to see if we were right or wrong.

# Primary Lesson #8 Timbre of Instruments

## Parent Page 2

- I can tell which instrument is playing and how to sort them

4. Pool Noodles make great replacements for sandpaper blocks.

I recommend these for music classrooms as well as for home school use.

The adult needs to do the cutting. These are easily cut with an exactor knife, and they sound great. I use them with train songs or poems.



### TRAIN POEM

The train is on the track. The train is on the track.

It's going to \_\_\_\_\_ and then it's coming back.

- Think of all the places you'd like to go and say them in the poem.

5. Play instruments with a song from your playlist! Try playing all of the instruments.

6. Cut out hearts and glue them to a large piece of paper. Or tape two pieces of paper together and draw and color hearts on it. Then, take your spoons and make a rhythm pattern. Choose different instruments to play the rhythm pattern.



6. Color the instrument pictures on the student page and print the name of the "family."

Teacher's Notes:

**To extend your learning visit [www.musicplayonline.com](http://www.musicplayonline.com)**

Sing and play instrument songs: PreK #8 Play and Stop and #9 Play along with Bach  
PreK#83 - Surprise Symphony - play along with the patterns of long and short sounds