

## Theory - Instructions for Use

Below are two worksheets I use for 6/7 year olds. The classes have circa 25 children and are organised as follows: 2 X 40min lessons of music per week

- 1 lesson dedicated to singing
- 1 lesson dealing with recorder (+ supporting theory), listening (repertoire), discussion and composition.

For rhythm, at this age I prefer kids make the mathematical connection between notes and duration (i.e. linking with basic maths). I'll introduce duration names (semibreve etc.) later when the 'musical maths' is already established and has become automatic in performance.

For note names (A, B, etc.) this worksheet is geared to the recorder hence the inclusion of 'highs' and 'lows'.

The following worksheets use mega-large staves so that students can easily count the lines and spaces. Extra large staves naturally make both performing and writing easier for them.

## YEAR 2

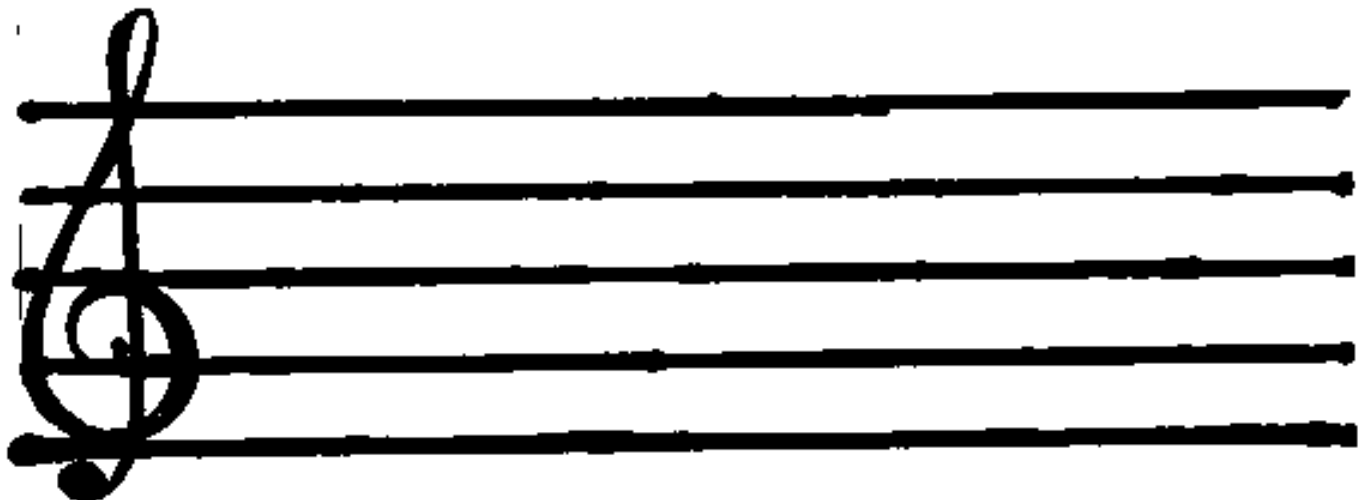
1. Put the correct symbol in the boxes below.

2 count note	4 count note	1 count note	3 count note	1 count rest

2. What do you call this?  (Can you remember both names?)

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3. Write the notes on the staff below



C (4 counts)    G (2 counts)    B (1 count)    A (3 counts)

## REVISION

1. Write the following in the boxes below:

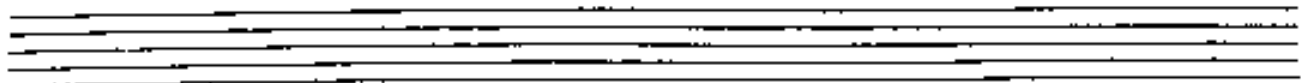
4 Count Note	Half Note	Count	2 Count Note	1 Count Note	3 Count Note

2 Count Rest	1 Count Rest

2. List the seven letters of the musical alphabet.

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3. Identify the following notes:



low D      high C      A      B      F sharp      E      low G

4. Write the following words on the manuscript below:

bead, fag, fed, age, egg, dag, bag, bad, cage

