MOVING TO THE MUSIC
Movement in Eurhythmics
WORKSHEETS

Cristina Bota Oliveras

Octubre- Desembre 2009
NAME: ___________________

Match the words with the bones on the skeleton. Draw lines.

Worksheet 1.1

Cristina Bota Oliveras  Escola  Llagut – Sant Pere Pescador
Fill the gaps with the bones you know. Put in order from bottom up:

1. With your **toe** bone connected to your ______ bone.
2. Your **leg** bone connected to your ______ bone.
3. Your ______ bone connected to your **heel** bone.
4. Your ______ bone connected to your **head** bone.
5. Your **shoulder** bone connected to your ______ bone.
6. Your ______ bone connected to your **back** bone.
7. Your ______ bone connected to your **thigh** bone.
8. Your **back** bone connected to your ______bone.
9. Your **heel** bone connected to your ______ bone.
10. Your **ankle** bone connected to your ______ bone.
11. Your ______ bone connected to your **hip** bone.

Worksheet 1.2
Read the sentences. Say “true” or false”

1. Your hip joins your thigh with your pelvis
2. Your wrist joins your hand with your forearm
3. Your elbow joins your forearm with your arm
4. Your knee joins your thigh with your foot
5. Your shoulder joins your elbow with your back
6. Your neck joins your back with your head

Correct the false sentences (write below):

The body has joints to help it move. These include wrists, elbows, knees, neck and ankles.
NAME: ____________________

Create a new name for these notes

Stick the circle in the right position

Worksheet 2.2
Write the pitch on the stave following the sequence. Remember each number is a note from the DO Major scale.

12345  54321  15453525  1545321  1545321  1545321

Write the notes in each bar and then write the rhythm.

Worksheet 3.1

Cristina Bota Oliveras
Escola Llagut – Sant Pere Pescador
NAME:____________________

DRAW A FACE with eyes, ears, mouth, lips, nose, tongue, cheeks, hair, eyebrows. Write the name inside the box and match to your drawing.

Worksheet 4.1
Put the sentences in order for your mates to do.

☐ roll the hips
☐ turn the hips
☐ one step right
☐ take your tongue and dance along the lips!
☐ wave your arms
☐ one step left
☐ swing the arms
☐ tickle the lips

Calypso Rhythm:

<table>
<thead>
<tr>
<th>4/4</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

Worksheet 4.2
WORLD MAP

CARIBBEAN ISLANDS

Worksheet 4.3
Cristina Bota Oliveras
Escola Llagut – Sant Pere Pescador
OUR NEW SONG VERSION

GROUP

NAMES: ______________________________

GROUP FEEDBACK

GROUP NUMBER

About the song version:

Song: very good good quite good
Movements: very good good quite good
Creativity: very good good quite good
Staging: very good good quite good

We like the

_______________________________________________________

Worksheet 5.1

Cristina Bota Oliveras
Escola Llagut – Sant Pere Pescador
Draw Inspector Clouseau and what he is looking for.

NAME: ______________________________________
Fill the table with capital LETTERS. Make the shape with your group, sketch the shape and describes the positions.

**Wordbank:**
- sitting
- lying
- standing
- leaning
- straight
- legs
- arms
- profile
- head
- open
- closed
- on the floor
- between
- next to
- in front
- behind
- updown
- arms by your side
- legs together

**Example:**

<table>
<thead>
<tr>
<th>Capital Letter</th>
<th>Draw (sketch)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>![Sketch of T]</td>
<td>We need one pupil. She is standing with her legs straight and arms open.</td>
</tr>
</tbody>
</table>

Worksheet 6.1
Draw the other half

Write the opposites:

- My right hand is opposite my left hand.

Name: ___________________
Exercise 1:

Write four opposites:

1. ______________________
2. ______________________
3. ______________________
4. ______________________

Exercise 2:

Write four opposites

<table>
<thead>
<tr>
<th>Write four opposites</th>
<th>Write the opposites of your friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________________</td>
<td></td>
</tr>
<tr>
<td>2. __________________</td>
<td></td>
</tr>
<tr>
<td>3. __________________</td>
<td></td>
</tr>
<tr>
<td>4. __________________</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 3:

Write what pupil B does

<table>
<thead>
<tr>
<th>Write what pupil B does</th>
<th>Write what pupil C does</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________________</td>
<td>1. __________________</td>
</tr>
<tr>
<td>2. __________________</td>
<td>2. __________________</td>
</tr>
<tr>
<td>3. __________________</td>
<td>3. __________________</td>
</tr>
<tr>
<td>4. __________________</td>
<td>4. __________________</td>
</tr>
</tbody>
</table>

Worksheet 7.2
### Worksheet 7.3

**Names:**

Complete the table with the red, yellow or orange stickers.

<table>
<thead>
<tr>
<th>If voice does the melody stick</th>
<th>If cello does the melody stick</th>
<th>If both do the melody stick</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Red sticker]</td>
<td>[Yellow sticker]</td>
<td>[Orange sticker]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beats</th>
<th>INTRO</th>
</tr>
</thead>
<tbody>
<tr>
<td>[beats]</td>
<td>[beats]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beats</th>
<th>INTRO</th>
</tr>
</thead>
<tbody>
<tr>
<td>[beats]</td>
<td>[beats]</td>
</tr>
</tbody>
</table>

**Worksheet 7.3**

Cristina Bota Oliveras

Escola Llagut – Sant Pere Pescador
NAME: __________________________________

Draw lines after listening to the beats and following the teacher’s instructions

Example:

Write the path:

Four beats forwards. Turn right. Turn left. Two beats forwards.
Turn right. Two beats forwards. Turn left. Two beats forwards.
Turn left. Turn left. Five beats forwards.

Worksheet 8.1
RHYTHM DICTATION
Listen carefully the melody and write the rhythm on the notes

Minuet in G Major: Notebook “Anna Magdalena Bach” J.S. Bach

Fill the gaps:

**Johann Sebastian Bach** (Born: March 21, 1685/Died: July 28, 1750)

He was a German _________. He came from a long line of composers. By the time Johann was ____, both his parents had died, so he was brought up by his older _________, who was a church organist. Johann became a very good __________, too. When he was older, Johann worked first for a duke, then for a _________, and finally became choirmaster of St. Thomas Church and School in Leipzig, Germany. He was choirmaster for 30 years. Bach wrote much of his famous _________ there. In his spare time, he enjoyed __________ music with other younger ________ at Zimmerman’s Coffeehouse. _______ wrote all kinds of music – for organ, orchestras, choirs and many different __________ combinations. He is now seen as one of the greatest geniuses in music history.

Worksheet 8.2

Cristina Bota Oliveras
Escola Llagut – Sant Pere Pescador
NAME: ____________________________

Fill the table with a mathematic formula:

e.g.:

<table>
<thead>
<tr>
<th>Total pupils in the class</th>
<th>Groups of Number of groups</th>
<th>People without a group</th>
<th>Mathematic formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 people</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total pupils (in the class)</th>
<th>Groups of Number of groups</th>
<th>People without a group</th>
<th>Mathematic formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 people</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet 9.1
<table>
<thead>
<tr>
<th>Stick the instructions</th>
<th>Draw (sketch) the model</th>
<th>Take a picture of the model and stick it</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet 10.1

Sculptor’s and photographer’s name: ________________________________

Drawer’s name: ________________________________

Model’s name: ________________________________
Complete the table with questions and answers about the plastic ball.

**Wordbox**

<table>
<thead>
<tr>
<th>colour</th>
<th>material</th>
<th>shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>light</td>
<td>blue</td>
<td>heavy</td>
</tr>
<tr>
<td>colour</td>
<td>material</td>
<td>shape</td>
</tr>
<tr>
<td>plastic</td>
<td>paper</td>
<td>shape</td>
</tr>
<tr>
<td>weight</td>
<td>yellow</td>
<td>cube</td>
</tr>
<tr>
<td>weight</td>
<td>yellow</td>
<td>cube</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What colour is it?</th>
<th>No, it isn't heavy, it is light</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It isn't rigid</td>
</tr>
<tr>
<td>What's its shape?</td>
<td>No, it is not a cube</td>
</tr>
<tr>
<td>Is it made of paper?</td>
<td>No, it is not heavy</td>
</tr>
</tbody>
</table>

Complete the table with the names of the wordbox

<table>
<thead>
<tr>
<th>Features</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>colour</td>
<td>blue</td>
<td></td>
</tr>
<tr>
<td>weight</td>
<td>cube</td>
<td>light</td>
</tr>
<tr>
<td>plastic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Draw a plastic ball:

Worksheet 11.1
Follow the beat of the music of “In the hall of the mountain of king. (E. Greig)”

Fill the gaps:

**Edvard Grieg** (Born: June 15, 1843/Died: September 4, 1907)

Edvard Grieg was born in Bergen, a seaport in ______. His first music teacher was his ______, who was a wonderful ______. Many members of the Grieg ______ were musicians. As a teenager, Edvard was sent to study at the best music conservatory in ______ - in Leipzig, Germany. After he graduated, Grieg married his ______ Nina, who was a ______. Grieg had an active career as a pianist, giving ______ all over Europe. But every summer, he came back to Norway to compose. He became a great ______ of Norwegian music, art and theater, which is why the great Norwegian playwright Henrik Ibsen asked Grieg to write music for his play Peer Gynt.

Worksheet 11.2
COMPLETE THE BARS WITH THE CORRECT TIME SIGNATURE

Throw the cube dice and write the number of figures inside the circle. Then throw the Octahedron dice and write the name of the notes.

Look at the example:

Worksheet 12.1
Follow the music of Nutcracker suite “march” of D. Tchaikowsky

Match a beat for: A B C D

Fill the gaps:

Piotr Ilyich Tchaikovsky (Born: May 7, 1840/Died: November 6, 1893)
P.I. Tchaikovsky was born in Votkinsk, a ______ in Russia’s Ural __________. When he was__________, his family moved to the capital _____ of St. Petersburg. Tchaikovsky was a good ________ but made him study law. But even in law ________, Tchaikovsky continued to study music. After he graduated, he moved to_________ to teach at the new conservatory there. Tchaikovsky traveled all over Europe for performances of his music. In ________, he even came to America for the opening of The Carnegie Hall, where he was invited to_________ his music.
NAME OF GROUP (A,B,C) : _______

Stick on the table the labels and the images

<table>
<thead>
<tr>
<th>Notes (green)</th>
<th>Phrase (pink)</th>
<th>Images</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Worksheet 14.1

Cristina Bota Oliveras  Escola  Llagut – Sant Pere Pescador
Let's start at the very beginning
A very good place to start
When you read you begin with A-B-C
When you sing you begin with do-re-mi

**Do-re-mi, do-re-mi**
The first three notes just happen to be
**Do-re-mi, do-re-mi**
**Do-re-mi-fa-so-la-ti**
*Let's see if I can make it easy*

**Doe, a deer, a female deer**
Ray, a drop of golden sun
Me, a name I call myself
Far, a long, long way to run
Sew, a needle pulling thread
La, a note to follow Sew
Tea, a drink with jam and bread
That will bring us back to Do (oh-oh-oh)

**Do, a deer, a female deer**
Ray, a drop of golden sun
Me, a name I call myself
Far, a long, long way to run
Sew, a needle pulling thread
La, a note to follow Sew
Tea, a drink with jam and bread
That will bring us back to Do

**Do, a deer, a female deer**
Ray, a drop of golden sun
Me, a name I call myself
Far, a long, long way to run
Sew, a needle pulling thread
La, a note to follow Sew
Tea, a drink with jam and bread
That will bring us back to Do

**Do, a deer, a female deer**
Ray, a drop of golden sun
Me, a name I call myself
Far, a long, long way to run
Sew, a needle pulling thread
La, a note to follow Sew
Tea, a drink with jam and bread
That will bring us back to Do

**Do, a deer, a female deer**
Ray, a drop of golden sun
Me, a name I call myself
Far, a long, long way to run
Sew, a needle pulling thread
La, a note to follow Sew
Tea, a drink with jam and bread
That will bring us back to Do

**Do, a deer, a female deer**
Ray, a drop of golden sun
Me, a name I call myself
Far, a long, long way to run
Sew, a needle pulling thread
La, a note to follow Sew
Tea, a drink with jam and bread
That will bring us back to Do

**Do, a deer, a female deer**
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La, a note to follow Sew
Tea, a drink with jam and bread
That will bring us back to Do

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Tea, a drink with jam and bread
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Far, a long, long way to run
Sew, a needle pulling thread
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Tea, a drink with jam and bread
That will bring us back to Do

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Ray, a drop of golden sun
Me, a name I call myself
Far, a long, long way to run
Sew, a needle pulling thread
La, a note to follow Sew
Tea, a drink with jam and bread
That will bring us back to Do

**Doe, a deer, a female deer**
Ray, a drop of golden sun
Me, a name I call myself
Far, a long, long way to run
Sew, a needle pulling thread
La, a note to follow Sew
Tea, a drink with jam and bread
That will bring us back to Do

**Worksheet 14.2**
GROUP A B C (underline your group)

ASSESSED GROUP A B C (underline the group you assess)

<table>
<thead>
<tr>
<th>The group have used...</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>different body levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>different body movements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>all three objects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>different object movements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do Major scale with the hoops</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The group have...</th>
<th>A little</th>
<th>Quite a lot</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>kept in step to the beat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>controlled the movements with rhythm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>been creative</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The group have to improve in:

What we liked most is:

Thick the face to show if you liked it:

Thick the face to show how much you enjoyed:

Worksheet 14.3
COLUMN DICTATION
Fill in the words you hear in the right place

<table>
<thead>
<tr>
<th>Geometric shapes</th>
<th>Objects</th>
<th>Straight lines</th>
<th>Object movements</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face parts</td>
<td>Body sounds</td>
<td></td>
<td>Body parts</td>
<td></td>
</tr>
<tr>
<td>Body movements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music elements</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet 15.1

Cristina Bota Oliveras
Escola Llagut – Sant Pere Pescador