

# **MOVING TO THE MUSIC**

**Movement in Eurhythmics**

**WORKSHEETS**

Cristina Bota Oliveras

Octubre- Diciembre 2009

NAME: \_\_\_\_\_

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

ELBOW

SHOULDER

HIP

FOREARM

ARM

FINGER

THIGH

HEAD/skull

HEEL

BACK/spine

HAND

NECK

WRIST

LEG

FOOT

ANKLE

TOE

KNEE

Worksheet 1.1

NAME: \_\_\_\_\_

# DRY BONES



Fill the gaps with the bones you know. Put in order from bottom up:

- 1 WITH YOUR TOE BONE CONNECTED TO YOUR \_\_\_\_\_ BONE,
- YOUR **LEG** BONE CONNECTED TO YOUR \_\_\_\_\_ BONE,
- YOUR \_\_\_\_\_ BONE CONNECTED TO YOUR **HEEL** BONE,
- YOUR \_\_\_\_\_ BONE CONNECTED TO YOUR **HEAD** BONE.
- YOUR **SHOULDER** BONE CONNECTED TO YOUR \_\_\_\_\_ BONE,
- YOUR \_\_\_\_\_ BONE CONNECTED TO YOUR **BACK** BONE,
- YOUR \_\_\_\_\_ BONE CONNECTED TO YOUR **THIGH** BONE,
- YOUR **BACK** BONE CONNECTED TO YOUR \_\_\_\_\_ BONE,
- YOUR **HEEL** BONE CONNECTED TO YOUR \_\_\_\_\_ BONE,
- YOUR **ANKLE** BONE CONNECTED TO YOUR \_\_\_\_\_ BONE,
- YOUR \_\_\_\_\_ BONE CONNECTED TO YOUR **HIP** BONE,

Worksheet 1.2

NAME: \_\_\_\_\_

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):

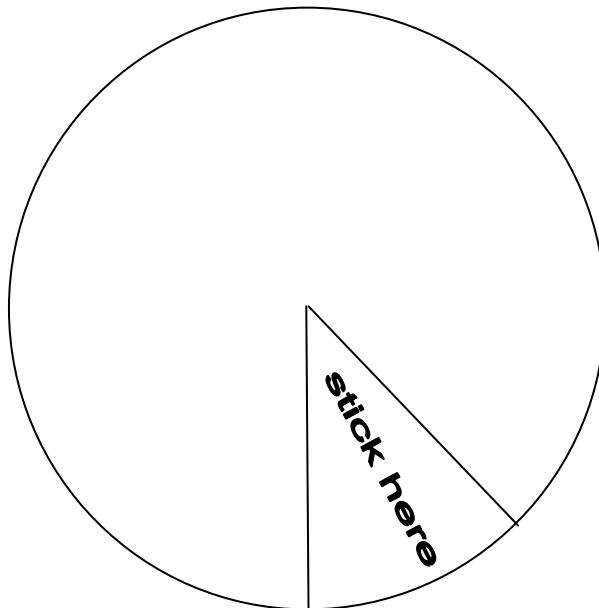
The body has joints to help it move. These include wrists, elbows, knees, neck and ankles.

NAME: \_\_\_\_\_

Create a new name for these notes



Stick the circle in the right position



NAME: \_\_\_\_\_

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



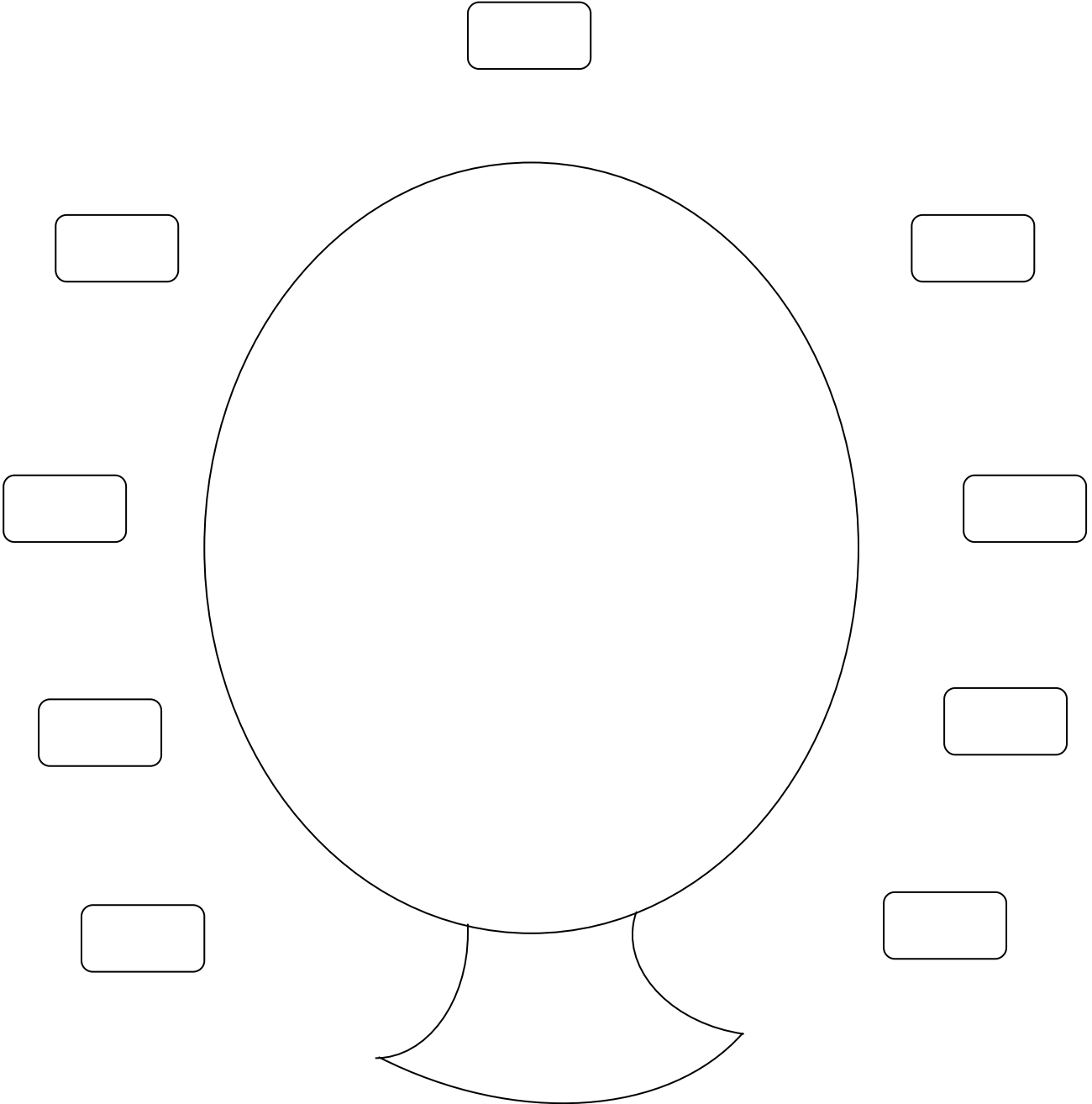
12345 54321 15453525 1545321 15453525 1545678

Write the notes in each bar and then write the rhythm



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.



NAME \_\_\_\_\_

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:

4  
4

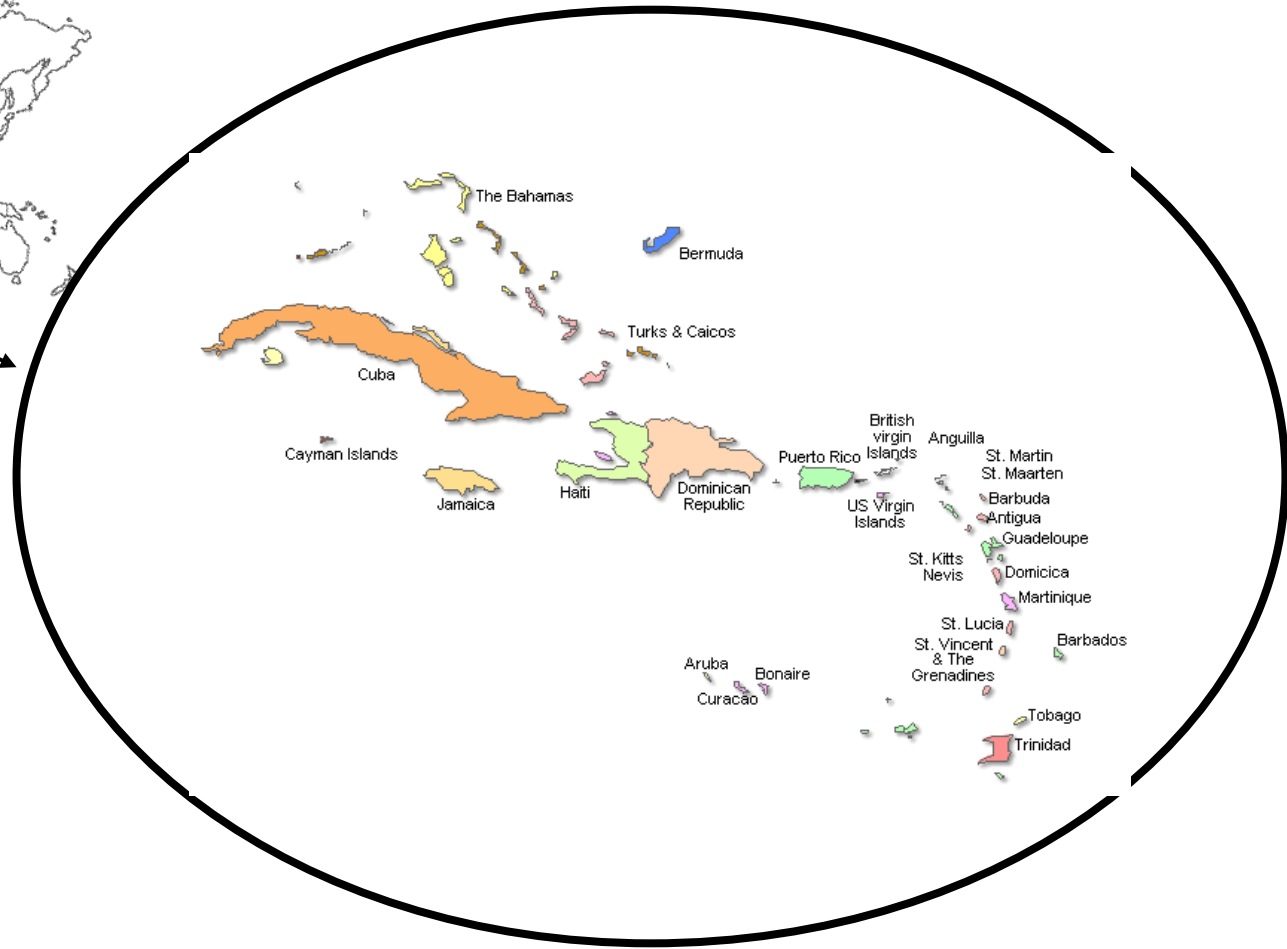
1	2	3	1	2	3	1	2	1	2	3	1	2	3	1	2	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3				
X			X			X		X			X			X			X			X			X			X			X			X		



NAME: \_\_\_\_\_

WORLD MAP

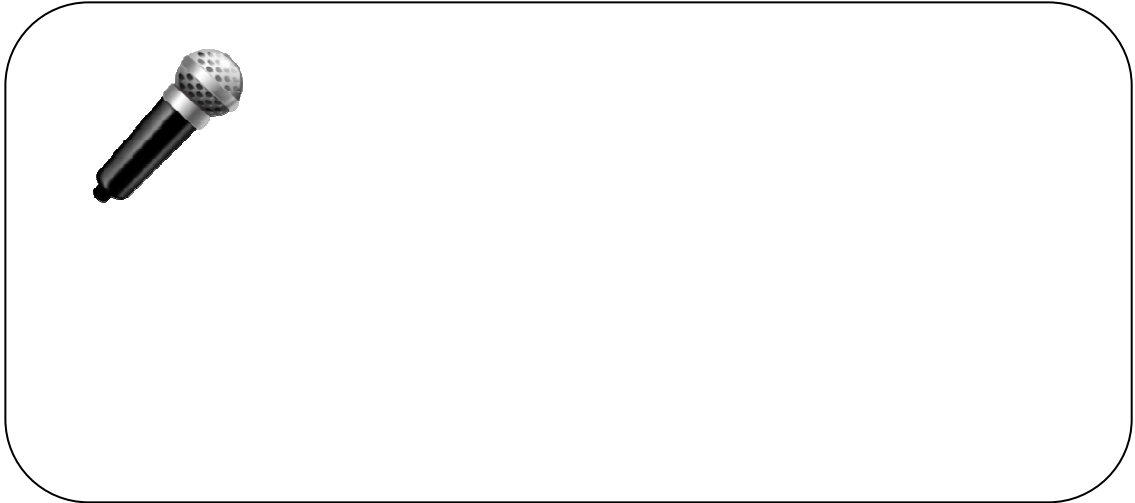
CARIBBEAN ISLANDS



NAMES: \_\_\_\_\_

OUR NEW SONG VERSION

GROUP



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

---

Draw Inspector Clouseau and what he is looking for.



NAME: \_\_\_\_\_

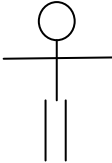
Names: \_\_\_\_\_

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 - up-  
down- arms by your side- legs together

Example:

T		We need one pupil. She is standing with her legs straight and arms open.
---	---	--

Capital Letter	Draw (sketch)	Description

Name: \_\_\_\_\_

Draw the other half



Write the opposites:

-My right hand is opposite my left hand.

-

-

-

-

-

-

-

-

-

-

Name: \_\_\_\_\_

## Exercise 1:

Pupil **A** writes. Pupil **B** reads and speaks. Pupil **C** does (change round)

Write four opposites:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## Exercise 2:

Pupil **A** writes. Pupil **B** reads and writes the opposite. Pupil **C** does the opposite (change round)

Write four opposites	Write the opposites of your friend
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____




## Exercise 3:

Pupil **A** does, Pupil **B** does the opposite. Pupil **C** writes both (change round)

Write what pupil <b>B</b> does	Write what pupil <b>C</b> does
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

NAMES: \_\_\_\_\_

Complete the table with the red, yellow or orange stickers

If voice does the melody stick		If cello does the melody stick		If both do the melody stick	
--------------------------------	---	--------------------------------	---	-----------------------------	---

Beats															
Who does the melody	INTRO														

Beats														
Who does the melody														

NAME: \_\_\_\_\_

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

Example:

	<p><b>Write the path:</b></p> <p>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.</p>
--	--

•	•	•	•	•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•	•	•	•	•
•	•	•	•	•		•	•	•	•	•	•
•	•	•	•	•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•	•	•	•	•

•	•	•	•	•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•	•			•
•	•	•	•	•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•	•	•	•	•

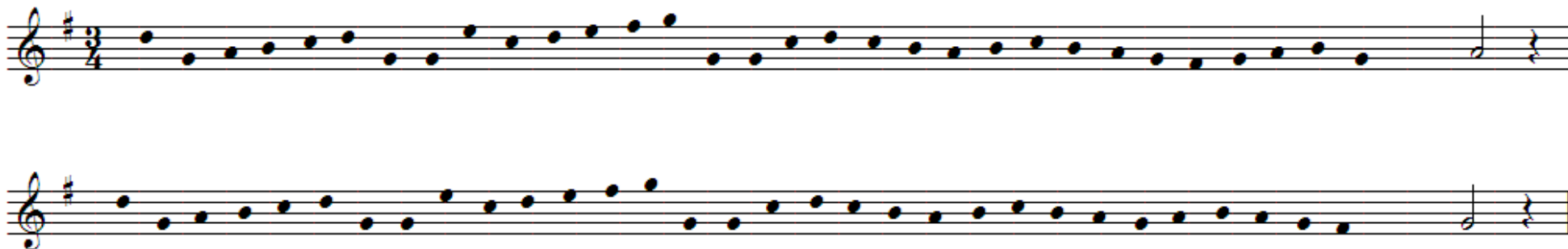


NAME: \_\_\_\_\_

## 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.



NAME: \_\_\_\_\_

Fill the table with a mathematic formula:



e.g.:

Total pupils in the Class	Groups of	Number of groups	People without a group	Mathematic formula
	3 people			




Total pupils (in the Class)	Groups of	Number of groups	People without a group	Mathematic formula
	2 people			
	4 people			
	5 people			
	6 people			
	7 people			
	8 people			
	9 people			
	10 people			

Sculptor's and photographer's name: \_\_\_\_\_

Drawer's name: \_\_\_\_\_

Model's name: \_\_\_\_\_

complete:

<p>Stick the instructions</p> 	<p>Draw (sketch) the model</p> 	<p>Take a picture of the model and stick it</p> 

NAME: \_\_\_\_\_

Complete the table with questions and answers about the plastic ball.

Wordbox



What colour is it?	
	No, it isn't heavy, it is light
	It isn't rigid
What's its shape?	
	No, it is not a cube
Is it made of paper?	
	No, it is not heavy

Complete the table with the names of the wordbox

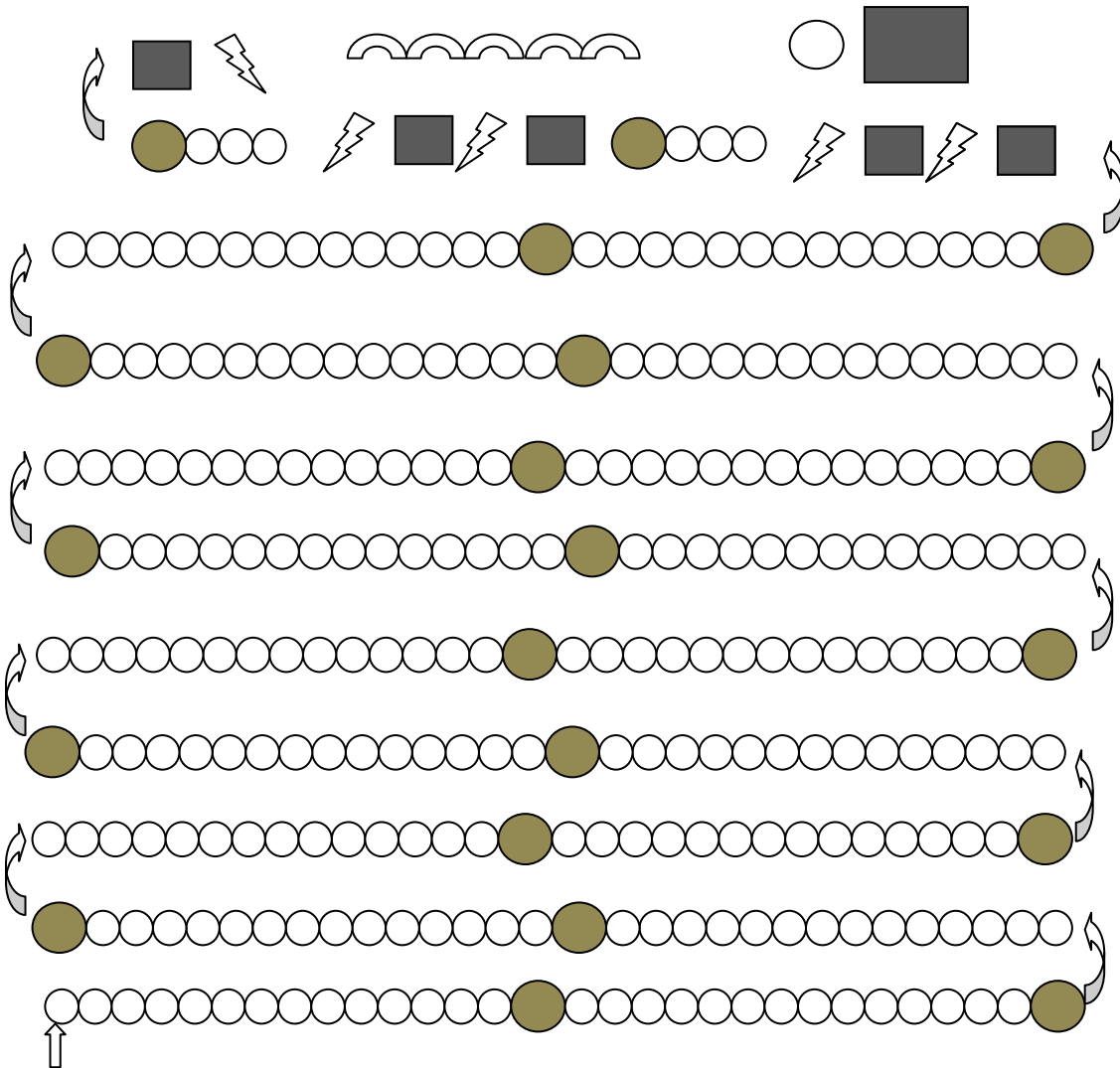
Features	Example 1	Example 2
	blue	
weight		light
	cube	
	plastic	

Draw a plastic ball:



NAME: \_\_\_\_\_

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

NAME: \_\_\_\_\_

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:

The example shows a green circle with the number 5. Below it is a box containing four musical notes: a quarter note, a quarter note, a quarter note, and an eighth note. Below the box is an orange bar with the text "fa la do' la do". Below that is a musical staff in 4/4 time with notes corresponding to the syllables: fa (quarter), la (quarter), do' (quarter), la (quarter), do (eighth).

There are six empty boxes for student completion. Each box consists of a white top section and an orange bottom section. Above each white section is a green circle. Below each box is a musical staff with a different time signature: 4/4, 3/4, 2/4, 4/4, 3/4, and 2/4.

NAME: \_\_\_\_\_

Follow the music of Nutcracker suite "march" of D. Tchaikowsky

A	A	B	
A	A	B	
A'	C	A'	C
A	A	B	
A	A	B	
D		D	
A	A	B	
A	A	B	
A'	C	A'	C
A	A	B	
A	A	B	

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

Notes (green)	Phrase (pink)	Images

Worksheet 14.1



## DO RE MI (The sound of Music)

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)

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

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  
Do-re-mi-fa-so-la-ti-do So-do!

*Now children, do-re-mi-fa-so and so on  
are only the tools we use to build a song.  
Once you have these notes in your heads,  
you can sing a million different tunes*

*by mixing them up. Like this.*

So Do La Fa Mi Do Re  
*Can you do that?*  
So Do La Fa Mi Do Re  
So Do La Ti Do Re Do  
So Do La Ti Do Re Do  
*Now, put it all together.*  
So Do La Fa Mi Do Re, So Do La Ti Do Re Do

*Good!*  
*But it doesn't mean anything.*  
*So we put in words. One word for every note. Like this.*

When you know the notes to sing  
You can sing most anything  
*Together!*  
When you know the notes to sing  
You can sing most anything

**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

Do Re Mi Fa So La Ti Do  
Do Ti La So Fa Mi Re

Do Mi Mi Mi So So Re Fa Fa La Ti Ti (x4)  
When you know the notes to sing  
You can sing most anything

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 . . . So Do  
Re . . . La Fa  
Mi . . . Mi Do  
Fa . . . Re  
So . . . So Do  
La . . . La Fa  
Ti . . . La So Fa Mi Re  
Ti Do - oh - oh -- So Do

Worksheet 14.2

GROUP A B C (underline your group)

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



The group have used...	YES	NO
different body levels		
different body movements		
all three objects		
different object movements		
Do Major scale with the hoops		

The group have...	A little	Quite a lot	A lot
kept in step to the beat			
controlled the movements with rhythm			
been creative			

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:



NAME: \_\_\_\_\_

**COLUMN DICTATION**  
Fill in the words you hear in the right place

Geometric shapes	Objects	Straight lines	Object movements	Levels
Face parts	Body sounds	Body parts		
	Body movements			
		Music elements		

Worksheet 15.1