

# Unit 3





# Writing – Rote

Practice copying each music note in the box

Quarter note, Eighth note, [Empty box], Quarter note, Eighth note, [Empty box]

Quarter note, Eighth note, [Empty box], Quarter note, Eighth note, [Empty box]

Quarter note, Eighth note, [Empty box], Quarter note, Eighth note, [Empty box]

Quarter note, Eighth note, [Empty box], Quarter note, Eighth note, [Empty box]

Quarter note, Eighth note, [Empty box], Quarter note, Eighth note, [Empty box]

# Writing – Rote

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# Writing – Rote

Practice copying each music note in the box

Quarter note, Eighth note, [Empty box], Quarter note, Eighth note, [Empty box]

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Quarter note, Eighth note, [Empty box], Quarter note, Eighth note, [Empty box]

Quarter note, Eighth note, [Empty box], Quarter note, Eighth note, [Empty box]

Quarter note, Eighth note, [Empty box], Quarter note, Eighth note, [Empty box]

# Rote Reading and Copy

The image displays eight staves of musical notation, each containing two measures of music separated by a double bar line. The notation is as follows:

- Staff 1:** Treble clef. Measure 1: quarter note, eighth note, quarter note, eighth note. Measure 2: quarter note, eighth note, quarter note.
- Staff 2:** Bass clef. Measure 1: quarter note, quarter note, quarter note, quarter note. Measure 2: quarter note, quarter note, quarter note, quarter note.
- Staff 3:** Treble clef. Measure 1: quarter note, eighth note, quarter note, quarter note. Measure 2: quarter note, eighth note, quarter note, quarter note.
- Staff 4:** Treble clef. Measure 1: quarter note, quarter note, quarter note, quarter note. Measure 2: quarter note, eighth note, quarter note, quarter note.
- Staff 5:** Treble clef. Measure 1: quarter note, eighth note, quarter note, quarter note. Measure 2: quarter note, quarter note, quarter note, quarter note.
- Staff 6:** Treble clef. Measure 1: quarter note, eighth note, quarter note, quarter note. Measure 2: quarter note, eighth note, quarter note, quarter note.
- Staff 7:** Treble clef. Measure 1: quarter note, quarter note, quarter note, quarter note. Measure 2: quarter note, quarter note, quarter note, quarter note.
- Staff 8:** Treble clef. Measure 1: quarter note, eighth note, quarter note, quarter note. Measure 2: quarter note, quarter note, quarter note, quarter note.

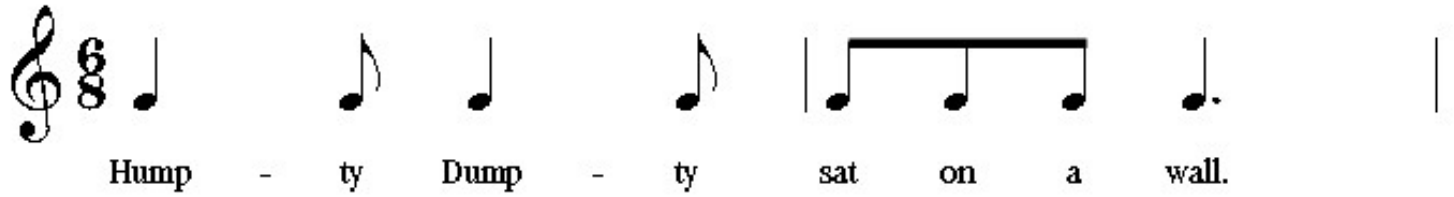
# Rote Copy


## Grade Checklist

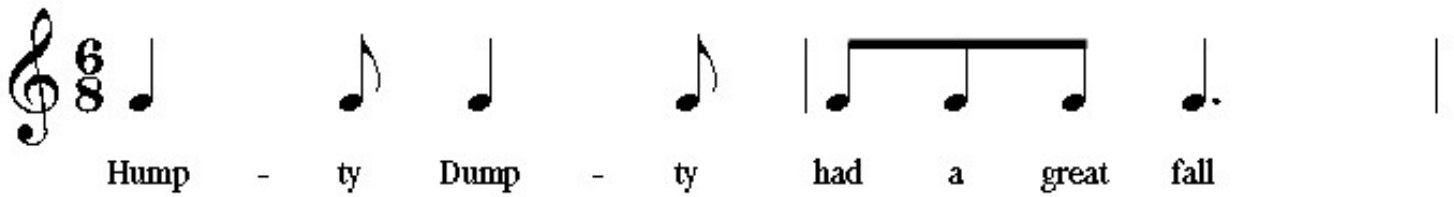
- My note heads are all filled in
- I wrote my time signature (6/8) at the start of each line
- My notes are all facing the same direction

# Humpty Dumpty

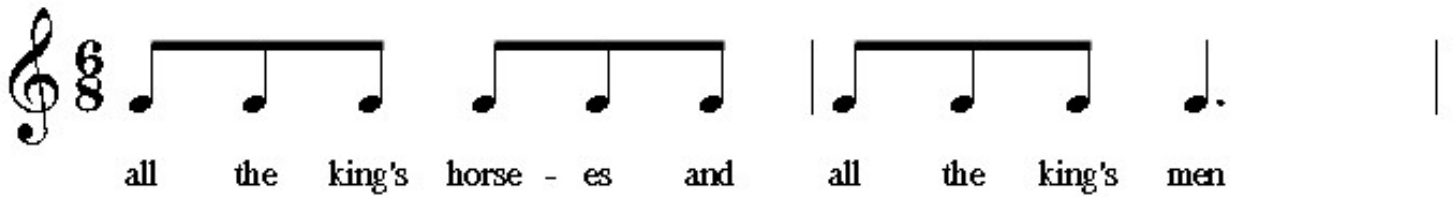
*Reading*



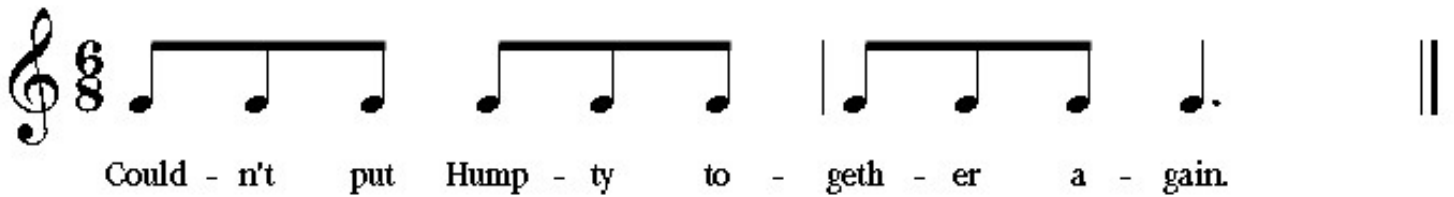
Hump - ty Dump - ty sat on a wall.



Hump - ty Dump - ty had a great fall



all the king's horse - es and all the king's men



Could - n't put Hump - ty to - geth - er a - gain.



# Humpty Dumpty

*Rote Writing*

Copy the notation for Humpty Dumpty from the previous page.

Humpty Dumpty sat on a wall

Humpty Dumpty had a great fall

All the king's horses and all the king's men

Couldn't put Humpty together again

## Grade Checklist

- My note heads are all filled in
- I wrote my time signature (6/8) at the start of each line
- My notes are all facing the same direction

# Jack and Jill

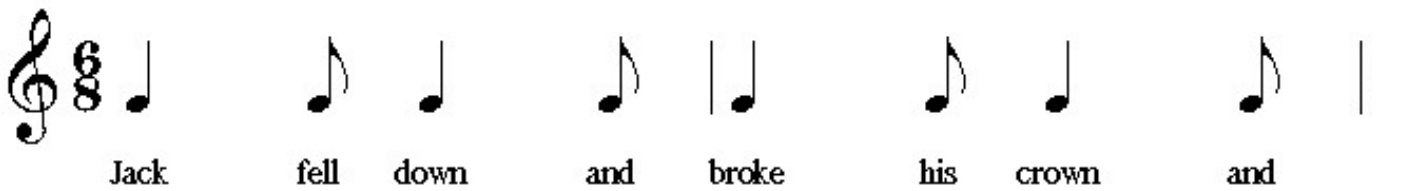
*Reading*



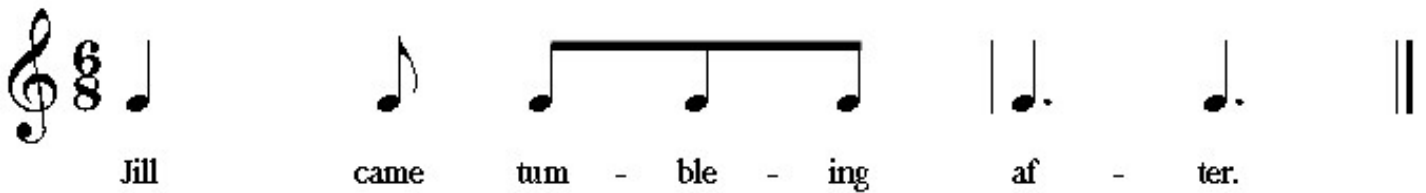
Jack and Jill went up a hill to



fetch a pail of wa - ter



Jack fell down and broke his crown and



Jill came tum - ble - ing af - ter.

# Jack and Jill

*Rote Writing*

Copy the notation for jack and Jill from the previous page.

Jack and Jill, went up the hill to

Fetch a pail of water

Jack fell down and broke his crown and

Jill came tumbling after

## Grade Checklist

- My note heads are all filled in
- I wrote my time signature (6/8) at the start of each line
- My notes are all facing the same direction

# Decode Familiar

Listen to your teacher say rhythm patterns. Write what they say.


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- My note heads are all filled in
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# Decode Familiar

Listen to your teacher say rhythm patterns. Write what they say.


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- My notes are all facing the same direction

# Decode Unfamiliar

Listen to your teacher say rhythm patterns. Write what they say.


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- My note heads are all filled in
- I wrote my time signature (6/8) at the start of each line
- My notes are all facing the same direction

# Decode Unfamiliar

Listen to your teacher say rhythm patterns. Write what they say.


## Grade Checklist

- My note heads are all filled in
- I wrote my time signature (6/8) at the start of each line
- My notes are all facing the same direction

# Fais Do Do

*Decode Familiar*

Try to write the notation for this familiar song.

Think of the Du-da-di before you write

Fais do-do, and let us go dream in g

Fais do-do, come dream in g with me

## Grade Checklist

- My note heads are all filled in
- I wrote my time signature (6/8) at the start of each line
- My notes are all facing the same direction



# Jack Be Nimble

*Decode Familiar*

Try to write the notation for this familiar song.

Think of the Du-da-di before you write

Ja ck be nimble, Ja ck be qui ck

Ja ck jump ove r the candle st i ck

## Grade Checklist

- My note heads are all filled in
- I wrote my time signature (6/8) at the start of each line
- My notes are all facing the same direction

# Oh How Lovely

*Decode Familiar*

Try to write the notation for this familiar song.

Think of the Du-da-di before you write

Oh how lovely, is the evening, is the evening

When the bells are sweetly ringing, sweetly ringing

Ding Dong, Ding Dong, Ding Dong

## Grade Checklist

- My note heads are all filled in
- I wrote my time signature (6/8) at the start of each line
- My notes are all facing the same direction

# Lady, Lady

*Decode Unfamiliar*

Try to write the notation for this unfamiliar song.

Think of the Du-da-di before you write

Lady, Lady, Buy a broom for my ba-by

Sweep it low, sweep it high

Sweep the cobwebs out of the sky

Lady, Lady, Buy a broom for my ba-by

## Grade Checklist

- My note heads are all filled in
- I wrote my time signature (6/8) at the start of each line
- My notes are all facing the same direction

# Charlie's Neat

*Decode Unfamiliar*

Try to write the notation for this unfamiliar song.

Think of the Du-da-di before you write

Over the river to feed my sheep,

Over the river, Char-lie

Over the river to feed my sheep,

And measure up my bar-ley

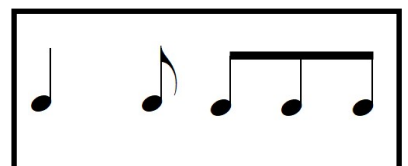
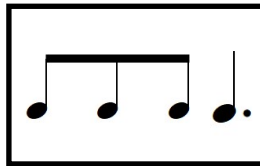
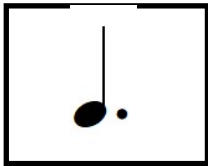
## Grade Checklist

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# Create Using Patterns

*(Writing Create)*

Use the rhythms in the box to create a musical phrase.



1) Write a pattern using all 4 boxes



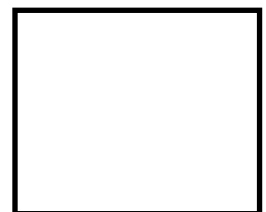
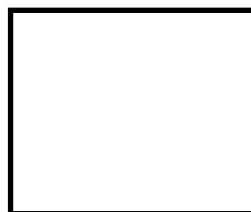
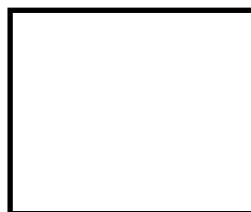
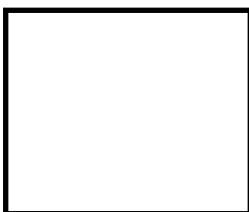
2) Write a pattern using all 1 box 4 times



3) Use all 1 box 3 times, and another box 1 time



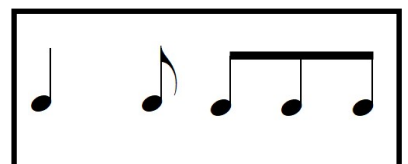
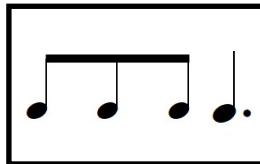
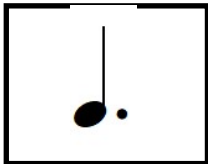
4) Use all 1 box 3 times, and another box 1 time



# Create Using Patterns

*(Writing Create)*

Use the rhythms in the box to create a musical phrase.



1) Write a pattern using all 4 boxes



2) Write a pattern using all 1 box 4 times



3) Use all 1 box 3 times, and another box 1 time



4) Use all 1 box 3 times, and another box 1 time

