



PUPIL WORKSHEETS MUSIC

9

9A: Listening and Responding

9B: Listening and Responsibility

9C: Composing and Performing

9D: Composing and Improvisation

Module

9

WORKSHEETS 9A to 9D



Worksheet 9A: Listening and Responding

Type of Song	Circle an Answer			
Love Song	Mood	Happy	Sad	Romantic
	Speed	Fast	Slow	Moderate
	Dynamics	Loud	Soft	Mixture
Patriotic Song	Mood	Proud	Angry	Sad
	Speed	Fast	Slow	Moderate
	Dynamics	Loud	Soft	Mixture
Lullaby	Mood	Relaxing	Happy	Romantic
	Speed	Fast	Slow	Moderate
	Dynamics	Loud	Soft	Mixture
Working Song	Mood	Happy	Relaxing	Angry
	Speed	Lively	Slow	Moderate
	Dynamics	Loud	Soft	Mixture
Lament	Mood	Sad	Happy	Angry
	Speed	Fast	Slow	Moderate
	Dynamics	Loud	Soft	Mixture



Worksheet 9B: Listening and Responsibility

LISTENING TO AN IRISH BALLAD

1. What is the song about?

2. What is the tempo of the song?

Slow**Moderate****Fast****Very fast**

3. Are the dynamics

Loud**Soft****Mixture of both**

4. Give a word to describe the mood of the song

5. Are the notes in the music

Smooth**Jumpy****Mixture of both**

6. Are the notes of the melody mostly

High**Low****Mixture of both**

7. Is it sung by a

Male**Female****Chorus**

8. Are there any instruments accompanying the song? Yes No

If so, see if you can name a few



Worksheet 9C: Composing and Performing

Beats → Instruments ↓	1	2	3	4
Hurl with beater				
Bouncing Ball				
Whistle				
Hurl with beater				

Now complete your own rhythmic grid and try to perform it with classmates.
Think of your own instruments to use.

Beats → Instruments ↓				



Worksheet 9D: Composing and Improvisation

<p>WHISTLE</p>	<p>● ● ● ● ● ● ● ● ●</p> <p>(The whistle starts and ends the piece. It is heard now and then when fouls take place)</p>
<p>DRUM (Heartbeat)</p>	<p>(Starts off slow and steady and gets faster, then slows down at the end)</p>
<p>HURLEYS (Clashing)</p>	<p>☆ ☆ ☆ ☆ ☆ ☆</p> <p>(The different size stars represent how hard the hurls hit each other)</p>
<p>CHEERS</p>	<p>(A continuous line of background noise or bursts of songs or chants at intervals. A big cheer at the end of the match.)</p>
<p>BOOTS (Stamping or running)</p>	<p>▼ ▼ ▼▼▼▼▼▼▼▼ ▼▼▼ ▼▼▼▼▼▼▼▼ ▼▼ ▼▼</p> <p>(A stamp can be heard when the hurler isn't running after the ball while continuous sound can be heard when he is)</p>

Now try to compose your own examples of how to notate and perform a hurling match in class

