

Year 7

Music Booklet

Autumn Term (1<sup>st</sup> half)

2020-2021

Unit 1: Originally Keyboard for Voice


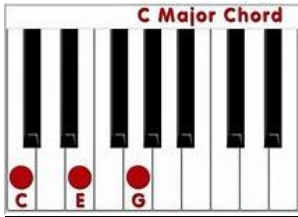
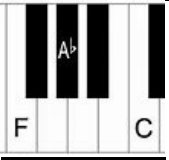
Name: \_\_\_\_\_

Class: \_\_\_\_\_



Design an image to distinguish your booklet from others

Knowledge Organiser: Music Y7 Unit 1 Using MAD T-SHIRT to help us remember  
Keyboard for Voice: Song: GENERIC

 <p>1. <u>Melody - Pitch:</u> C is to the left of the two black keys. The notes are in alphabetical order from A to G. They then repeat this pattern.</p>	<p>2. <u>Articulation:</u></p> <p>Should we play this piece:</p> <p>Smoothly (<i>Legato</i>)</p> <p>OR</p> <p>Detached (<i>Staccato</i>)</p>	<p>3. <u>Dynamics:</u></p> <p>I hear:</p> <p>'mezzo' (moderately)</p> <p>'piano' (soft)</p> <p>'forte' (loud)</p>	<p>4. <u>Texture:</u></p> <p>Adding a bassline with your left hand thickens the texture of the music</p> <p>Adding the voice to the keyboard completes the piece.</p> <p>Voice with accompaniment is called homophonic texture</p>
<p>5. <u>Structure:</u></p> <p>This song is strophic; it has verses and a chorus</p> <p>OR:</p> <p>This song is through-composed; it is changing all the time</p>	<p>6. <u>Harmony:</u></p> <p>We build a chord by starting with the named note:</p> <p>Play, miss, play, miss, play</p> 	 <p><u>Harmony:</u></p> <p>Some Major chords will need a black note</p> <p>Some minor chords will need a black note</p>	<p>7. <u>Instruments:</u></p> <p>The instruments used in this piece are:</p> <p>A)</p> <p>B)</p> <p>C)</p>
<p>8. <u>Rhythm:</u></p>	<p>9. <u>Tempo:</u></p> <p>This piece is:</p> <p>Fast: Allegro</p> <p>Moderately (Walking pace): Andante</p> <p>Slow: Adagio</p>	<p>10. <u>Time Signature:</u></p> <p>4/4          3/4</p> <p>6/8          2/2</p>	<p>11. <u>Expression:</u></p> <p>What emotion is behind this song?</p>

Attainment Band:	Assessment Ladder Y7 Unit 1 – Keyboard for Voice. Song: When I Grow Up by Tim Minchin	
	Knowledge and Understanding	Skills
<b>Yellow Plus</b> 8-9	<ul style="list-style-type: none"> <li>•Has memorised the chords and words</li> <li>•Understands how inverted chords are used for voice leading</li> <li>•Has emotional understanding of the music.</li> </ul>	<ul style="list-style-type: none"> <li>•Plays and sings fluently and musically, with expression.</li> <li>•The music sounds complete to the listener.</li> <li>•Uses inverted chords for voice leading</li> </ul>
<b>Yellow</b> 6-7	<ul style="list-style-type: none"> <li>•Knows where all notes and chords lie on the keyboard.</li> <li>•Understands how to 'break up' a chord for greater effect.</li> <li>•Understands which black notes to play for certain chords</li> <li>•Understands how the lyrics fit with the keyboard accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>•Plays notes fluently, with LH accompaniment.</li> <li>•Moves easily from one chord to the next.</li> <li>•'Breaks up' the chords for a more musical effect.</li> <li>•Plays the correct black notes for certain chords.</li> <li>•Accompanies the song appropriately</li> </ul>
<b>Blue</b> 4-5	<ul style="list-style-type: none"> <li>•Knows where the notes for the chords are</li> <li>•Knows which fingers to use for the chord</li> </ul>	<ul style="list-style-type: none"> <li>•Plays all chords fluently</li> <li>•Uses correct fingers for the chord</li> </ul>
<b>Green</b> 2-3	<ul style="list-style-type: none"> <li>•Understands how to form a chord</li> </ul>	<ul style="list-style-type: none"> <li>•Plays the chords with prompts</li> </ul>
<b>White</b> 0-1	<ul style="list-style-type: none"> <li>•Knows that 'C' is to the left of the two black keys on the keyboard</li> </ul>	<ul style="list-style-type: none"> <li>•Can find and play a 'C'</li> </ul>

Lesson 1 Title: Music at Stewards

Ll: to understand where we are in our music learning

CONNECT:

Think of some of the things that you know about music and complete the table:

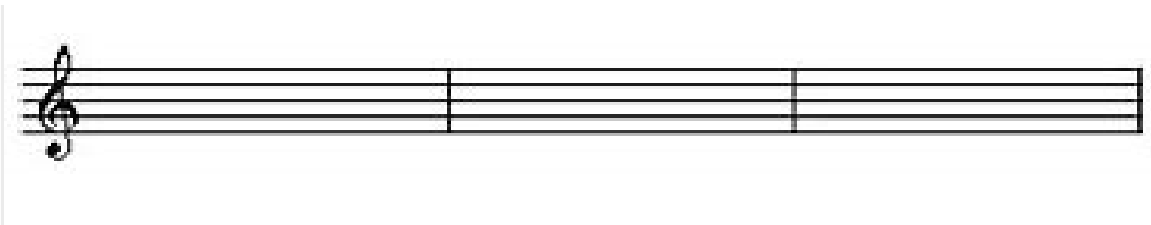
An instrument I heard when I was little	A piece of music that reminds me of when I was younger
A musical symbol I recognise	Something I have learnt about music at school

ACTIVATE:

Watch the video, C is to the Left of the Two Black Keys on Youtube, and remind yourself of the layout of the piano keyboard.







For the above image:

11. Which sharp is shown?
12. What Major key is this for?
13. What is the relative minor key?
14. What does the time signature tell us, exactly?

\*\*\*\*\*

15. Name the pattern of notes below.

16. Do they go up or down?



17. What clef is shown below?

18. What notes are next to the clef?



\*\*\*\*\*



19. What is the above interval? \_\_\_\_\_

20. Name the following cadence? I V

\*\*\*\*\*END OF BLENDED LEARNING BASELINE THEORY TEST\*\*\*\*\*

CONSOLIDATE:

1. Now check at the end of the booklet for the answers. The test is out of 20, so please mark your test and give yourself a mark out of 20 below:

**My mark out of 20 on the Blended Learning Baseline Theory Test was: /20**

Consider which areas you felt confident in and which areas were more difficult for you. Write them here:

I felt stronger with \_\_\_\_\_

An area I did not feel confident in is \_\_\_\_\_

Lesson 2 LI: To be able to name the white notes on the keyboard

CONNECT:

Do Now Puzzle:

### Word Search - Keyboard Clues

S	I	I	C	T	L	R	G	S	R	T	M	F	A	T	O
E	I	T	S	H	Q	I	A	S	R	R	S	S	N	W	I
A	S	S	I	T	P	W	O	D	A	R	D	G	T	E	O
T	D	E	E	N	E	Y	X	R	T	R	S	I	Z	O	C
S	E	B	E	E	T	A	R	O	O	O	Y	S	P	O	H
R	H	C	I	S	T	O	T	H	E	L	E	F	T	R	N
O	H	L	S	O	N	O	C	C	H	S	K	O	H	T	O
A	H	F	E	I	D	Y	L	Y	E	H	K	R	R	D	H
H	U	A	M	A	R	G	S	R	H	A	C	I	H	A	H
T	T	Y	L	A	O	E	S	A	D	O	A	I	E	A	R
I	D	E	M	R	J	L	Y	D	T	D	L	T	H	S	U
H	D	I	P	R	A	D	A	N	S	L	B	T	O	L	H
D	R	O	H	C	M	T	E	O	M	N	O	R	R	N	M
P	E	R	S	T	E	S	S	C	B	D	W	N	A	L	R
P	E	T	R	A	H	O	R	E	T	Y	T	O	E	L	E
U	E	R	I	I	I	E	H	S	O	A	D	R	D	R	S

CHORD  
CISTOTHELEFT  
MAJOR  
MINOR  
PRIMARYCHORDS  
SECONDARYCHORDS  
TRIAD  
TWOBLACKKEYS



ACTIVATE:

Watch the video on Youtube, C is to the Left of the Two Black Keys

Matilda by Roald Dahl

Matilda is the world's most famous bookworm, no thanks to her ghastly parents. Her father thinks she's a little scab. Her mother spends all afternoon playing bingo. And her headmistress, Miss Trunchbull? She's the worst of all.



By the time she was *three*, Matilda had taught herself to read by studying newspapers and magazines that lay around the house. At the age of *four*, she could read fast and well and she naturally began hankering after books. The only book in the whole of this enlightened household was something called *Easy Cooking* belonging to her mother, and when she had read this from cover to cover and had learnt all the recipes by heart, she decided she wanted something more interesting.

'Daddy,' she said, 'do you think you could buy me a book?'

'A *book*?' he said. 'What d'you want a flaming book for?'

'To read, Daddy.'

'What's wrong with the telly, for heaven's sake? We've got a lovely telly with a twelve-inch screen and now you come asking for a book! You're getting spoiled, my girl!'

Nearly every weekday afternoon Matilda was left alone in the house. Her brother (five years older than her) went to school. Her father went to **work**, and her mother went out playing bingo in a town eight miles away. Mrs Wormwood was hooked on bingo and played it five afternoons a week. On the afternoon of the day when her father had refused to buy her a book, Matilda set out all by herself to walk to the public library in the village. When she arrived, she introduced herself to the librarian, Mrs Phelps. She asked if she might sit awhile and read a book. Mrs Phelps, slightly taken aback at the arrival of such a tiny girl unaccompanied by a parent, nevertheless told her she was very welcome.

'Where are the children's books please?' Matilda asked.

'They're over there on those lower shelves,' Mrs Phelps told her. 'Would you like me to help you find a nice one with lots of pictures in it?'

'No, thank you,' Matilda said. 'I'm sure I can manage.'

From then on, every afternoon, as soon as her mother had left for bingo, Matilda would toddle down to the library. The walk took only ten minutes and this allowed her two glorious hours sitting quietly by herself in a cosy corner devouring one book after another. When she had read every single children's book in the place, she started wandering round in search of something else.



Mrs Phelps, who had been watching her with fascination for the past few weeks, now got up from her desk and went over to her.

'Can I help you, Matilda?' she asked.

'I'm wondering what to read next,' Matilda said. 'I've finished all the children's books.'

'You mean you've looked at the pictures?'

'Yes, but I've read the books as well.'

Mrs Phelps looked down at Matilda from her great height and Matilda looked right back up at her.

'I thought some were very poor,' Matilda said, 'But others were lovely. I liked [\*The Secret Garden\*](#) best of all. It was full of mystery. The mystery of the room behind the closed door and the mystery of the garden behind the big wall.'

#### DEMONSTRATE:

Using a keyboard, keyboard, or virtual online piano, practice finding these notes:

C F and G Remember: C is to the left of the two black keys. Your whole hand must be on the keyboard and use ONLY your right thumb to play the notes

Try playing the following pattern fluently: C /// G /// F /// F /// C / G / F /// (USE RIGHT THUMB ALL THE WAY)

#### CONSOLIDATE:

Show someone who lives with you, what you have achieved, today.

### Lesson 3: To understand how to build a chord

#### CONNECT:

Watch: Youtube Matilda When I Grow Up

Listen to the keyboard playing in the background, especially.

#### ACTIVATE: Puzzle Do Now and DART Activity

By the time she was *three*, Matilda had taught herself to read by studying newspapers and magazines that lay around the house. At the age of *four*, she could read fast and well and she naturally began hankering after books. The only book in the whole of this enlightened household was something called *Easy Cooking* belonging to her mother, and when she had read this from cover to cover and had learnt all the recipes by heart, she decided she wanted something more interesting.

'Daddy,' she said, 'do you think you could buy me a book?' 'A *book*?' he said. 'What d'you want a flaming book for?' 'To read, Daddy.' 'What's wrong with the telly, for heaven's sake? We've got a lovely telly with a twelve-inch screen and now you come asking for a book! You're getting spoiled, my girl!' Nearly every weekday afternoon Matilda was left alone in the house. Her brother (five years older than her) went to school. Her father went to work and her mother went out playing bingo in a town eight miles away. Mrs Wormwood was hooked on bingo and played it five afternoons a week. On the afternoon of the day when her father had refused to buy her a book, Matilda set out all by herself to walk to the public library in the village. When she arrived, she introduced herself to the librarian, Mrs Phelps. She asked if she might sit awhile and read a book. Mrs Phelps, slightly taken aback at the arrival of such a tiny girl unaccompanied by a parent, nevertheless told her she was very welcome.

'Where are the children's books please?' Matilda asked. 'They're over there on those lower shelves,' Mrs Phelps told her. 'Would you like me to help you find a nice one with lots of pictures in it?' 'No, thank you,' Matilda said. 'I'm sure I can manage.' From then on, every afternoon, as soon as her mother had left for bingo, Matilda would toddle down to the library. The walk took only ten minutes and this allowed her two glorious hours sitting quietly by herself in a cosy corner devouring one book after another. When she had read every single children's book in the place, she started wandering round in search of something else.

Mrs Phelps, who had been watching her with fascination for the past few weeks, now got up from her desk and went over to her. 'Can I help you, Matilda?' she asked. 'I'm wondering what to read next,' Matilda said. 'I've finished all the children's books.' 'You mean you've looked at the pictures?' 'Yes, but I've read the books as well.' Mrs Phelps looked down at Matilda from her great height and Matilda looked right back up at

her. 'I thought some were very poor,' Matilda said, 'But others were lovely. I liked *The Secret Garden* best of all. It was full of mystery. The mystery of the room behind the closed door and the mystery of the garden behind the big wall.' Mrs Phelps was stunned. 'Exactly how old are you, Matilda?' she asked. 'Four years and three months,' Matilda said. Mrs Phelps was more stunned than ever, but she had the sense not to show it. 'What sort of a book would you like to read next?' she asked.

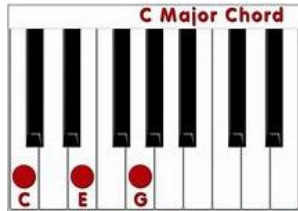
Matilda said, 'I would like a really good one that grown-ups read. A famous one. I don't know any names.' Mrs Phelps looked along the shelves, taking her time. She didn't quite know what to bring out. How, she asked herself, does one choose a famous grown-up book for a four-year-old girl? Her first thought was to pick a young teenager's romance of the kind that is written for fifteen-year-old schoolgirls, but for some reason she found herself instinctively walking past that particular shelf.

### **Questions**

- 1. How old was Matilda when she taught herself to read?**
- 2. What was the first book she read in the house?**
- 3. How many miles away was bingo from the house?**
- 4. What was the name of the librarian?**
- 5. How long was Matilda's walk to the library**
- 6. Which children's book was her favourite?**
- 7. Romance novels were written for what age?**
- 8. What do you think about Matilda?**
- 9. Do you like to read?**
- 10. How many books have you read this month?**

How to build a chord:

Play a note, miss a note, play a note, miss a note, play a note.



If we want to play a C chord, we play C E G and miss out the notes in between.

Try this on the C chord

Always put your right thumb on the name note of the chord.

Try this on C chord four times.

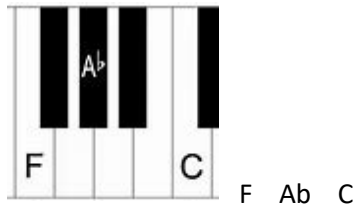
Find the F chord and the G chord

Use your thumb, index and middle finger.

DEMONSTRATE:

Once you are good at this, try the whole sequence.

You will have to use a black note for the Fm (F minor chord) SEE BELOW



Try these chords for 'When I Grow Up', by Tim Minchin:

C /// G /// F /// Fm /// C/G / F /// Remember to keep your whole right hand on the keyboard

Play the root of the chord with your right thumb

CONSOLIDATE:

Play the chord sequence to someone in your household. Can you teach it to them?

Can they do it?

What problems did they encounter?

Lesson 4 LI: to be able to play a chord sequence fluently

CONNECT:

Match the keywords with the musical element: (See answers at end of lesson)

Pitch	Major or minor
Sonority	Loud or soft
Structure	Voice or instrument
Tempo	High or low
Texture	Layers
Tonality	ABA
Dynamics	Fast or slow

CONNECT: DART Activity:

During the first week of Matilda's visits, Mrs Phelps had said to her, 'Does your mother walk you down here every day and then take you home?'

'My mother goes to Aylesbury every afternoon to play bingo,' Matilda had said. 'She doesn't know I come here.'

'But that's surely not right,' Mrs Phelps said. 'I think you'd better ask her.'

'I'd rather not,' Matilda said. 'She doesn't encourage reading books. Nor does my father.'

'But what do they expect you to do every afternoon in an empty house?'

'Just mooch around and watch the telly.'

'I see.'

'She doesn't really care what I do,' Matilda said a little sadly.

Mrs Phelps was concerned about the child's safety on the walk through the fairly busy village High Street and the crossing of the road, but she decided not to interfere.

Within a week, Matilda had finished *Great Expectations* which in that edition contained four hundred and eleven pages. 'I loved it,' she said to Mrs Phelps. 'Has Mr Dickens written any others?'

'A great number,' said the astounded Mrs Phelps. 'Shall I choose you another?'

Over the next six months, under Mrs Phelps's watchful and compassionate eye, Matilda read the following books:

- [Nicholas Nickleby](#) by Charles Dickens
- [Oliver Twist](#) by Charles Dickens
- [Jane Eyre](#) by Charlotte Brontë
- [Pride and Prejudice](#) by Jane Austen
- [Tess of the D'Urbervilles](#) by Thomas Hardy
- [Gone to Earth](#) by Mary Webb
- [Kim](#) by Rudyard Kipling
- [The Sound and the Fury](#) by William Faulkner
- [Brighton Rock](#) by Graham Greene
- [Animal Farm](#) by George Orwell
- [The Good Companions](#) by J. B. Priestley
- [The Grapes of Wrath](#) by John Steinbeck
- [The Old Man and the Sea](#) by Ernest Hemingway
- [The Invisible Man](#) by H. G. Wells



It was a formidable list and by now Mrs Phelps was filled with wonder and excitement, but it was probably a good thing that she did not allow herself to be completely carried away by it all. Almost anyone else witnessing the achievements of this small child would have been tempted to make a great fuss and shout the news all over the village and beyond, but not so Mrs Phelps. She was someone who minded her own business and had long since discovered it was seldom worth

while to interfere with other people's children.

'Mr Hemingway says a lot of things I don't understand,' Matilda said to her. 'Especially about men and women. But I loved it all the same. The way he tells it I feel I am right there on the spot watching it all happen.'

'A fine writer will always make you feel that,' Mrs Phelps said. 'And don't worry about the bits you can't understand. Sit back and allow the words to wash around you, like music.'

'I will, I will.'

'Did you know,' Mrs Phelps said, 'that public libraries like this allow you to borrow books and take them home?'

'I didn't know that,' Matilda said. 'Could I do it?'

'Of course,' Mrs Phelps said. 'When you have chosen the book you want, bring it to me so I can make a note of it and it's yours for two weeks. You can take more than one if you wish.'

**ACTIVATE:**

Watch the video of When I Grow Up, again, in order to learn how to sing it yourself

DEMONSTRATE:

Try the chord sequence again, on the keyboard or the virtual online keyboard. Do this several times, so that you become more and more fluent.

You can now try singing along, too.

Words:

When I grow up, I will be tall enough to reach the branches  
That I need to reach to climb the trees  
You get to climb when you're grown up

CONSOLIDATE: Get your brother or sister, or a friend, if you can, to join in, and do a small performance of the verse. 😊

## Answers to Do Now Puzzle Activity

Pitch	High or low
Sonority	Voice or instrument
Structure	ABA
Tempo	Fast or Slow
Texture	Layers
Tonality	Major or Minor
Dynamics	Loud or soft



Mark for quiz:      /7

Lesson 5: to listen for errors in performance and correct them

CONNECT: Do Now Activity:

Can you unscramble the 7 elements of music?

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

### 7 Elements of Music Words Scramble

1. TIHCP \_\_\_\_\_
  2. YSORTONI \_\_\_\_\_
  3. TRUSTCUER \_\_\_\_\_
  4. EMPOT \_\_\_\_\_
  5. TETERUX \_\_\_\_\_
  6. LIYTANTO \_\_\_\_\_
  7. CNYSDAIM \_\_\_\_\_
- 

ACTIVATE: DART:

From then on, Matilda would visit the library only once a week in order to take out new books and return the old ones. Her own small bedroom now became her reading-room and there she would sit and read most afternoons, often with a mug of hot chocolate beside her. She was not quite tall enough to reach things around the kitchen, but she kept a small box in the outhouse which she brought in and stood on in order to get whatever she wanted. Mostly it was hot chocolate she made, warming the milk in a saucepan on the stove before mixing it. Occasionally she made Bovril or Ovaltine. It was pleasant to take a hot drink up to her room and have it beside her as she sat in her silent room reading in the empty house in the afternoons. The books transported her into new worlds and introduced her to amazing people who lived

exciting lives. She went on olden-day sailing ships with [Joseph Conrad](#). She went to Africa with [Ernest Hemingway](#) and to India with [Rudyard Kipling](#). She travelled all over the world while sitting in her little room in an English village.

**DEMONSTRATE:**

Here are the words to the next verse. Use the same chords for them

And when I grow up  
I will be smart enough to answer all the questions  
That you need to know the answers to  
Before you're grown up

**C /// G /// F /// Fm /// C / G / F ///** Remember to keep your whole right hand on the keyboard

**CONSOLIDATE:**

Try to play the two verses in a row, quite fluently. Look on the SAL Assessment Ladder at the front of the booklet to see where you think you might be.

Answer these questions: I can find the notes YES or NO      I can play the chords YES or NO      I can play fluently YES or NO

I need to work on: \_\_\_\_\_

Lesson 6 LI: to be able to sing in time with the chord sequence

**CONNECT:**

**Do Now Activity:**

Check the Italian meanings of these tempo markings and try to memorise them by covering and checking.

**Presto Very fast**

**Andante Walking Speed**

**Allegro Fast**

**Adagio Slow**

**Moderato Moderate Speed**

**Largo Slow and solemn**

When you are ready, do the matching activity below

**Match up the tempo markings below**

**Presto Slow and solemn**

**Allegro Fast**

**Moderato Very fast**

**Andante Slow**

**Adagio Walking Speed**

**Largo Moderate Speed**

ACTIVATE: DART

THE GHOST (PAGES 33-35)

‘Don’t you ever stop reading?’ he snapped at her. ‘Oh, hello, Daddy,’ she said pleasantly. ‘Did you have a good day?’ ‘What is this trash?’ he said, snatching the book from her hands. ‘It isn’t trash, Daddy, it’s lovely. It’s called The Red Pony. It’s by John Steinbeck, an American writer. Why don’t you try it? You’ll love it.’ ‘Filth,’ Mr Wormwood said. ‘If it’s by an American it’s certain to be filth. That’s all they write about.’ ‘No, Daddy, it’s beautiful, honestly it is. It’s about...’ ‘I don’t want to know what it’s about,’ Mr Wormwood barked. ‘I’m fed up with your reading anyway. Go and find yourself something useful to do.’

With frightening suddenness he now began ripping the pages out of the book in handfuls and throwing them in the waste-paper basket. Matilda froze in horror. The father kept going. There seemed little doubt that the man felt some kind of jealousy. How dare she, he seemed to be saying with each rip of a page, how dare she enjoy reading books when he couldn't? How dare she?

'That's a library book!' Matilda cried. 'It doesn't belong to me! I have to return it to Mrs Phelps!' 'Then you'll have to buy another one, won't you?' the father said, still tearing out pages. 'You'll have to save your pocket-money until there's enough in the kitty to buy a new one for your precious Mrs Phelps, won't you?'

With that he dropped the now empty covers of the book into the basket and marched out of the room, leaving the telly blaring. Most children in Matilda's place would have burst into floods of tears. She didn't do this. She sat there very still and white and thoughtful. She seemed to know that neither crying nor sulking ever got anyone anywhere. The only sensible thing to do when you are attacked is, as Napoleon once said, to counter-attack.

Matilda's wonderfully subtle mind was already at work devising yet another suitable punishment for the poisonous parent.

DEMONSTRATE:

We have now come to the chorus section of the song, When I Grow Up.

YOU DO NOT NEED ANY BLACK NOTES TO PLAY THIS PART, EVEN FOR D MINOR. The notes for B dim chord are B D F. It sounds weird but that's fine!

Try the words and the chords separately, then together, several time.

F / / /  
And when I grow up I will

C / /  
eat sweets every day

/ Dm / /  
on the way to work and I

/ / C / / /  
will go to bed late every night!

F / /  
And I will wake up

/ C / /  
when the sun comes up and I

/ Dm / / /  
will watch cartoons until my eyes go square

Bdim / / / / / /  
and I won't care 'cause I'll be all grown up!

/ Am / / /  
When I grow up!

Try to play through all you have learnt and even add a left hand part to give the sound more substance. If you have playing a C chord, put a C in the left hand. If you are playing an F chord, put an F in the left hand.

CONSOLIDATE:

Record yourself on your phone and listen to it. What would you give yourself out of ten for fluency? (I.e. No stops) /10

Lesson 7 LI: to listen to and reflect on our own playing

CONNECT: Do Now Activity: Word Search Puzzle

Tempo Markings

A	G	V	A	D	A	G	I	O	F
L	J	D	Q	A	Y	E	C	G	P
L	G	O	C	N	L	D	O	T	M
E	X	T	B	D	F	A	U	N	M
G	E	S	T	A	W	P	R	H	S
R	F	E	N	N	C	W	F	G	P
O	Z	R	V	T	O	C	W	A	O

Q M P W E G T C D H

M O D E R A T O N L

R V C S K I M X E Z

PRESTO ALLEGRO MODERATO ANDANTE ADAGIO LARGO

ACTIVATE: DART:

MR. WORMWOOD, THE GREAT CAR DEALER (PAGES 16-18)

Matilda's parents owned quite a nice house with three bedrooms upstairs, while on the ground floor there was a dining-room and a living-room and a kitchen. Her father was a dealer in second-hand cars and it seemed he did pretty well at it. 'Sawdust,' he would say proudly, 'is one of the great secrets of my success. And it costs me nothing. I get it free from the sawmill.' 'What do you use it for?' Matilda asked him. 'Ha!' the father said. 'Wouldn't you like to know.' 'I don't see how sawdust can help you to sell second-hand cars, Daddy.' 'That's because you're an ignorant little twit,' the father said. His speech was never very delicate but Matilda was used to it. She also knew that he liked to boast and she would egg him on shamelessly. 'You must be very clever to find a use for something that costs nothing,' she said. 'I wish I could do it.' 'You couldn't,' the father said. 'You're too stupid. But I don't mind telling young Mike here about it seeing he'll be joining me in the business one day.' Ignoring Matilda, he turned to his son and said, 'I'm always glad to buy a car when some fool has been crashing the gears so badly they're all worn out and rattle like mad. I get it cheap. Then all I do is mix a lot of sawdust with the oil in the gear-box and it runs as sweet as a nut.' 'How long will it run like that before it starts rattling again?' Matilda asked him. 'Long enough for the buyer to get a good distance away,' the father said, grinning. 'About a hundred miles.' 'But that's dishonest, Daddy,' Matilda said. 'It's cheating.' 'No one ever got rich being honest,' the father said. 'Customers are there to be diddled.' Mr Wormwood was a small ratty-looking man whose front teeth stuck out underneath a thin ratty moustache. He liked to wear jackets with large brightly coloured checks and he sported ties that were usually yellow or pale green. 'Now take mileage for instance,' he went on. 'Anyone who's buying a second-hand car, the first thing he wants to know is how many miles it's done. Right?' 'Right,' the son said. 'So I buy an old dump that's got about a hundred and fifty thousand miles on the clock. I get it cheap. But no one's going to buy it with a mileage like that, are they? And these days you can't just take the speedometer out and fiddle the numbers back like you used to ten years ago. They've fixed it so it's impossible to tamper with it unless you're a ruddy watchmaker or something. So what do I do? I use my brains, laddie, that's what I do.' 'How?' young Michael asked, fascinated. He seemed to have inherited his father's love of crookery. 'I sit down

and say to myself, how can I convert a mileage reading of one hundred and fifty thousand into only ten thousand without taking the speedometer to pieces? Well, if I were to run the car backwards for long enough then obviously that would do it. The numbers would click backwards, wouldn't they? But who's going to drive a flaming car in reverse for thousands and thousands of miles? You couldn't do it!' 'Of course you couldn't,' young Michael said.

#### LAVENDER (PAGES 130-133)

On the way home from school that afternoon she began to mull over the various possibilities, and when at last the germ of a brilliant idea hit her, she began to expand on it and lay her plans with the same kind of care the Duke of Wellington had done before the Battle of Waterloo. Admittedly the enemy on this occasion was not Napoleon. But you would never have got anyone at Crunchem Hall to admit that the Headmistress was a less formidable foe than the famous Frenchman. Great skill would have to be exercised, Lavender told herself, and great secrecy observed if she was to come out of this exploit alive. There was a muddy pond at the bottom of Lavender's garden and this was the home of a colony of newts. The newt, although fairly common in English ponds, is not often seen by ordinary people because it is a shy and murky creature. It is an incredibly ugly gruesomelooking animal, rather like a baby crocodile but with a shorter head. It is quite harmless but doesn't look it. It is about six inches long and very slimy, with a greenish-grey skin on top and an orange-coloured belly underneath. It is, in fact, an amphibian, which can live in or out of water. That evening Lavender went to the bottom of the garden determined to catch a newt. They are swiftly moving animals and not easy to get hold of. She lay on the bank for a long time waiting patiently until she spotted a whopper. Then, using her school hat as a net, she swooped and caught it. She had lined her pencil-box with pond-weed ready to receive the creature, but she discovered that it was not easy to get the newt out of the hat and into the pencil-box. It wriggled and squirmed like quicksilver and, apart from that, the box was only just long enough to take it. When she did get it in at last, she had to be careful not to trap its tail in the lid when she slid it closed. A boy next door called Rupert Entwistle had told her that if you chopped off a newt's tail, the tail stayed alive and grew into another newt ten times bigger than the first one. It could be the size of an alligator. Lavender didn't quite believe that, but she was not prepared to risk it happening. Eventually she managed to slide the lid of the pencil-box right home and the newt was hers. Then, on second thoughts, she opened the lid just the tiniest fraction so that the creature could breathe. The next day she carried her secret weapon to school in her satchel. She was tingling with excitement. She was longing to tell Matilda about her plan of battle. In fact, she wanted to tell the whole class. But she finally

decided to tell nobody. It was better that way because then no one, even when put under the most severe torture, would be able to name her as the culprit.

DEMONSTRATE:

In the name of musicality, we will now try to sing expressively and play the chords in a special way:

Think about the meaning of the song, When I Grow Up and how nostalgic and bitter-sweet it is. See if you can put this emotion into your voice when you sing. Sing to someone near you and ask them if they think you are singing with emotion.

Chords: instead of playing all three notes of the chords at the same time, try playing the upper two notes first, followed by the first note.

For example, instead of playing C E G all at the same time, play the E & G then the C, and repeat.

This breaks up the chord and makes it sound more sophisticated and interesting.

CONSOLIDATE:

Put on a grand performance for those around you, or film a grand performance and send it to someone you completely trust and have known for a very long time, like your best friend or grandparents. Check with your parents or carers first, that this is OK to do.

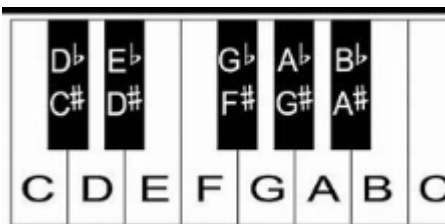
See if you can play from the start to the finish without stopping and with great emotion and enjoyment. .

Congratulations! You have completed this half-term's Music Unit

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Blended Baseline Theory Test Answers:


Question 1 – 5:





(Remember: C is to the left of the two black keys)



6. This is the treble clef: 

7. This is the staff: 

8. This is the barline: 

9. This is the double barline: 

10. Right hand

11. F Sharp

12. G Major

13. E minor

14. Tells us that there are 4 crotchets in every bar

15. Scale or C Major Scale

16. Up

17. Bass clef

18. G B D

19. Interval is a Major 2<sup>nd</sup>

20. Imperfect Cadence