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There are sounds all around us. In this unit you will use sounds to send musical messages. You will also listen to music where the composers used ideas from the sounds of telephones and typewriters in their music.

Listening and responding

1. Think about the different electronic sounds that telephones make. Describe these sounds.



Dial tone	
Busy tone	
Message tone	
Ringing tone	

Try making these sounds with your voice.

2. Sit in a circle with your group.
You need chime bars **G** and **A**.
Listen to the music. Hum along with the repeated pattern.
Listen again. Try playing the repeated pattern on the **G** and **A** chime bars.
3. Listen again. Think of a good title for this piece of music. Explain.



About the music

In the music you hear a repeated melodic pattern (ostinato). It is based on the electronic sounds of a telephone. It is accompanied by music on the cello and string instruments. The music is performed by the *Penguin Café Orchestra*.

Performing



Late a come

Leader **Group**

Late, oh — late, oh — * late a come,

Late, oh late, oh * late a come,

Leader **Group** **Leader**

Late, oh — late, oh — * late a come, An' you

Late, oh late, oh * late a come,

Group **Leader**

look up - on your dum-my watch for * late a come, An' you

Late, oh late, oh * late a come,

look up - on your dum-my watch for * late a come,

Late, oh late, oh * late a come,

Late, oh late, oh (* clap) late a come,
 Late, oh late, oh (* clap) late a come,
 An' you look upon your dummy watch for (*clap) late a come,
 An' you look upon your dummy watch for (* clap) late a come.

4. Listen to the music.
 Listen again. Play along on chime bars **D** and **G**.

$\frac{4}{4}$ D — G — | D — D — ||

Composing

5. Select untuned percussion instruments such as claves, woodblocks or tulip blocks.

Think of some musical messages you could send as questions and answers. Use the ideas bank to help you.



Ideas bank

Question: Are you coming out to play?

Answer: Yes I am.

Question: Do you want to go to the park?

Answer: No I'm too tired.

Question: _____

Answer: _____

Question: _____

Answer: _____

Working in pairs use your percussion instrument to send your musical questions and answers.



6. Listen to the music.

Use chime bars **G** and **A** to compose a message using ring tones. Use the rhythm from the music you heard to get you started.

Think of a title for your music and say why you chose it.

2 Music from France



Have you ever been to France? In this unit you will listen, sing and play some well-known tunes from France. You will use the notes from these tunes to compose your own music.

Performing



Au clair de la lune

Au clair de la lu - ne, Mon a - mi Pier - rot,
 Prê - te - moi ta plu - me, Pour é - crire un mot;
 Ma chan-delle est mor - te, Je n'ai plus de feu;
 Ou - vre - moi ta por - te, Pour l'a - mour de Dieu.







Au clair de la lune Pierrot répondit,
 'Je n'ai pas de plume, je suis dans mon lit;
 Va chez la voisine je crois qu'elle y est;
 Car dans sa cuisine on bat le briquet.'



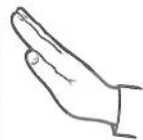


Words in English

In the silver moonlight, Pierrot my good friend,
 There's a note I must write, if your pen you'll lend,
 My candle is dying, my fire burns no more,
 For the love of heaven, open up the door!

In the silver moonlight, hear what Pierrot said,
 'I don't have a pen, I am in my bed,
 Yonder at my neighbour's, someone is astir,
 Fire is freshly kindled, get a light from her.'

1. Show the first part of the tune in solfa. Use *d r m*.

									
<i>d</i>	<i>d</i>	<i>d</i>	<i>r</i>	<i>m</i>	~		<i>r</i>	~	

								
<i>d</i>	<i>m</i>	<i>r</i>	<i>r</i>	<i>d</i>	~	~	~	~

2. Try it using these hand signs.
3. Try playing the tune on the tin whistle, recorder or chime bars.
 Use the notes *G A B* for the first and second lines.
 Add *D E F#* for the third line.
 What notes will you use for the fourth line?

Which instrument did you use? Draw it here.