

- **Read** From Sound to Symbol (S2S) chapter 1, units 1.1-1.3 (pp. 8-19). All activity exercises (tapping, singing, clapping) should be done repeatedly until they become easy and second nature.
- Do the **listening exercises** on p. 11 and p.15 (those on pp. 13-14 are optional).
You can find recordings of all the music online. In addition to any other services you may use, all these pieces are readily findable on YouTube. Listen to each piece first for a few measures, determine the meter, then conduct as you listen. Be sure to use the correct standard conducting pattern for each meter.
- Complete all the **written exercises** on pp. 31-35.
- In addition, complete the exercises below. Learn any tunes you don't already know on YouTube.

Sing "London Bridge" while conducting (you may feel this in duple or in quadruple—both are plausible). Find the beat such that the second beat coincides with "bridge"; in other words, both syllables of "London" occur during the first beat. Once you're comfortable singing and conducting, fill in the lyrics over the beat chart, aligning words to beats as accurately as you can. Indicate with an "S" everywhere you feel a **strong beat** (also called a *primary* or *principle* beat). Finally, sing while tapping the boxes with your finger or pencil, to check that your representation matches what you are singing and feeling.

Lon - don Bridge is

S			

Do the same for the first two lines of "Somewhere Over the Rainbow"

*Somewhere over the rainbow, way up high,
There's a land that I heard of, once in a lullaby.*

Choose your beat speed so that each syllable of "some-where" gets one beat. Again, mark each strong beat with an "S".

Some - where

S			

Do the same for the complete “Alphabet Song” (i.e. “A, B, C, D...”—the same tune as “Twinkle Twinkle” and “Baa-Baa Black Sheep”). Spell out the letter W as “dou-ble U”.

Choose your beat speed so that for the first few letters, each letter gets one beat.

Again, mark each strong beat with an “S”.

A	B	C	D				

Do the same for “Mary Had A Little Lamb”. Choose your beat speed so that “Mary” fits over a single beat; in other words, the second beat will be on the word “had”. This time, include **duration lines** as well, and indicate the **melodic contour** (how high or low each sound is) by writing the duration lines higher or lower in the box.

Ma - ry

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