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Thoughts About Doing These Work Sheets With Students

by Kaila Rochelle

Some developmentally challenged students can read and write on their own while others will need you to read and write for them. Students who do have difficulty with reading are generally very happy to have the sheets read to them.

They can acknowledge their understanding of an activity by making a check, giving a nod, a thumbs up or a smile. Some students might require extensive physical prompting to make a check or a trace. Some educators do not believe in hand over hand prompting. They prefer having the student place a sticker when writing is very challenging. Whatever the approach, the work sheets seem to bring great satisfaction to students. Be sure to reward students' accomplishments with a sticker or a nice comment on their work. Some educators write additional comments on a post it. This serves as an additional means for communicating methods and strategies used to achieve student learning. Students enjoy seeing their work placed on bulletin boards or in special music scrap books.

The work sheets may be used for portfolios and can be easily adapted to the teacher or students' needs.

Workbooks or textbooks comprised of worksheets from specialneedsinmusic.com can be created for students by using a loose-leaf binder, and when needed, plastic sleeves too. The teacher can use graphics from other sites along with the worksheets located at:

<http://specialneedsinmusic.com/wkshlsn.html>.

Pictures of composers and performers can be incorporated into the book. In my classroom, I show pictures of Ella Fitzgerald as students scat to "Smooth Sailing." For my classroom Miles Davis "So What" lesson, I present the music alphabet letter names A,G on index cards along with pictures of the piano to assist students who are playing the motif on the midi keyboard. A picture of an instrument such as the trumpet can be used when teaching about Wynton Marsalis.

Mayer Johnson symbols included at this site should be included for non verbal students.

The Mayer Johnson symbols and other worksheets are available at:

http://specialneedsinmusic.com/text/may_jon.pdf

http://specialneedsinmusic.com/m_m_pg1.html

http://specialneedsinmusic.com/text/lessons/sheets/xyl_wsh.pdf

http://specialneedsinmusic.com/text/lessons/sheets/silent_kybd.pdf

Music Work Sheet

Class _____

Student _____ Date _____

specialneedsinmusic.com “Audio Instructional CD” tracks 17-19.

Check the correct answer for the music selection after you sing a phrase or song.

Today I sang

connected notes called legato _____

short notes called staccato _____

I sang the following words to the major scale



Major scales sound sort of happy

I sang the following words to the minor scale



Minor scales sound sort of sad.

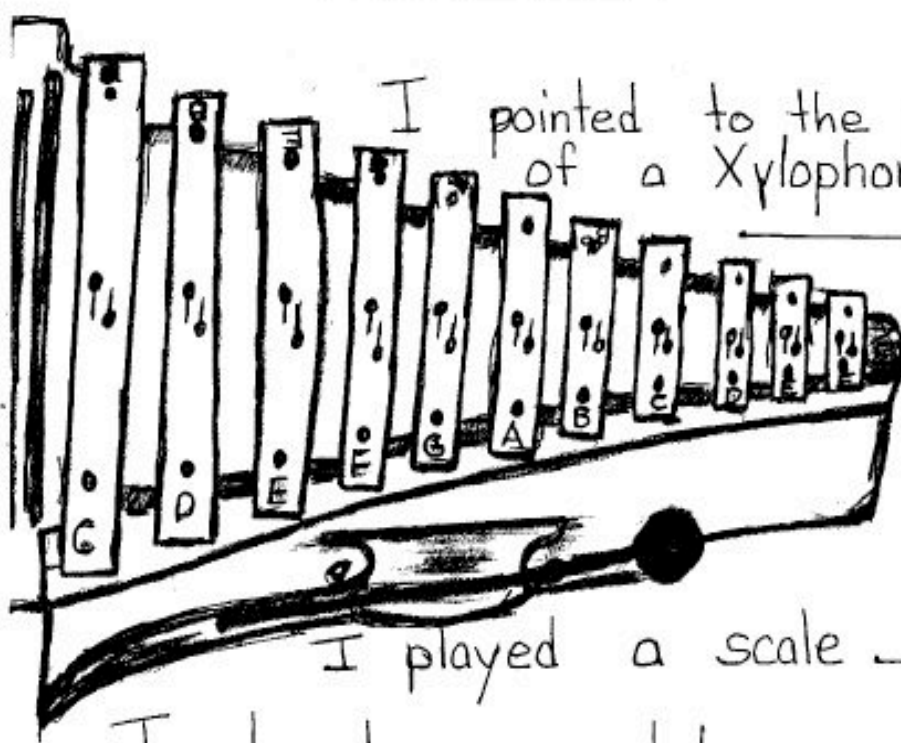
Today my work was

great _____ **good** _____ **could be better** _____

Music Class

Name: _____

Date: _____

Today I played the Xylophone
_____I pointed to the picture
of a Xylophone

I played a scale _____

I played a melody _____

I showed the class the
Xylophone _____

I said I like the Xylophone

My Work today was
☒ Great ☐ Good ☐ could do better
 Assisted by. _____

Music Work Sheet

Class _____

Student _____

Date _____

Circle or Underline the correct answers.

1. Allegro means

Fast

Slow

Soft

2. Largo means

Loud

Fast

Slow

3. Forte means

Sometimes

Loud

Short

4. Pianissimo means

Loud

Very Soft

Slow

Listen to the music selection and underline the correct word.

1. Is the first music selection allegro or largo?

2. Is the second music selection pianissimo or forte?

3. Is the third music selection allegro or largo?

4. Is the fourth music selection pianissimo or forte?

Today my work was

great _____ **good** _____ **could be better** _____

Music Work Sheet

Class _____

Student _____

Date _____

Note Values

Circle or Underline the correct answer.

1. How many beats does a quarter note  get?

1 2 3 4

2. How many beats does a half note  get?

1 2 3 4

3. How many beats does a whole note  get?

1 2 3 4

Listen to the music. Do you know which composer wrote the music? Underline the correct composer.

Selection 1 – Is it Haydn, Mozart or Beethoven?

Selection 2 – Is it Debussy, Chopin or Grieg ?

Selection 3 – Is it Gottschalk, Joplin or Granados?

Did you find a classical station on the radio or on the computer?

Yes _____ No _____

Music Work Sheet

Class _____

Student _____

Date _____

Today I played a music composing game. I picked the notes _____, _____ and _____ out of a box and played them on the piano.



I then showed my class a picture of John Cage, the great American composer who also played composing games. I told the class his name.

yes _____ no _____

I then picked out, from a box, the number of beats each note should get and I showed the class and sang the note for that number of beats. _____

I then made up my own piece from my music imagination. The piece was (underline correct words/symbols)

Soft p very soft ppp loud f very loud ff
Staccato legato crescendo (soft to loud)
Decrescendo (loud to soft)

I made a tape recording of my composition.

yes _____ no _____

Today my work was

great _____ good _____ could be better _____

Music Work Sheet

Class _____

Student _____

Date _____

Today I played the _____ in the percussion band.

I played the following rhythms. (non-syncopated)

Circle the rhythm.



I played the following rhythms. (syncopated)

Circle the rhythm.



I showed my classmates the _____ and told them
(instrument)

“Listen to me play” yes _____ no _____

I counted out the beats that I played for them. I counted out
_____ beats.

Today my work was

great _____ **good** _____ **could be better** _____

Music Work Sheet

Class _____

Student _____ **Date** _____

Today I heard music performed. The artist(s) was

_____. **The music was**

(describe)

_____.

I told my class mates _____

_____.

There were _____ **beats in each measure.**

Today my work was

great _____ **good** _____ **could be better** _____

Music Work Sheet

Class _____

Student _____

Date _____



Today I played a C major scale on the piano.

Yes _____ **No** _____

Write the notes of the C major scale.

Write yes or put a check after you play the chord.

To play a C major chord play the notes C, E and G together. _____

To play an F major chord play the notes F, A and C together. _____

To play a G major chord play the notes G, B and D together. _____

Today my work was

great _____ **good** _____ **could be better** _____

Music Work Sheet

Class _____

Student _____

Date _____

Listening for Dynamics

Today I listened to _____

I listened for the dynamics. The dynamics are how loud or soft the music is.

Write, say yes or nod your head to fill in the blank when you agree with the sentence.

- 1. I heard when the music was soft.** _____
- 2. I heard when the music was loud** _____
- 3. I heard when the music went from soft to loud.**
- 4. This is called a crescendo.** _____
- 5. I heard when the music went from loud to soft.** _____
- 6. This is called a decrescendo.** _____

Today my work was

great _____ **good** _____ **could be better** _____

Music Work Sheet

Class _____

Student _____

Date _____

The Carousel Waltz by Richard Rodgers

A waltz is a dance with 3 beats. The Carousel Waltz is really a few different waltzes strung together. We are going to practice this waltz in different sections. Each section will use different instruments. Every student has a job to do. Every student has to play their instrument at the correct time. Every student has to be silent at the correct time. Every student has to know the name of their instrument. Each student has to watch the conductor.

Fill in the blanks or say or point to the answer.

I played the _____ (name the instrument)

I told the class “I play the _____”

I know a waltz has _____ beats.

I played when the conductor called out the name of my instrument.

I was quiet when the conductor did not call out the name of my instrument. _____

I helped by taking out my instrument and putting it away in the proper place. _____

Today my work was

great _____ good _____ could be better _____

Music Work Sheet

Class _____

Student _____

Date _____

1. Write four quarter notes and sing them. Put a check after you sing them out.

2. Write two half notes and sing them on la. Put a check after you sing them out.

3. Write a whole note and then sing it. Put a check after you sing it.

Today my work was

great _____ **good** _____ **could be better** _____

Music Work Sheet**Class** _____**Student** _____**Date** _____

specialneedsinmusic.com "Audio Instructional CD" tracks 35 or "Beautiful Songs" track 13.

She's Feeding the Cat

She's feeding the cat
feeding the cat, feeding the cat every day
She's feeding the cat, feeding the cat
The cat is meowing away



Put a check, write, smile, or say yes when you finish your work.

I sang "She's Feeding the Cat" _____

I pointed to the picture of the cat. _____

I told the class "Look at the cat" _____

I helped give out the instruments. _____

Today my work was

great _____ **good** _____ **could be better** _____

Music Work Sheet

Class _____

Student _____

Date _____

Circle or Underline the correct answer

I sang a solo duet in a group.

**I sang Patriotic Music about America Broadway
Folk Spirituals Mozart Pop**

I sang Opera Exercises a word a few words

I sang a few lines the whole song

**I then went to the board and pointed out the words to the song
_____ for the rest of the class.**

**I then counted out _____ beats. I told my classmates, sing
after I count to the number _____.**

**Today my work was
great _____ good _____ could be better _____**

Music Work Sheet

Class _____

Student _____ **Date** _____

Fill in the correct word and/or draw a picture.

Today I sang the song _____

_____.

There are _____ **beats in the song measures.**

This song is about _____

I also played the notes _____ **and** _____
as I sang I put a check on the notes so that you can see what notes I
played.

The style of this song is called _____.

I told the class the name of the style.

Yes _____ **No** _____

This style comes from the country _____.

Today my work was

great _____ **good** _____ **could be better** _____

Music Work Sheet

Class _____

Student _____

Date _____

Today I scatted to two jazz selections. I scatted to “Take Five” by Dave Brubeck and “It Don’t Mean a Thing If It Ain’t Got That Swing” by Duke Ellington.

Underline the syllables you scatted to.

Ba Pa Da La Bop

Put a check next to the correct answer.

- **Did you see a picture of Duke Ellington? Yes _____ No _____**
- **2. Did you show the class his picture? Yes _____ No _____**
- 3. Was jazz created by African Americans? Yes _____ No _____**
- 4. Did you find a jazz station on the radio or on the computer?**
Yes _____ No _____ .

Today my work was

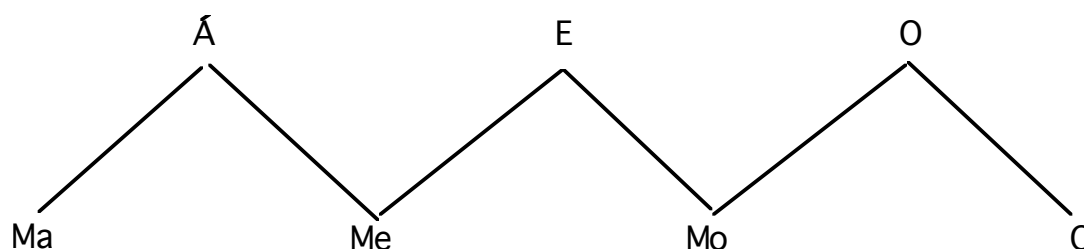
great _____ good _____ could be better _____

Music Work Sheet

Class _____

Student _____

Date _____

Singing with a graph

Put a check or say “I did” or nod when you finish following the directions.

1. Sing on the note. _____
2. Breathe on the note. _____
3. Sing on the note. _____
4. Trace the note as you sing. _____
5. Sing the exercise 1 time. _____
6. Sing the exercises 3 times, each time starting on a higher note. _____
7. Sing the exercise 7 times, each time starting on a higher note. _____

Today my work was

great _____ **good** _____ **could be better** _____

Music Work Sheet

Class _____

Student _____ **Date** _____

specialneedsinmusic.com “Audio Instructional CD” tracks 20-23.

Put a check next to the correct answer.

1. Did you spell Mozart’s name for the class today?

Yes _____ No _____

2. Did you sing Mozart’s name for the class today to the theme from a piano piece?

Yes _____ No _____

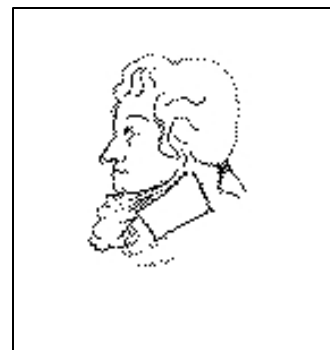
3. Did you show the class a picture of Mozart?

Yes ____ No ____

4. Did you sing the following words to the piano variations by Mozart that sound like Twinkle Twinkle Little Star?

Yes _____ No _____ Some words _____

**Mozart, Mozart, our friend
We will love you to the end
Mozart, Mozart, it is true
So rare is someone like you
It’s an honor to sing you
It’s an honor to sing you
Mozart, Mozart, our friend
We will love you to the end**



Sing the words again slowly and put a line under Mozart’s name every time you sing it Underline the correct answer to the following question. How many times did you sing Mozart’s name?

1 2 3 4 5 6

Today my work was

great _____ good _____ could be better _____

Music Work Sheet

Class _____

Student _____

Date _____

specialneedsinmusic.com "Audio Instructional CD" tracks 3-8.

Underline the opera exercises you practiced today.**Ma Wa Ga Go****A,E,I,O,U Ma, May, Me, Mo, Moo****Put a check next to the correct answer. Remember, yawning on the note makes the sound better.****Did you yawn on the ma? yes _____ no _____****Did you yawn on the wa? yes _____ no _____****Did you yawn on the ga? yes _____ no _____****Did you yawn on the A,E,I,O,U? yes _____ no _____****Did you yawn on the Ma, May, Me, Mo, Moo?****yes _____ no _____****Did you insert the CD with the exercises into the CD player?****Yes _____ No _____****Did you press the track for the CD? Yes _____ No _____****Today my work was****great _____ good _____ could be better _____**

Music Work Sheet

Class _____

Student _____

Date _____

Important Steps for Singing Well
As taught by David Pasquale Marchese

- 1. Yawn at the beginning of a phrase.**
- 2. Unlock your jaw.**
- 3. Hear the notes before you sing.**
- 4. Think of tones higher and rounder than they are.**
- 5. Sing in the mask of the face. (The mask is the area that is around the nose).**
- 6. When you are trying your best, don't worry about what other people think.
Just keep doing your best and think about what you have to do!**
- 7. Listen to your classmates and learn from their strengths and weaknesses.**
- 8. Conduct so you can learn from your classmates**

Put a check or say or write yes next to the sentence after each accomplishment.

- 1. I yawned at the beginning of the phrase.** _____
- 2. I unlocked my jaw.** _____
- 3. I listened for the note before singing it.** _____
- 4. I thought of the tone being higher and rounder than it is.** _____
- 5. I sang in and pointed to the mask of the face.** _____
- 6. I made a nice and helpful comment to a classmate** _____
- 7. I conducted as my classmates sang.** _____
- 8. I conducted for 4 measures.** _____
- 9. I conducted for 8 measures.** _____
- 10. I conducted for 16 measures.** _____

Today my work was

great _____ **good** _____ **could be better** _____

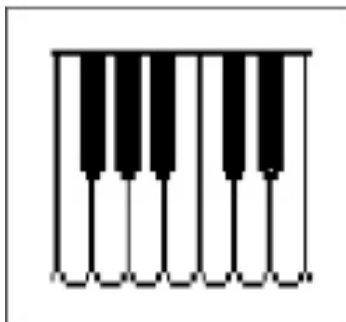
Music Work Sheet**Class** _____**Student** _____**Date** _____**Fill in or check the correct answer.****Today I sang the song,** _____.**This song is about** _____.**There are** _____ **beats in each measure.****The time signature looks like this** _____.**I also put a cassette in the tape recorder. Yes** _____ **No** _____**I turned the tape recorder on. Yes** _____ **No** _____**I also put a CD in the CD player. Yes** _____ **No** _____**I turned the CD player on. Yes** _____ **No** _____**I found the track I was looking for. Yes** _____ **No** _____
(track # _____ **)****Today my work was****great** _____ **good** _____ **could be better** _____

Music Work Sheet

Class _____

Student _____

Date _____



Pentatonic Scale
The Black Keys on the Piano Keyboard

We can make up very beautiful music, using one or two hands, by only playing on the five black keys of the piano.

This is called pentatonic music. Penta means five and tonic means tone.

Improvise (make up on the spot) a beautiful music creation using the pentatonic scale.

When you finish, be sure to take a bow.

Put a check when you finish.

Today I played an improvisation on the piano using the pentatonic scale.

Yes _____

No _____

Today my work was

great _____ **good** _____ **could be better** _____

Music Work Sheet

Class _____

Student _____ Date _____

12 Bar Blues Worksheet

Circle each measure that you play. Remember, each measure has four beats.



Measure 1

1 dom 7th Chord C E G Bb

Measure 2

1 dom 7th Chord C E G Bb

Measure 3

1 dom 7th Chord C E G Bb

Measure 4

1 dom 7th Chord C E G Bb

Measure 5

4 dom 7th Chord F A C Eb

Measure 6

4 dom 7th Chord F A C Eb

Measure 7

1 dom 7th Chord C E G Bb

Measure 8

1 dom 7th Chord C E G Bb

Measure 9

5 dom 7th Chord G B D F

Measure 10

4 dom 7th Chord F A C Eb

Measure 11

1 dom 7th Chord C E G Bb

Measure 12

1 dom 7th Chord C E G Bb

Today my work was

great _____ **good** _____ **could be better** _____

Student: _____
Date: _____

Music Activity Sheet

You can find "I Walk in Beauty" on the web site specialneedsinmusic.com

1. When you are at the home page of specialneedsinmusic.com click on this picture.



2. Name 2 instruments that you hear when you listen to "I Walk in Beauty".

I Walk in Beauty Song Lyrics Native American Song

I walk in beauty
Beauty is around me
Beauty is behind me
Above and below me

3. Did you sing the words?
yes_____ no_____
4. Did you sing syllables instead of words? yes_____ no_____

Notes for the Melody (xylophone or piano)

D C C A D
D D E E G F D
A A G G E C D
D F D B G A A

the xylophone.



5. Did you play the melody on the xylophone?
yes_____ no_____
- Did you play the melody on the piano?
yes_____ no_____
6. Circle the notes you played
7. Play percussion instruments. Circle instruments you like to play or draw them.



Chords for the Piano (a chord is when you play more than one note together)

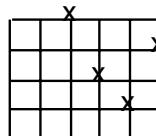
d minor chord - D,F,A
a minor chord - A,C,E



8. Did you play a d minor piano chord?
yes_____ no_____
9. Did you play an a minor piano chord?
yes_____ no_____

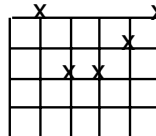
Guitar Chords

E A D G B E



D Minor D, F, A

E A D G B E



A Minor A, C, E

10. Circle the guitar chords that you played.

You can find more chords on the internet by putting in a search for guitar chords or piano chords

11. How would you act out this song?
12. How can you gesture for "around me"?
13. How can you gesture for "behind me"?
14. How can you gesture for "above me"?
15. How can you gesture for "below me"?
16. Paste or draw something beautiful on a separate piece of paper.

Student: _____
Date: _____

Music Activity Sheet

You can find "Jingle Bells" on the web site specialneedsinmusic.com



When you are on the home page click on the above button,

Lyrics to "Jingle Bells"

Dashing through the snow
In a one horse open sleigh
O'er the fields we go
Laughing all the way

Bells on bob-tails ring
Making spirits bright
What fun it is to laugh and sing
A sleighing song tonight

Oh, jingle bells, jingle bells
Jingle all the way
Oh, what fun it is to ride
In a one horse open sleigh

Jingle bells, jingle bells
Jingle all the way
Oh, what fun it is to ride
In a one horse open sleigh
In a one horse open sleigh

2. Did you sing the words?
yes_____ no_____

3. Did you sing syllables instead
of words? yes_____ no_____

Notes for the chorus (xylophone or piano)

EEE EEE EGCDE
FFF FFEE EEEDDE DG
EEE EEE EGCDE
FFF FFEE EEGG FDC

the xylophone.



4. Did you play the melody on the
xylophone? yes_____ no_____
piano? yes_____ no_____

5. Circle the notes you played

6. Play bells to Jingle Bells.

Chords for the Piano (a chord is when you
play more than one note together)

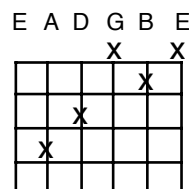


C Major chord C, E, G
G Major chord G, B, D

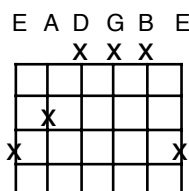
7. Did you play a C major piano chord?
yes_____ no_____

8. Did you play a G major piano chord?
yes_____ no_____

Guitar Chords



C Major C, E, G



G Major G, B, D

9. Circle the guitar chords that you played.

You can find more chords on the internet by putting in a
search for guitar chords or piano chords

10. Paste or draw a winter scene on a
separate piece of paper.

Student _____
 Date _____
 Class _____

Good, Better, Best

Sing the following. You
 can sing along with Track 32
 of **specialneedsinmusic.com**
 Audio Instructional Music CD

Good, better, best
 Never let it rest
 Until your good is better
 And your better is your best

Fill in the correct number or check
 yes or no.

I sang ____ words.
 I sang ____ lines.
 I sang syllables. ____yes ____no

Play the following notes on the xylophone or piano.
 Circle the notes that you played or put a sticker next to
 each line as you finish.

E DD C DEFG D
 DEDEFGAGF
 ECDBC



Check the correct answer

I played 1 line. ____yes
 I played 2 lines. ____yes
 I played 3 lines ____yes
 I played the whole piece. ____yes
 I played the piano. ____yes
 I played the xylophone. ____yes
 I played both the piano and the xylophone. ____yes

Play the following chords on the piano:
 Circle the chord after you play it.



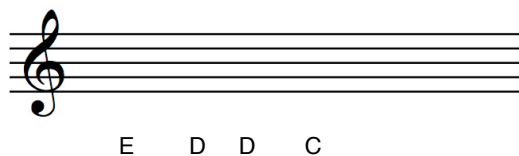
C Major (C.E.G)

G Major (G,B,D)

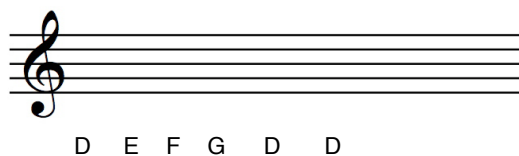
Write the correct notes (itches) for the song
 "Good, Better, Best".

See the melody notation work sheet to copy the notes.
 Be sure to copy the time signature as well.

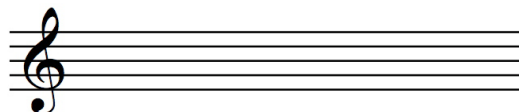
Line 1 can use a C Major Chord



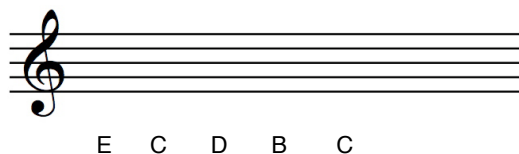
Line 2 can use a G Major Chord



Line 3 can use a C Major Chord



Line 4 can use a C Major Chord



What can you improve from good to better to best? (Try
 to think of 3 things)

- 1.
- 2.
- 3.

Student_____

Date_____

Good Better Best
(track 32 from specialneedsinmusic.com Instructional Audio CD)

Melody Notation Work Sheet

Staff 1: E D D C D E F G

Staff 2: D D E D E F G A G F

Staff 3: E C D B C

Music Note Matching Game

Draw a line from the measure on the left side of the page to the matching measure on the right side of the page.

D E F G

C

E D E F

G A G F

G A G F

E D E F

C

D E F G

Music Work Sheet**Class** _____**Student** _____**Date** _____**The “Practicing for Success” Checklist****Title of Music Composition:** _____**Write a check mark or place a sticker after you have completed each step.**

- 1. Find out what you do know well and what you do not know well in a piece.** _____
- 2. Practice what you do not know well more than what you do know well.** _____
- 3. Practice slowly.** _____
- 4. Fit the part that you have been practicing into the rest of the piece.** _____
- 5. If possible, practice with a metronome.** _____
- 6. If you can, make a recording of your practicing.** _____

Try to bring your piece to a higher level.**Circle the elements of music that need improvement.**

pitch	dynamics	rhythm	tempo
phrasing	staccato/legato	mood	style

Circle the elements of music that have improved by the end of your practice session.

pitch	dynamics	rhythm	tempo
phrasing	staccato/legato	mood	style

Today my work was**great** _____ **good** _____ **could be better** _____

Music Work Sheet**Class** _____**Student** _____**Date** _____**Music Appreciation Quiz: What Style Is It?**

Circle the style of the following musical selections.

1. "I Believe I Can Fly" by R. Kelly

jazz classical rhythm and blues opera traditional musical folk

2. "So What" by Miles Davis

jazz classical rhythm and blues opera traditional musical folk

3. "Smooth Sailing" sung by Ella Fitzgerald

jazz classical rhythm and blues opera traditional musical folk

4. "Do, Re, Me" and "My Favorite Things" from "The Sound of Music"

jazz classical rhythm and blues opera traditional musical folk

5. "Für Elise" by Ludwig van Beethoven

jazz classical rhythm and blues opera traditional musical folk

6. Mozart's "Turkish Rondo"

jazz classical rhythm and blues opera traditional musical folk

7. "No One" by Alicia Keys

jazz classical rhythm and blues opera traditional musical folk

8. "This Old Man" also known as "The Barney Song" (this song may have 2 answers)

jazz classical rhythm and blues opera traditional musical folk

9. "My Country 'Tis of Thee"

jazz classical rhythm and blues opera traditional musical folk

10. "The Lion Sleeps Tonight" from "The Lion King"

jazz classical rhythm and blues opera traditional musical folk

11. The "Nutcracker Suite" by Peter Ilyich Tchaikowsky

jazz classical rhythm and blues opera traditional musical folk