

# Section 1 Pulse

Pulse is the heartbeat of music. It divides time into regular and equal units. Go for a walk taking short, even and regular steps. Listen to a clock ticking or watch a pendulum swinging; listen to a washing machine or a dishwasher – these are all examples of pulse.

- Pulse is all around us. How many other kinds of pulse can you think of?

track  
2

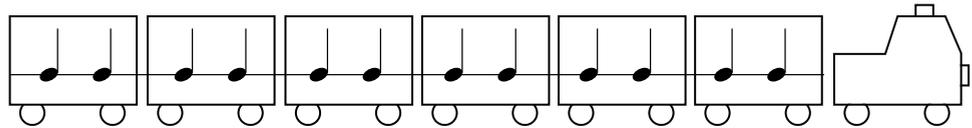
- This is a steady pulse. Walk round the room (or on the spot) to the pulse. After you've finished listening to the track, continue to hear the pulse in your head.



Pulse can be grouped into patterns of two or more. (Each individual pulse is normally called a beat).

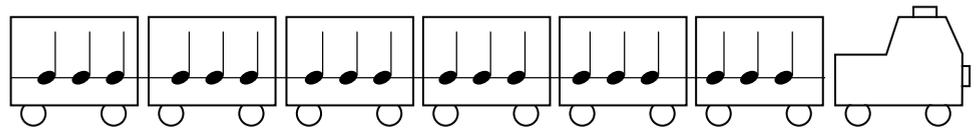
track  
3

- This is a pulse in 2-time. Clap along with it.



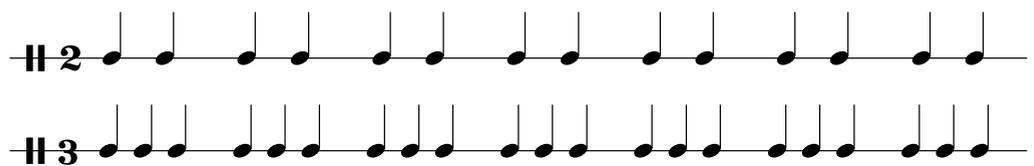
track  
4

- This is a pulse in 3-time. Clap along with it.



When writing music down, each group is divided by a bar-line and the space between each bar-line is called a bar.

- Put in the bar-lines:



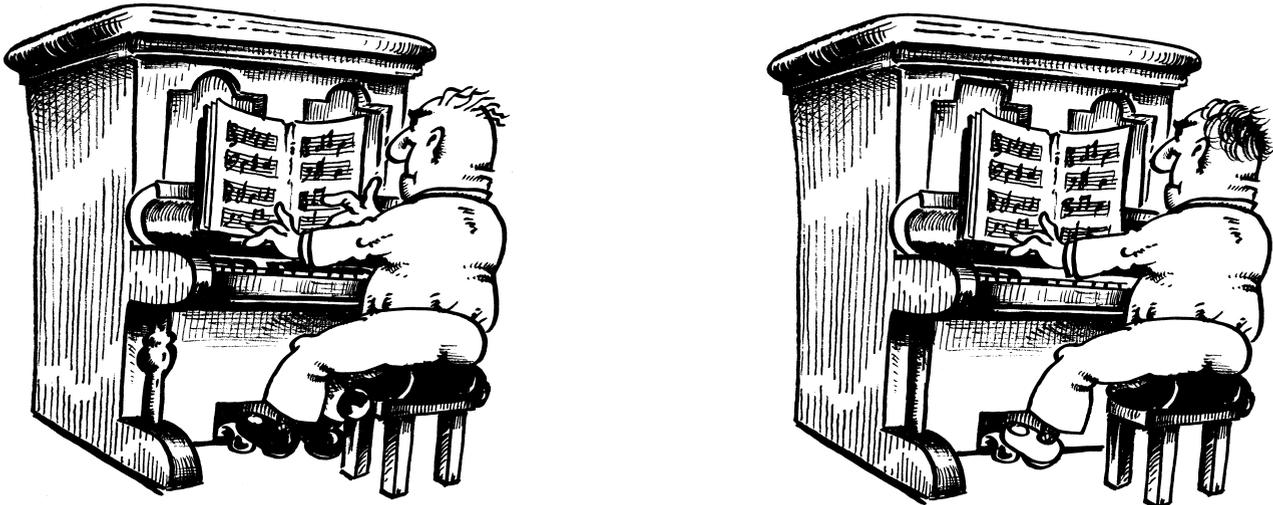
## Section 3 Hearing changes

- Have a look at these pictures and try to spot the eight differences:



That wasn't too difficult! Hearing the difference between two musical phrases is not difficult either. You just have to be very awake because it has to be done from memory, and it all happens in a very short time.

- Cover up the right-hand picture below. Now look at the picture on the left and study it for about 30 seconds.



- Now swap – cover up the left-hand picture and study the one on the right. Try to spot the differences *without looking back at the first picture*.

Not quite so easy, because you have to really remember the first picture. This is similar to the way you have to think when hearing changes in musical phrases – it's all in the memory ...

## Section 5

# Making connections

These fun activities show you how aural connects with all the other aspects of music. Choose one or two each time you practise.

### ... with scales

Play the first note of a major scale you know well and then hear it in your head. Now play the scale very slowly, pre-hearing each note in your head *before* you play it.

### ... with tone quality

Listening to the *quality* of sound you make is very much part of aural. Choose a piece you are currently learning and play the first note (or, if it's a piano piece, the first chord or notes of both hands together) with the best tone quality you can.

### ... with intervals

Play a note and then, in your head, hear the note a tone (or major second) above (for example, play C and then hear D). Then play the note to see how accurate you were. Try to find some examples of tones in the pieces you are currently studying.

### ... with sight-reading

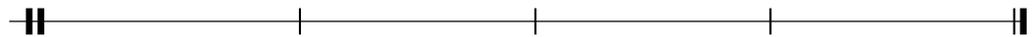
Choose a sight-reading piece\* and try to hear it first in your head. Then play it.

### ... with memory

Choose a short phrase from a piece you are learning (two to four bars in length). Play it a few times, then, without the music, hear it in your head a few times and then play it from memory.

### ... with rhythm

Make up a four-bar rhythm in your head. Then write it down and clap it.



\*For example from *Improve your sight-reading!* Grade 1