



MUSICA



Alumno/a: _____

Profesor: Juan Martín Artieda

Año: 2025

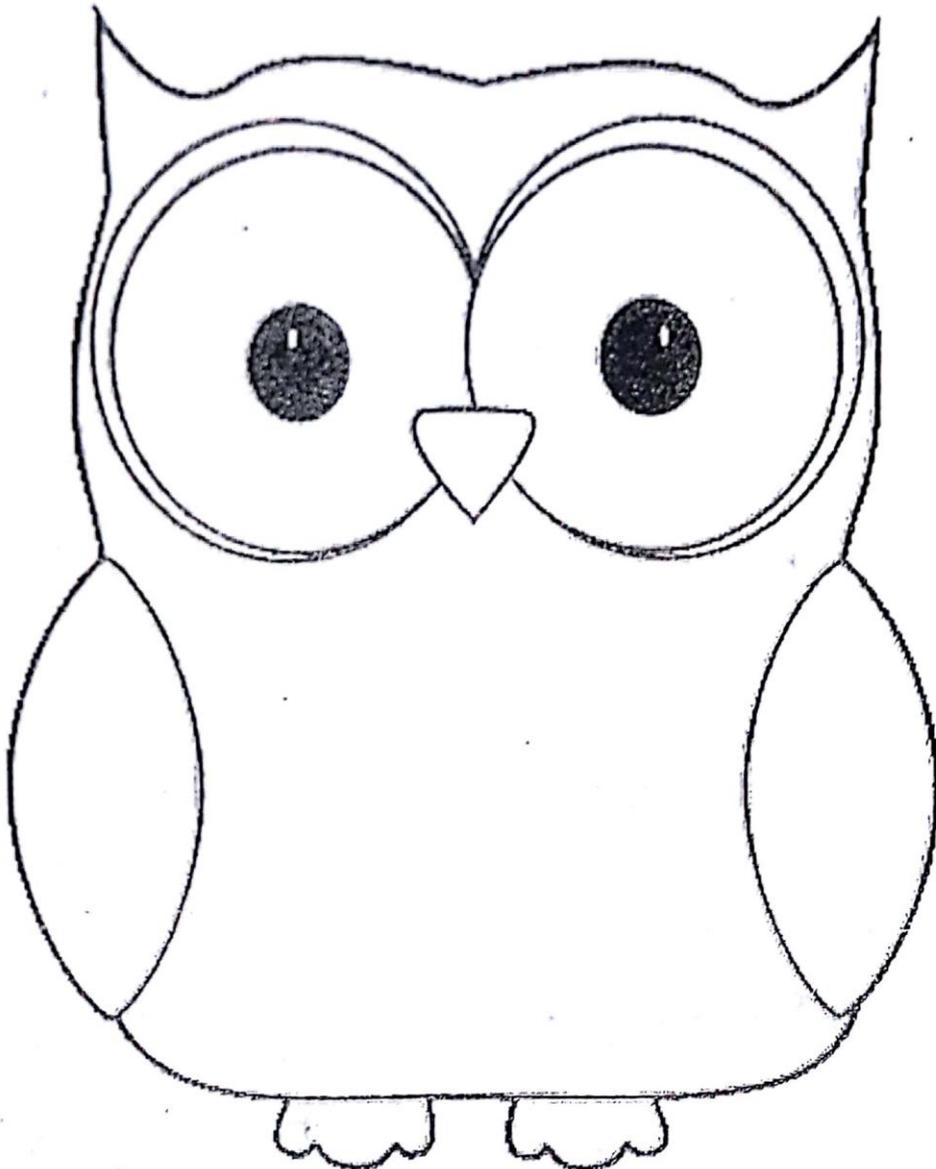
LA LECHUZA

LA LECHUZA, LA LECHUZA

HACE SHHH, HACE SHHH

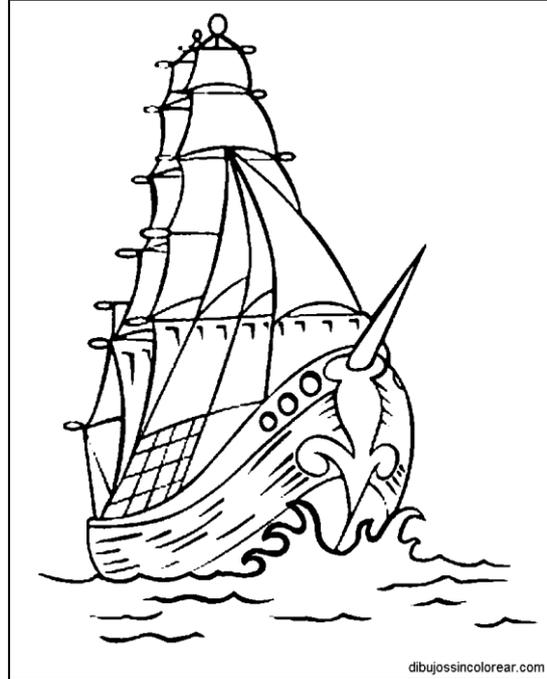
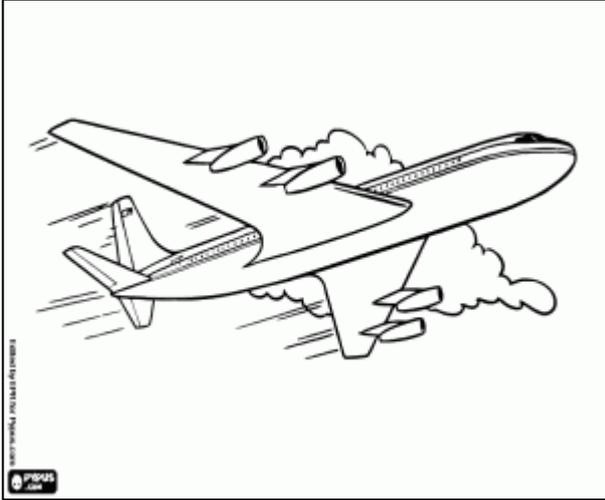
CIERRO LA BOQUITA, COMO LA LECHUZA

QUE HACE SHHH, HACE SHHH.

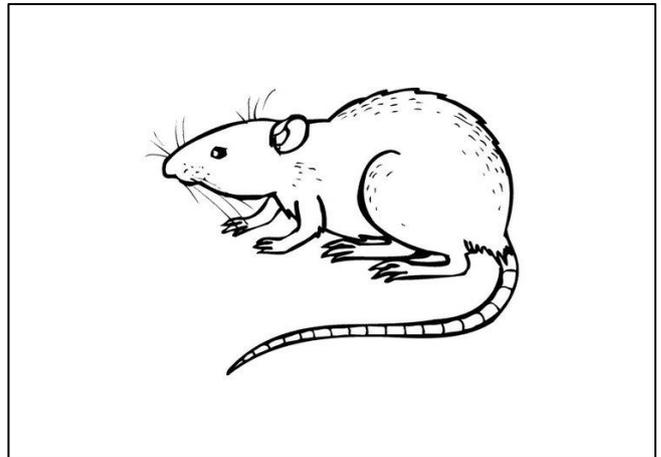
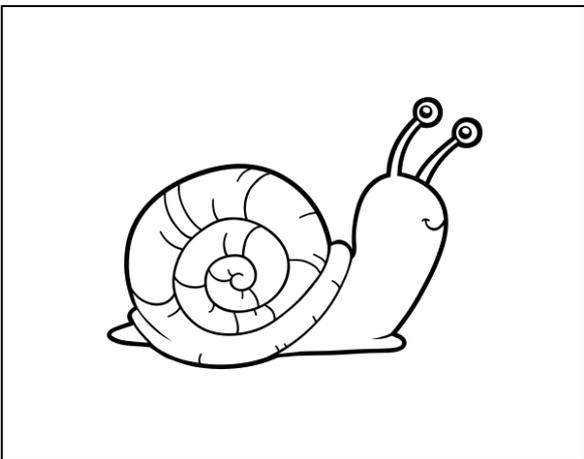


VELOCIDAD DEL SONIDO

¿CUÁL VA MAS RÁPIDO?

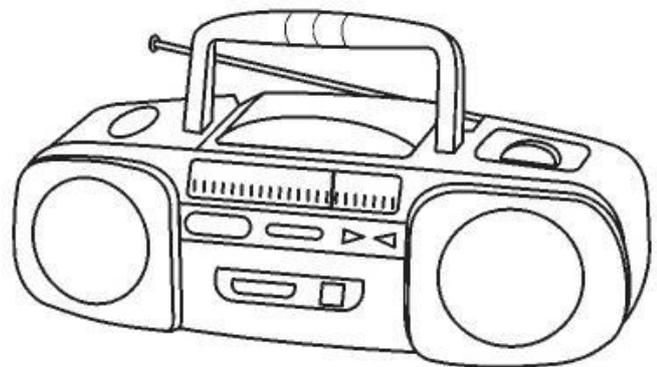
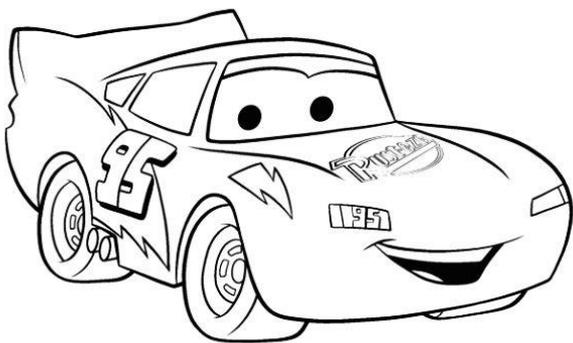
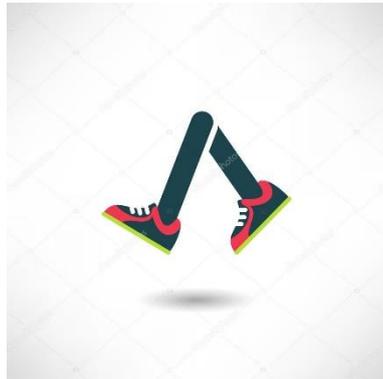


Y ¿CUÁL VA MAS LENTO?



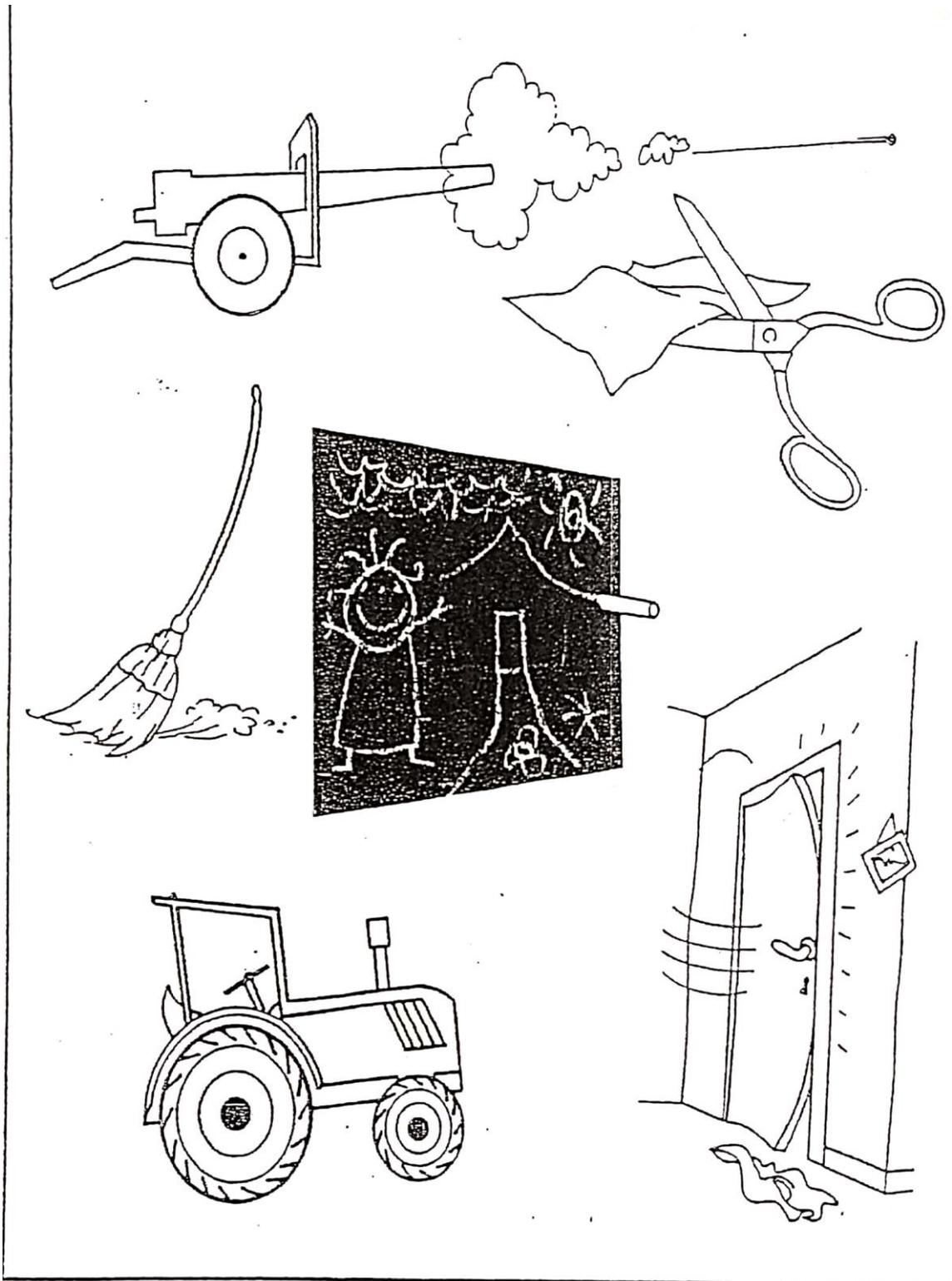
DURACIÓN DEL SONIDO

1. ESCUCHA ATENTAMENTE Y ENCIERRA LA FIGURA CON UN CÍRCULO SEGÚN CORRESPONDA.

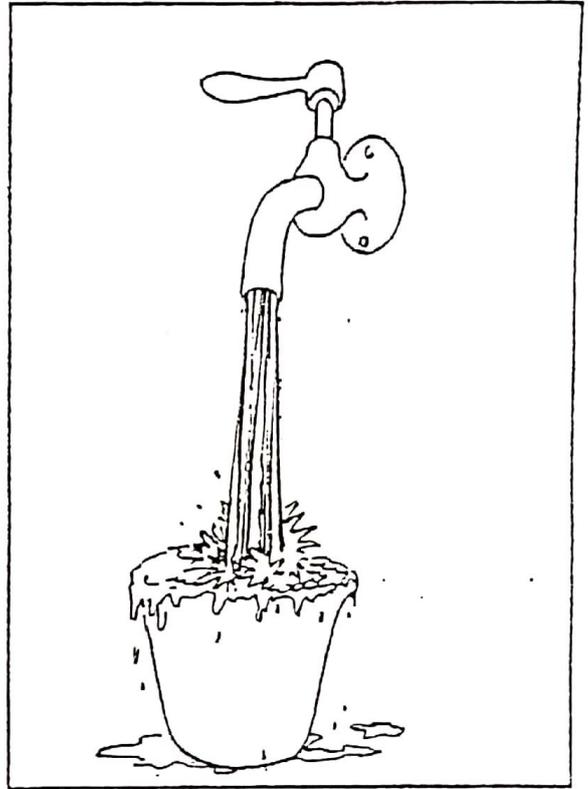
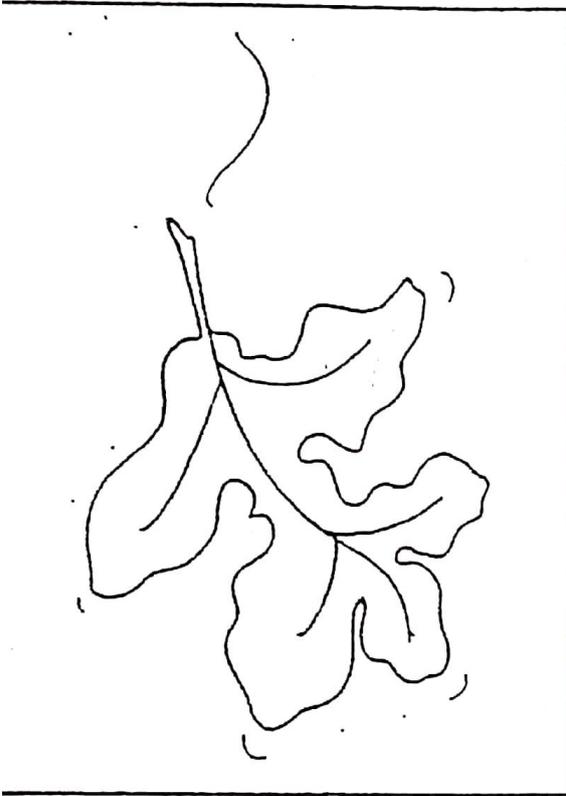


SONIDO FUERTE Y SUAVE

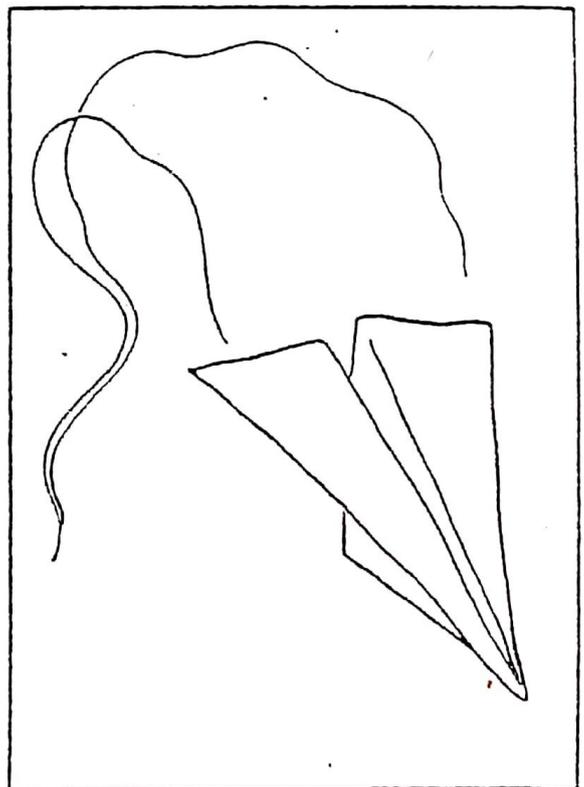
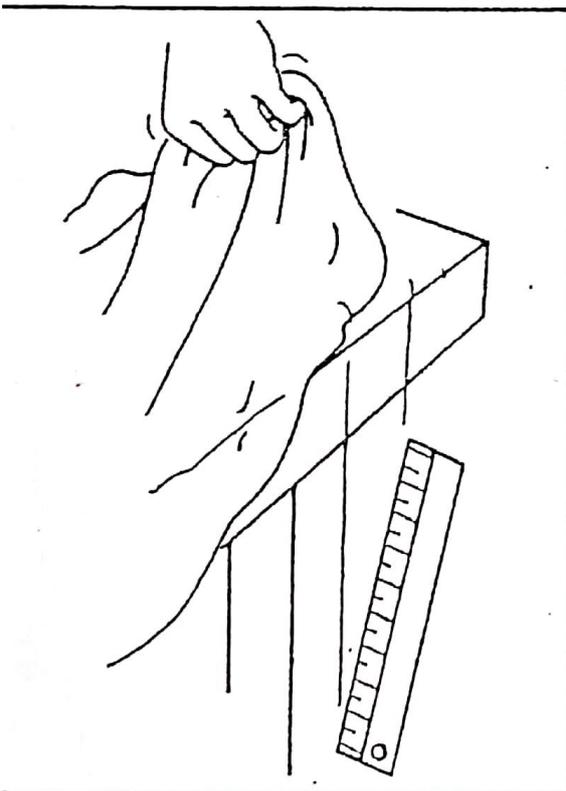
- PINTA LOS OBJETOS QUE SUENAN FUERTES Y ENCIERRA CON LINEAS LOS QUE SUENEN DEBILES.



1. ¿Qué suena más fuerte al caer?. Encierra su figura.



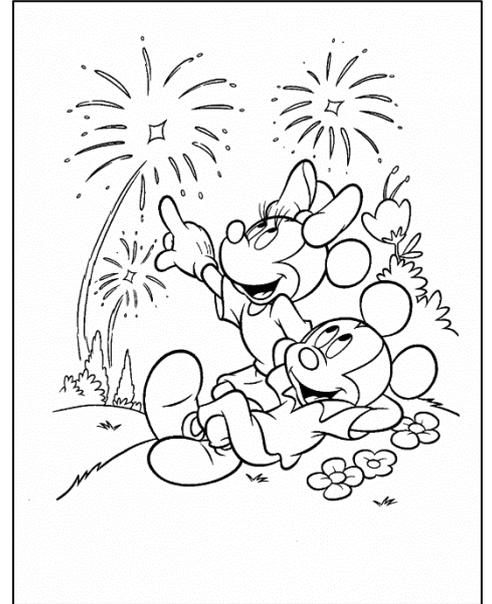
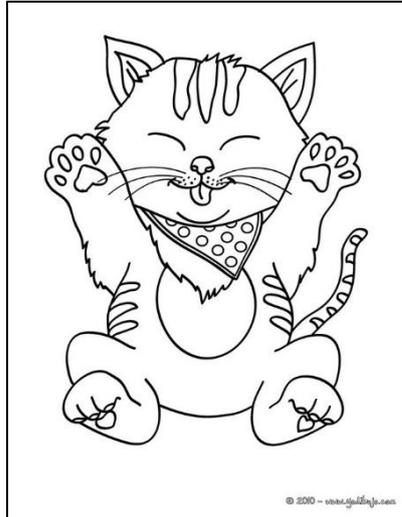
¿Y en este otro ejemplo?



INTENSIDAD DEL SONIDO

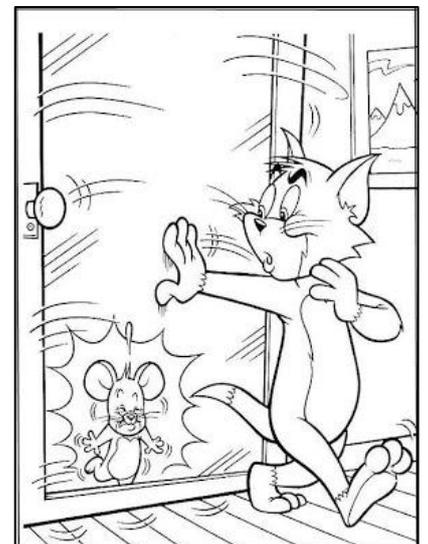
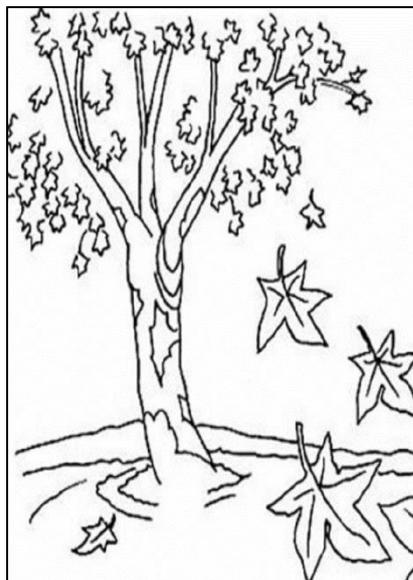
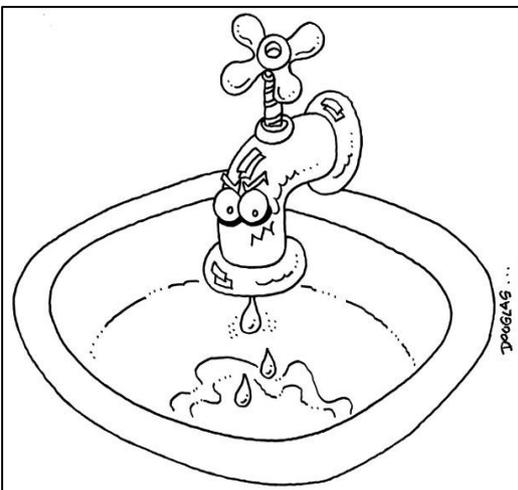
LOS SONIDOS PUEDEN TENER DIFERENTES INTENSIDADES. HAY SONIDOS **FUERTES** Y OTROS **SUAVES**.

- UNE CON FLECHA CADA IMAGEN CON SU PALABRA.



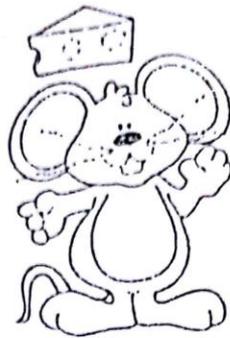
SUAVE

FUERTE



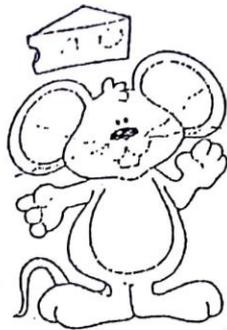
EL GATO Y EL RATON

EL



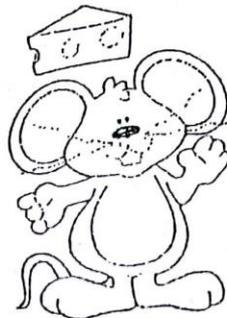
SI

EL



NO

EL

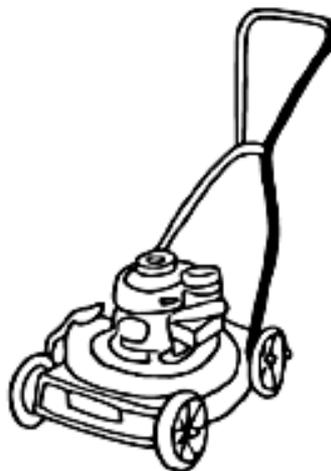
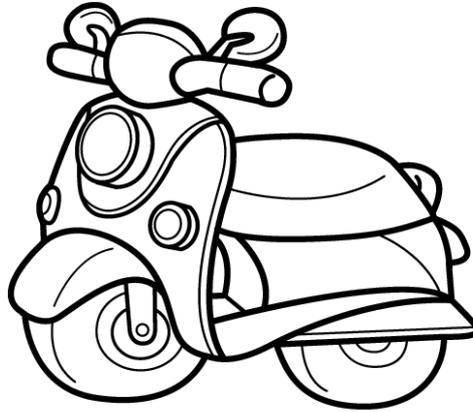


SI

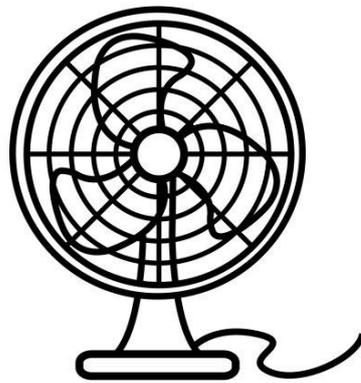


LARGO Y CORTO

- COLOREA LOS OBJETOS QUE PRODUCEN SONIDOS LARGOS.



- COLOREA LOS DIBUJOS DONDE SE PRODUCEN SONIDOS CORTOS.

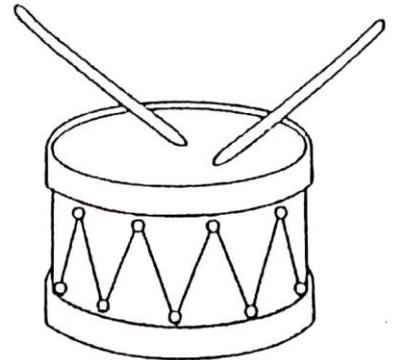
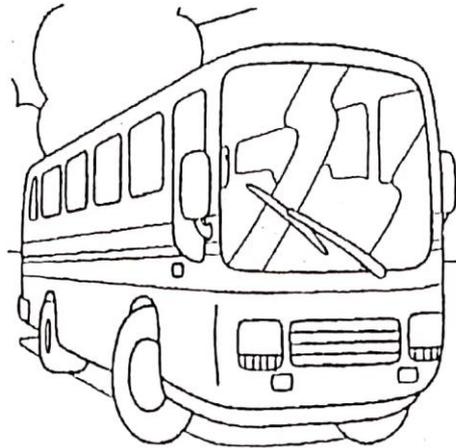


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DURACIÓN DEL SONIDO

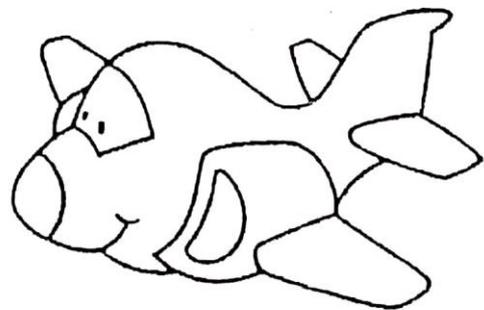
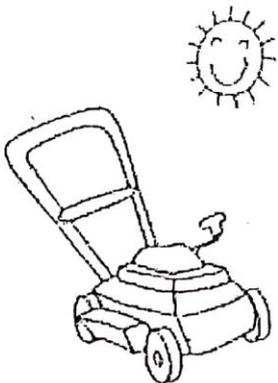
LOS SONIDOS PUEDEN TENER DIFERENTES DURACIONES QUE VAN DESDE **CORTO** A **LARGO**.

- UNE CON FLECHA CADA FIGURA CON LA PALABRA QUE CORRESPONDA.

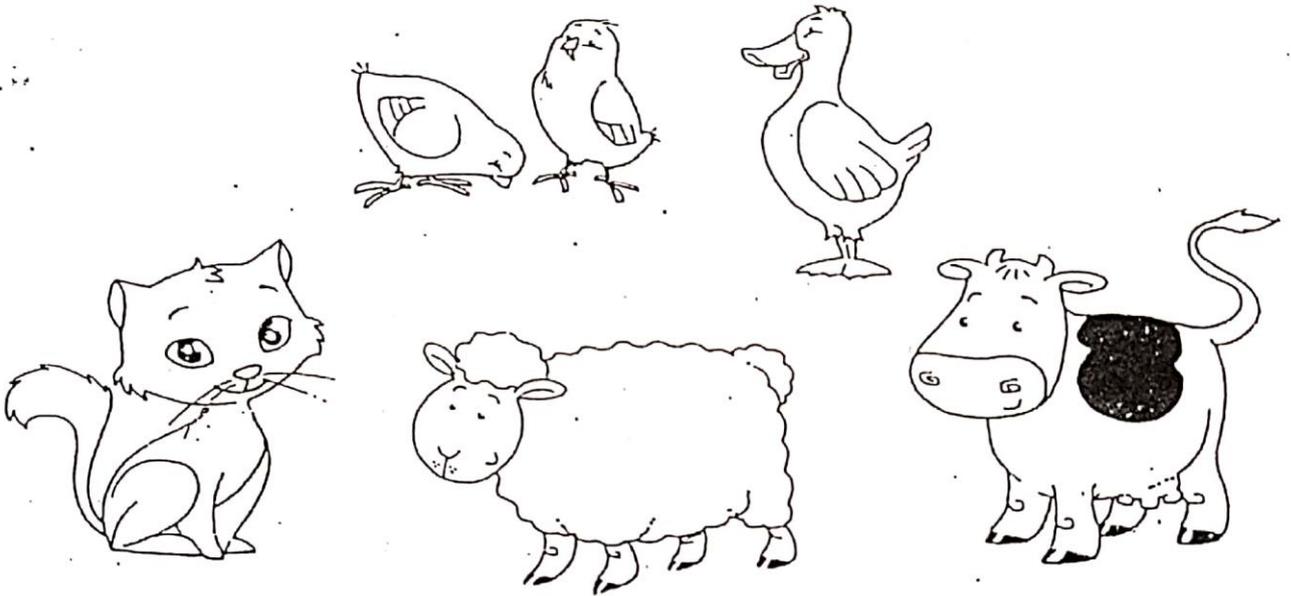


CORTO

LARGO

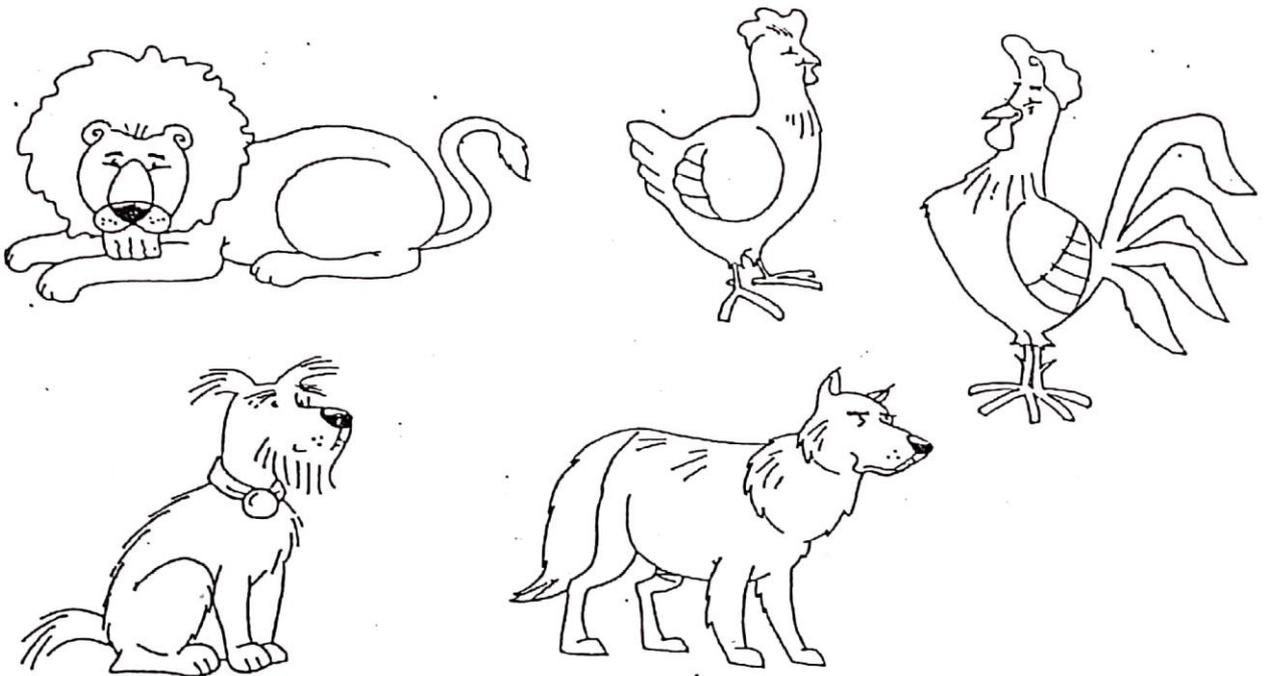


IMITA LAS VOCES DE ESTOS ANIMALITOS Y COLOREA LOS QUE PRODUCEN SONIDOS LARGOS.

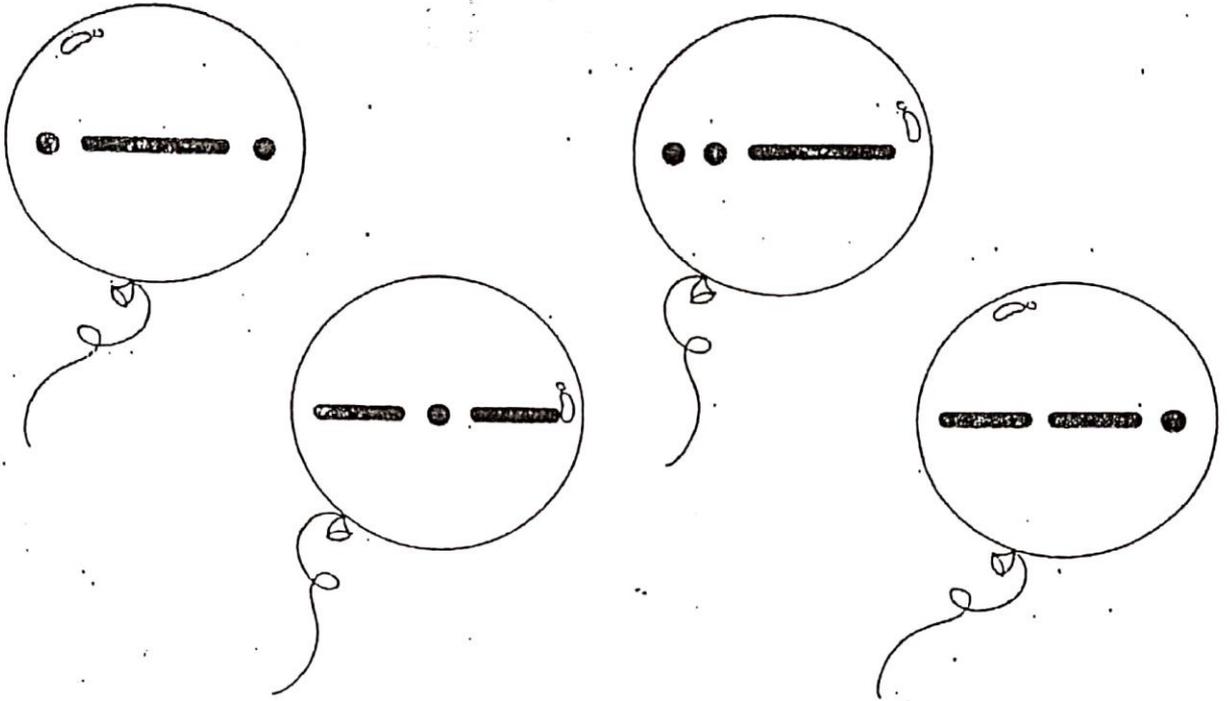


ACTIVIDAD 2

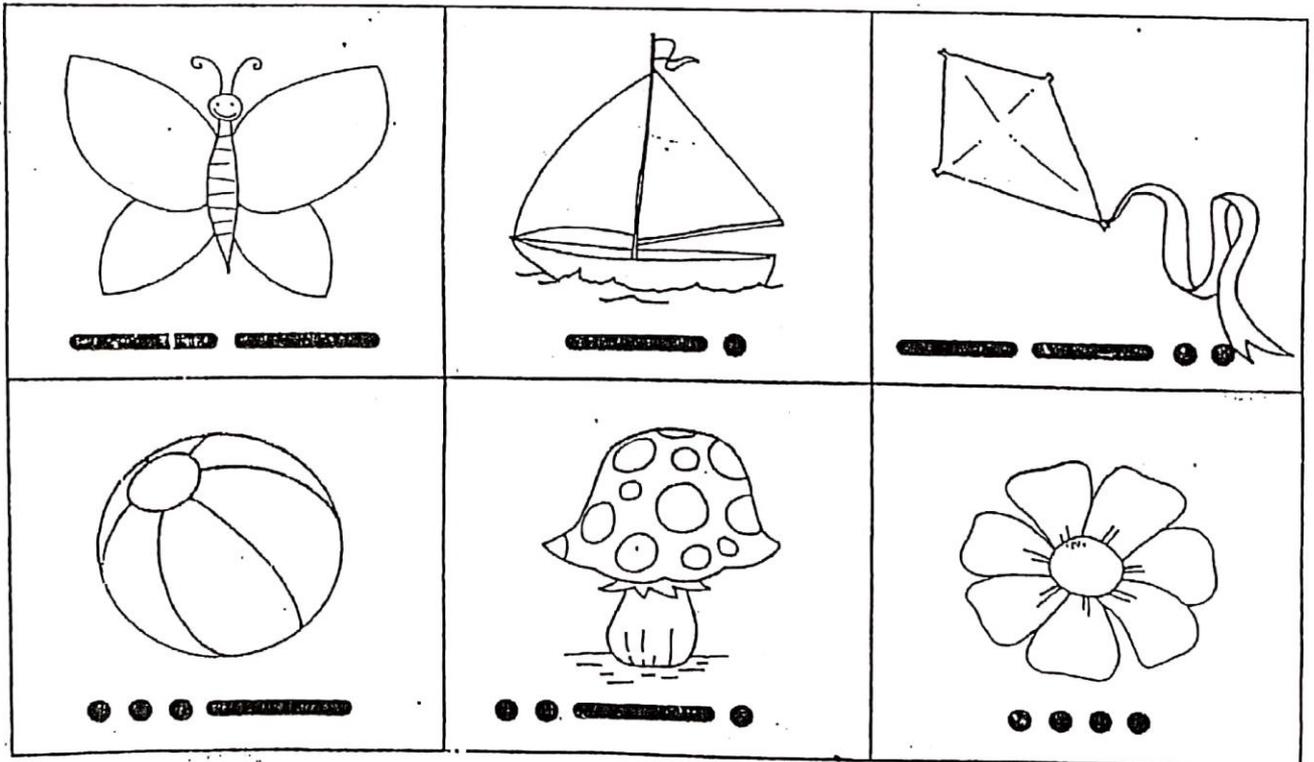
IMITA LAS VOCES DE ESTOS ANIMALITOS Y COLOREA LOS QUE PRODUCEN SONIDOS CORTOS.



ESCUCHA LOS SONIDOS Y PINTA LOS GLOBOS, SEGÚN SU DURACIÓN, DE LOS COLORES QUE TE INDIQUE TU SEÑO.



PINTA LA IMAGEN QUE CORRESPONDA AL SONIDO QUE TOCA LA SEÑO.

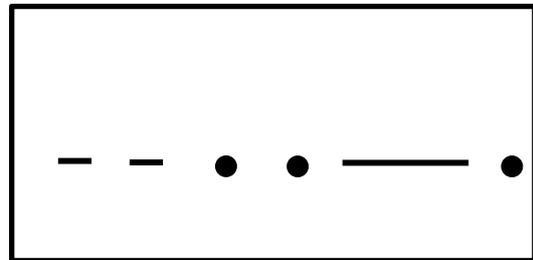
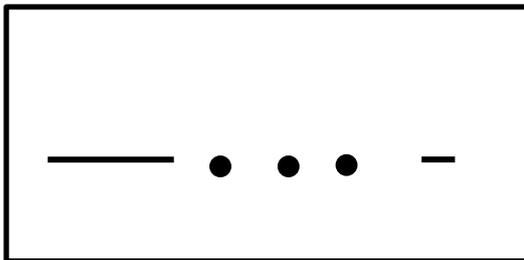
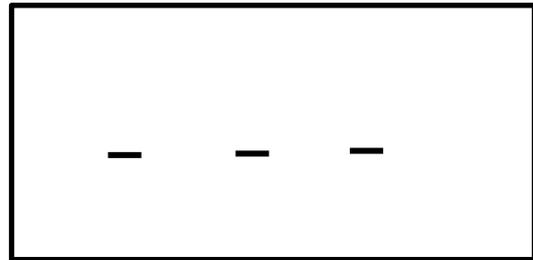
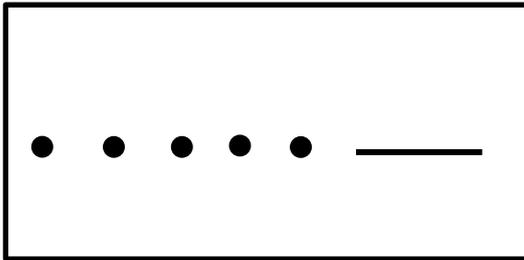
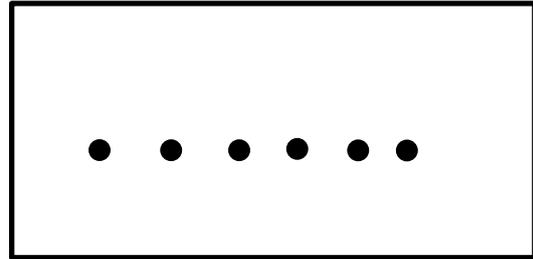
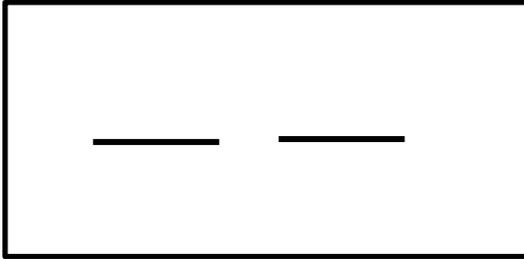


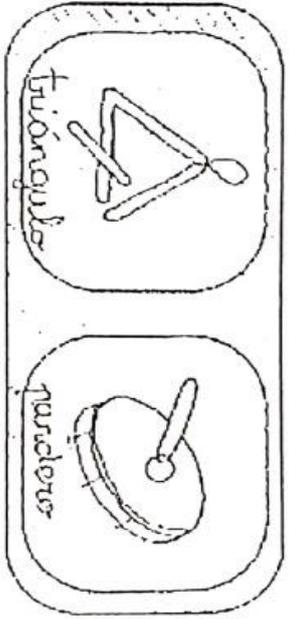
- SEÑALA Y NUMERA LOS MENSAJES QUE ESCUCHAS.

● CORTO

— LARGO

- MEDIANO

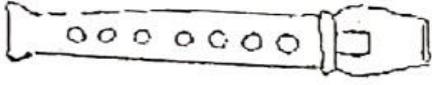




• Pinta el cuadrado azul si suena el triángulo y rojo si suena el pandero

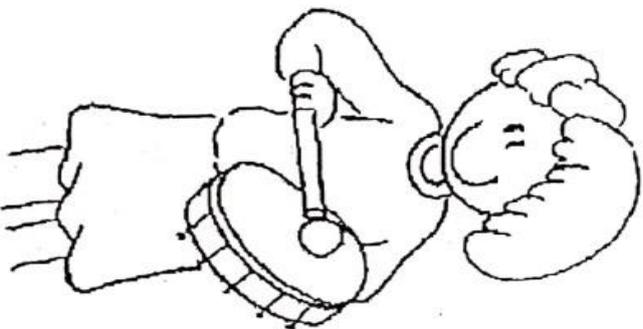
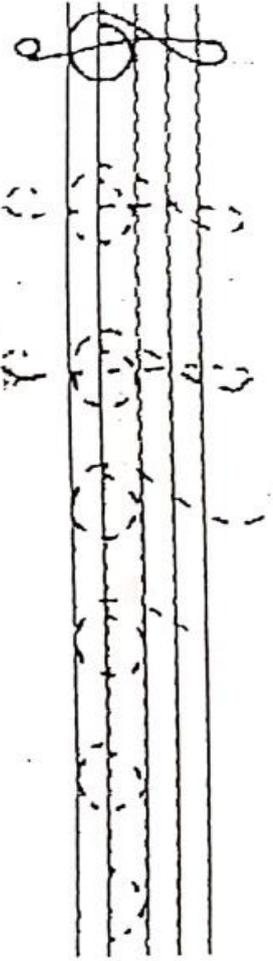
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| <input type="checkbox"/> |
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• Escucha la flauta y dibuja

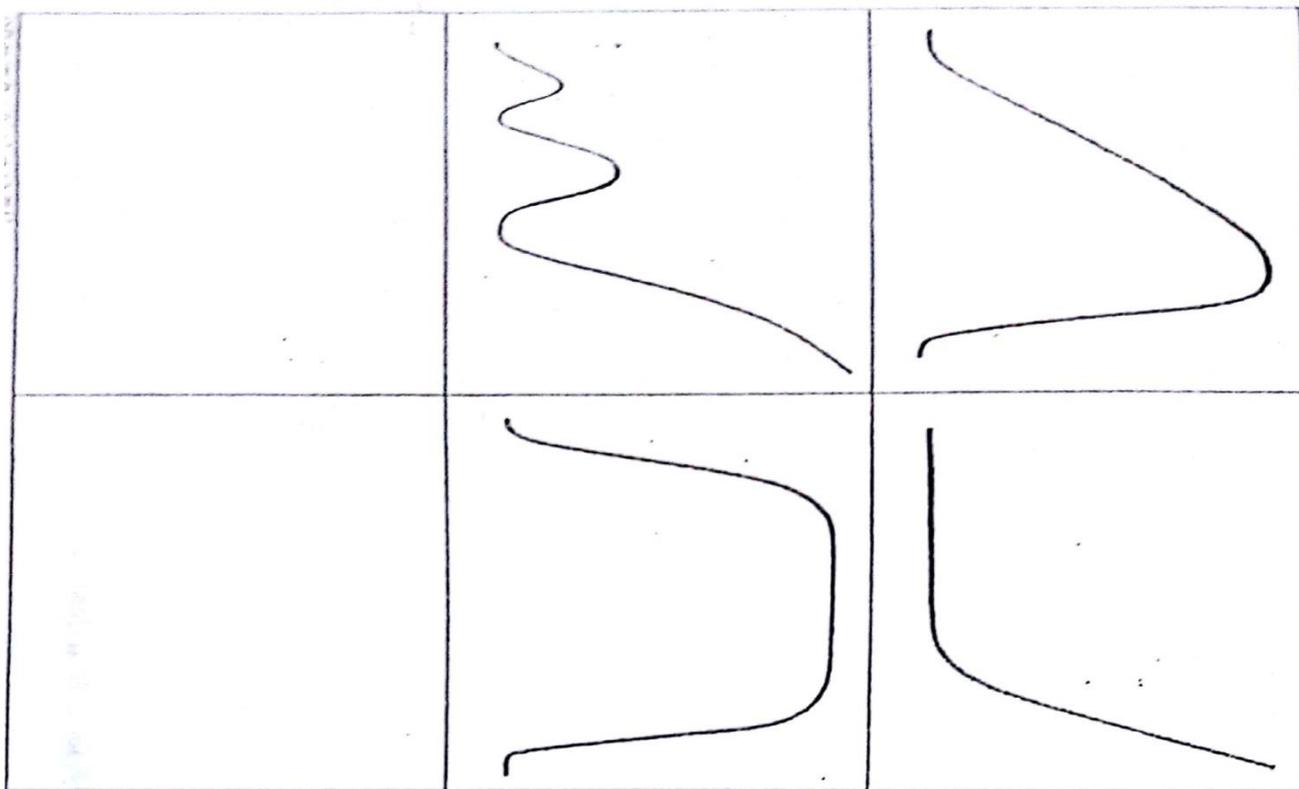


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|-------|---|--|--|--|--|--|--|--|--|
| Agudo | ○ | | | | | | | | |
| grave | | | | | | | | | |

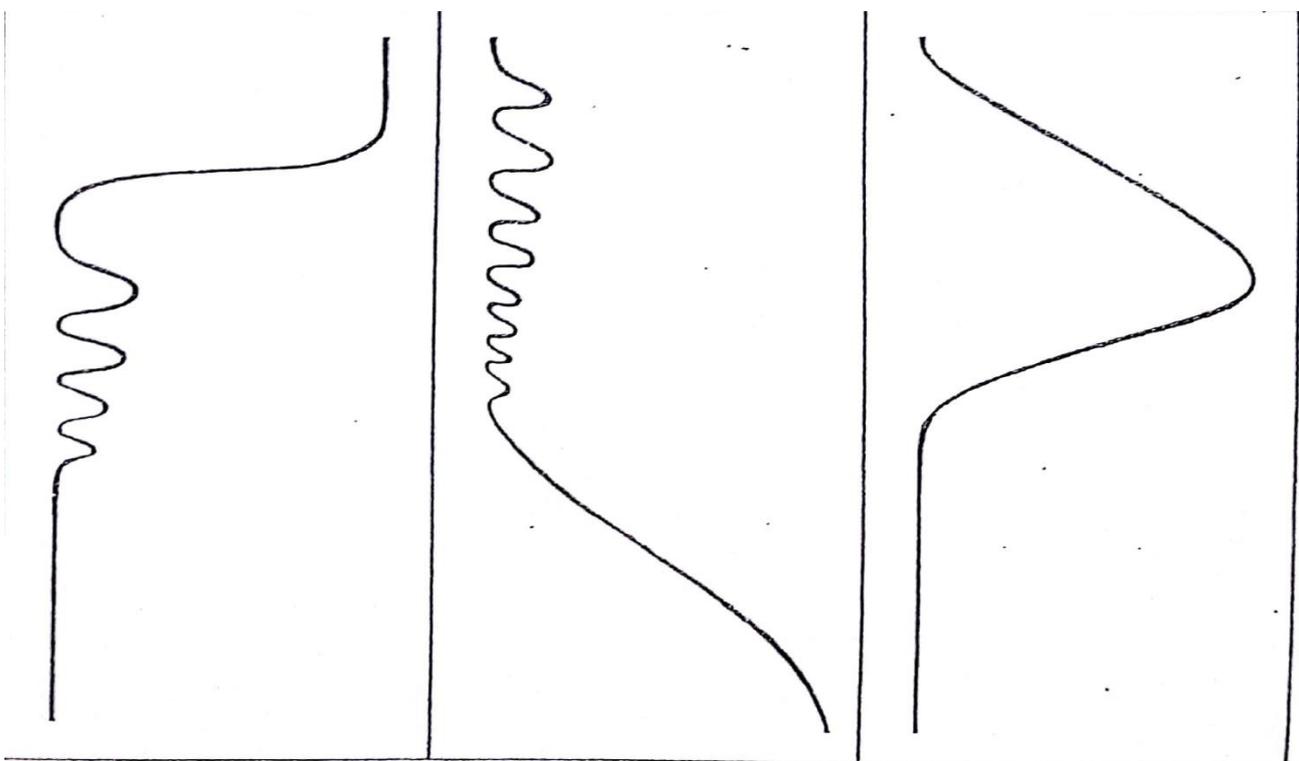
• Recuerda y dibuja



¿Puedes cantar éste esquema con alguna de las vocales?

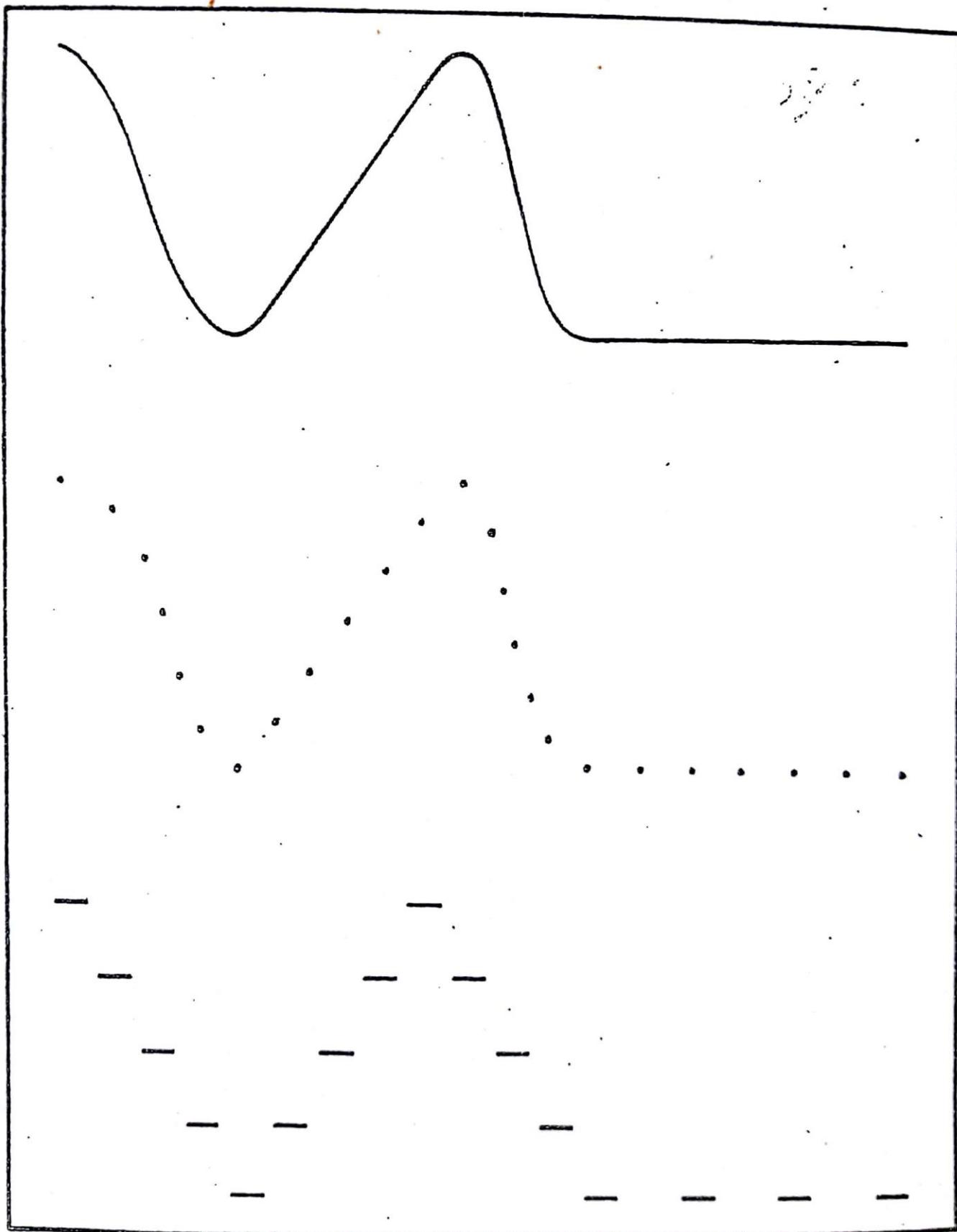


¿Puedes leer estas partituras?

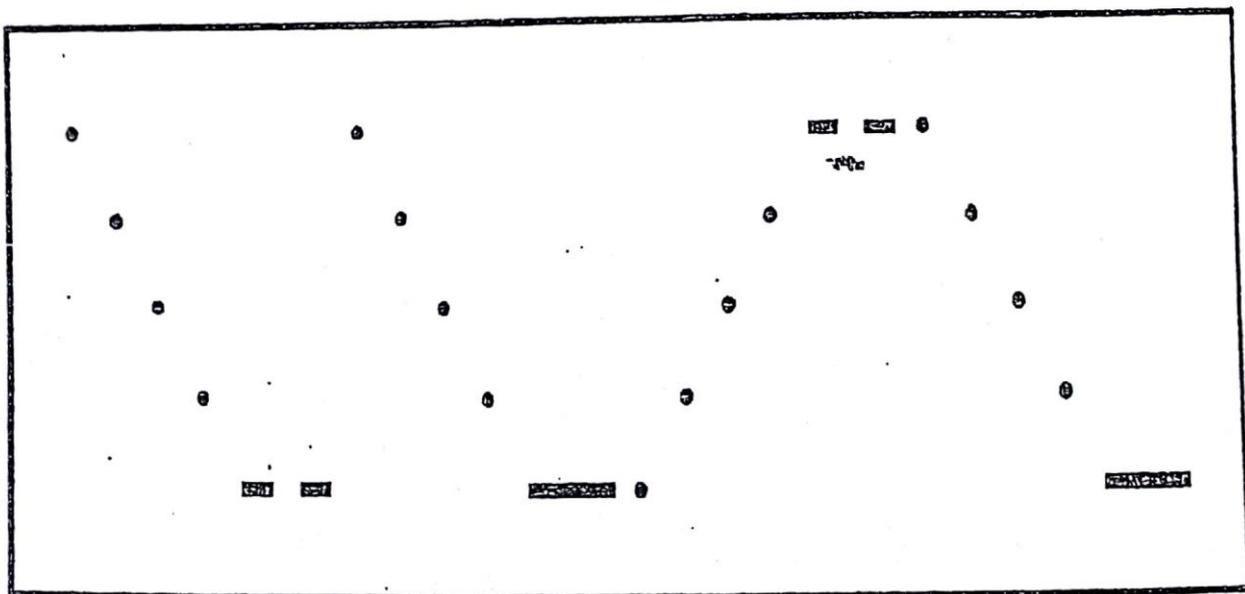
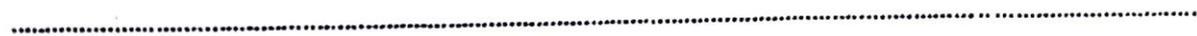
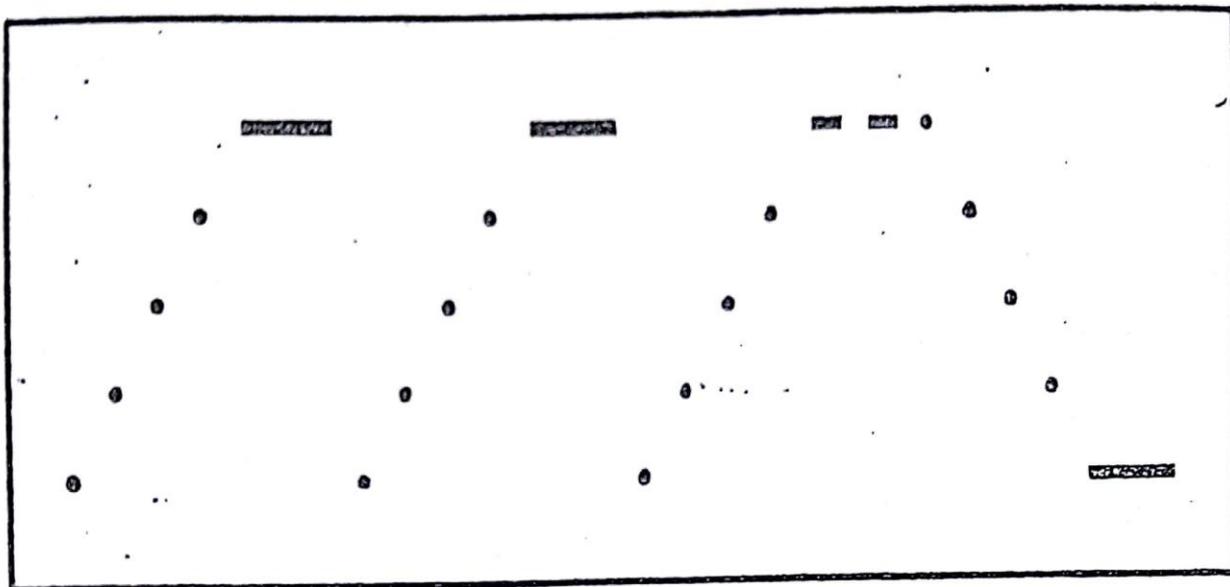




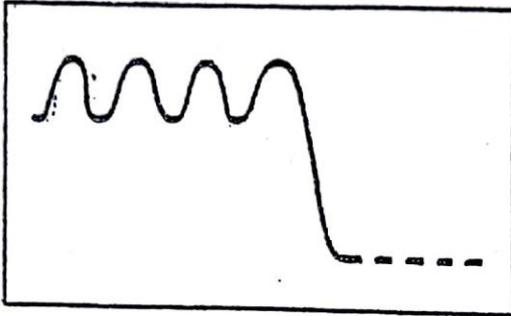
4. Aquí tienes, para leer, tres dibujos de sonidos que "bajan, suben, vuelven a bajar y se quedan en su lugar". Pero... ¡Cuidado! no todos tienen sonidos de la misma duración.



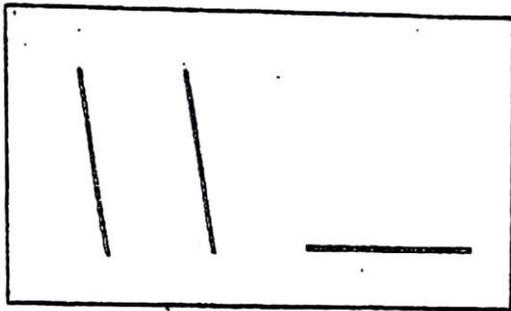
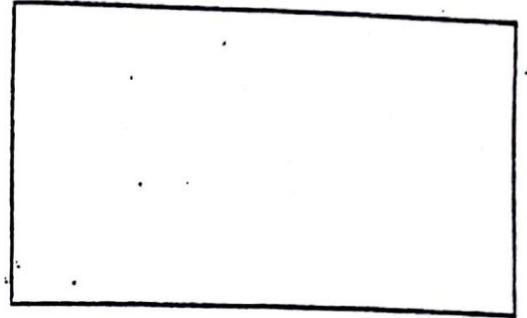
8. Escucha la canción que ejecuta tu señorita, observa los dibujos y adivina a cuál de ellos corresponde. Escribe el título en el lugar destinado al mismo.



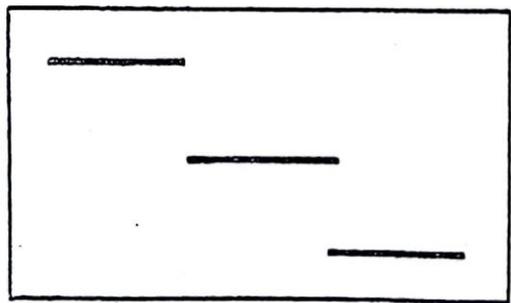
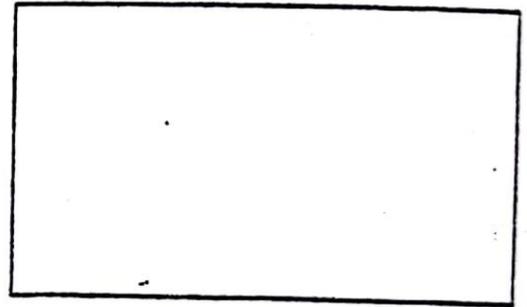
↓↑ 2. Copia los diseños melódicos en el orden en que los escuchas.



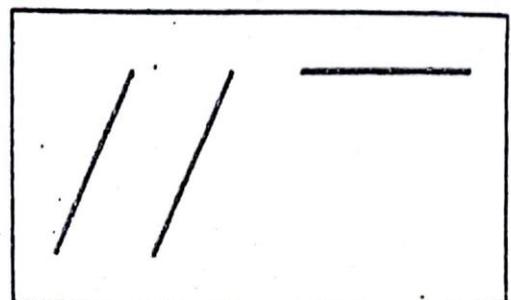
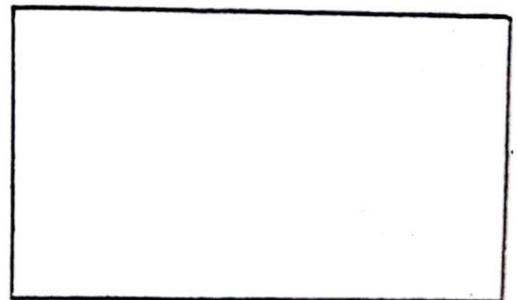
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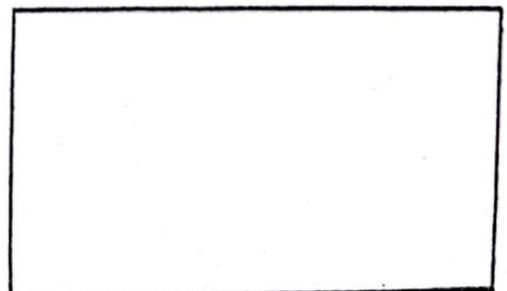
2



3



4





9. Dibuja las "subidas y bajadas" que escuchas.

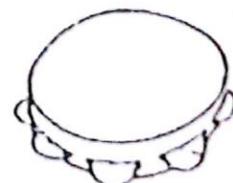
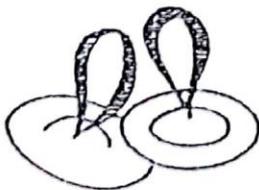
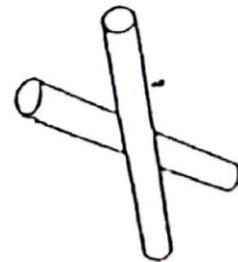
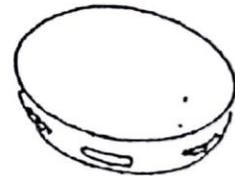
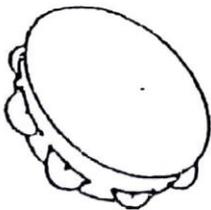
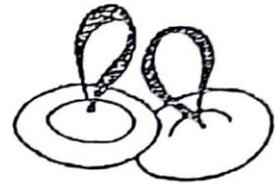
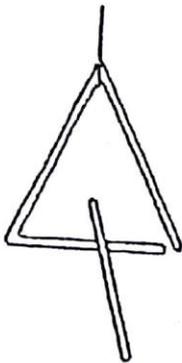
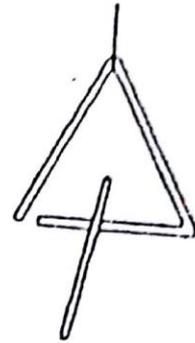
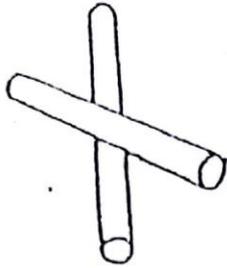
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1. ¿Para quién es esta música?. Pinta su dibujo mientras la escuchas.





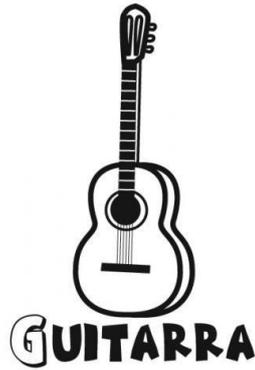
1. Une con una línea los instrumentos iguales.



TIMBRE DEL SONIDO

- EL TIMBRE DE CADA SONIDO PERMITE DISTINGUIR QUIÈN LO PRODUJO.
- ESCUCHA Y DESCUBRE QUE INSTRUMENTO PRODUJO SONIDO. UNE CON UNA FLECHA Y LUEGO PINTA.

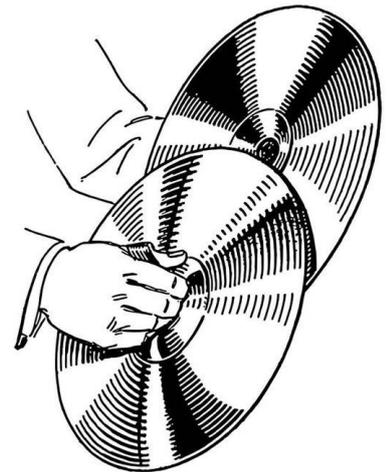
1.

**PIANO DE COLA**

2.



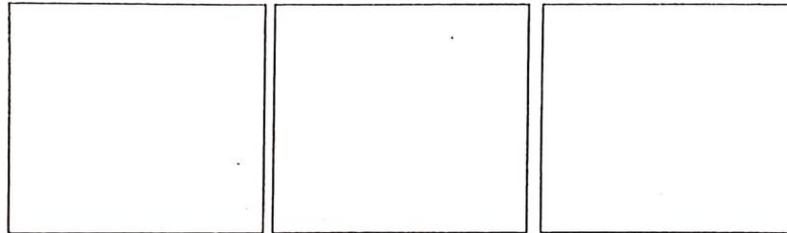
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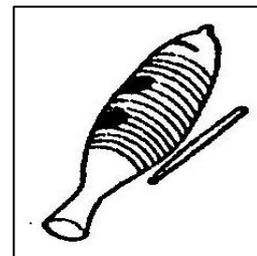
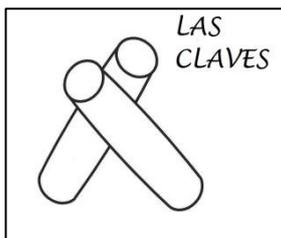
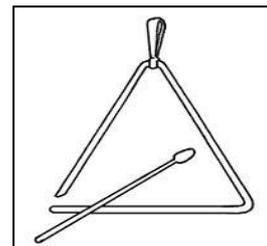
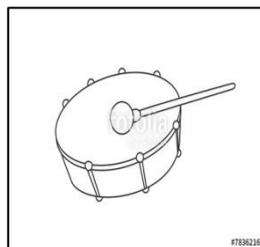
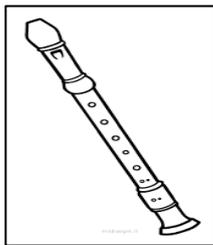
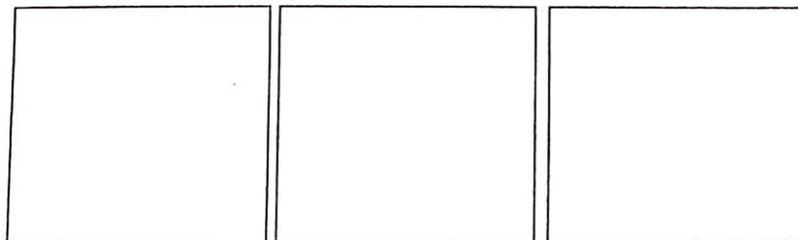
4.

**TROMPETA**

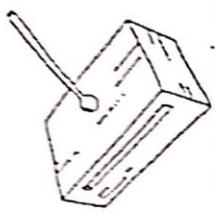
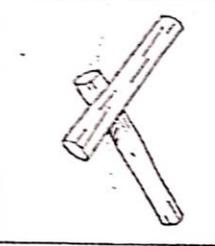
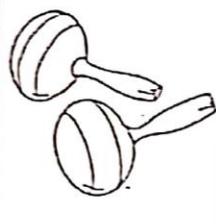
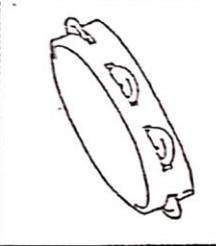
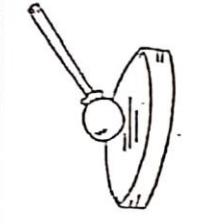
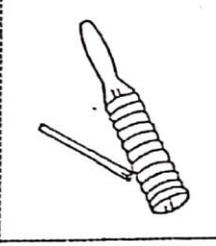
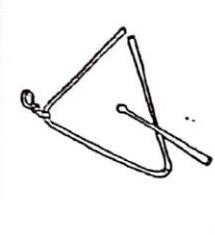
- CORTÁ Y PEGÁ AL LADO DE LA NIÑA EL INSTRUMENTO QUE SUENA, SEGÚN CORRESPONDA.



- CORTÁ Y PEGÁ AL LADO DEL NIÑO EL INSTRUMENTO QUE SUENA, SEGÚN CORRESPONDA.



ESCUJIA EL INSTRUMENTO QUE TOGA LA SEÑO. NOMBRALO, RECORTALO Y PEGALO DONDE CORRESPONDA.

| | | | |
|------------------------------------|-------------------------------|---|--|
| <p>1 MARACAS</p> | <p>4 PANDERO</p> |  |  |
| <p>2 CAJA CHINA</p> | <p>5 PANDERETA</p> |  |  |
| <p>3 CLAVES</p> | <p>6 TRIÁNGULO</p> |  |  |
| <p>7 RASPADOR</p> | |  | |

- ESCUCHO COMO SUENA CADA INSTRUMENTO Y COLOCO EL NOMBRE DEBAJO DE ELLOS



Download from
dreamstime.com

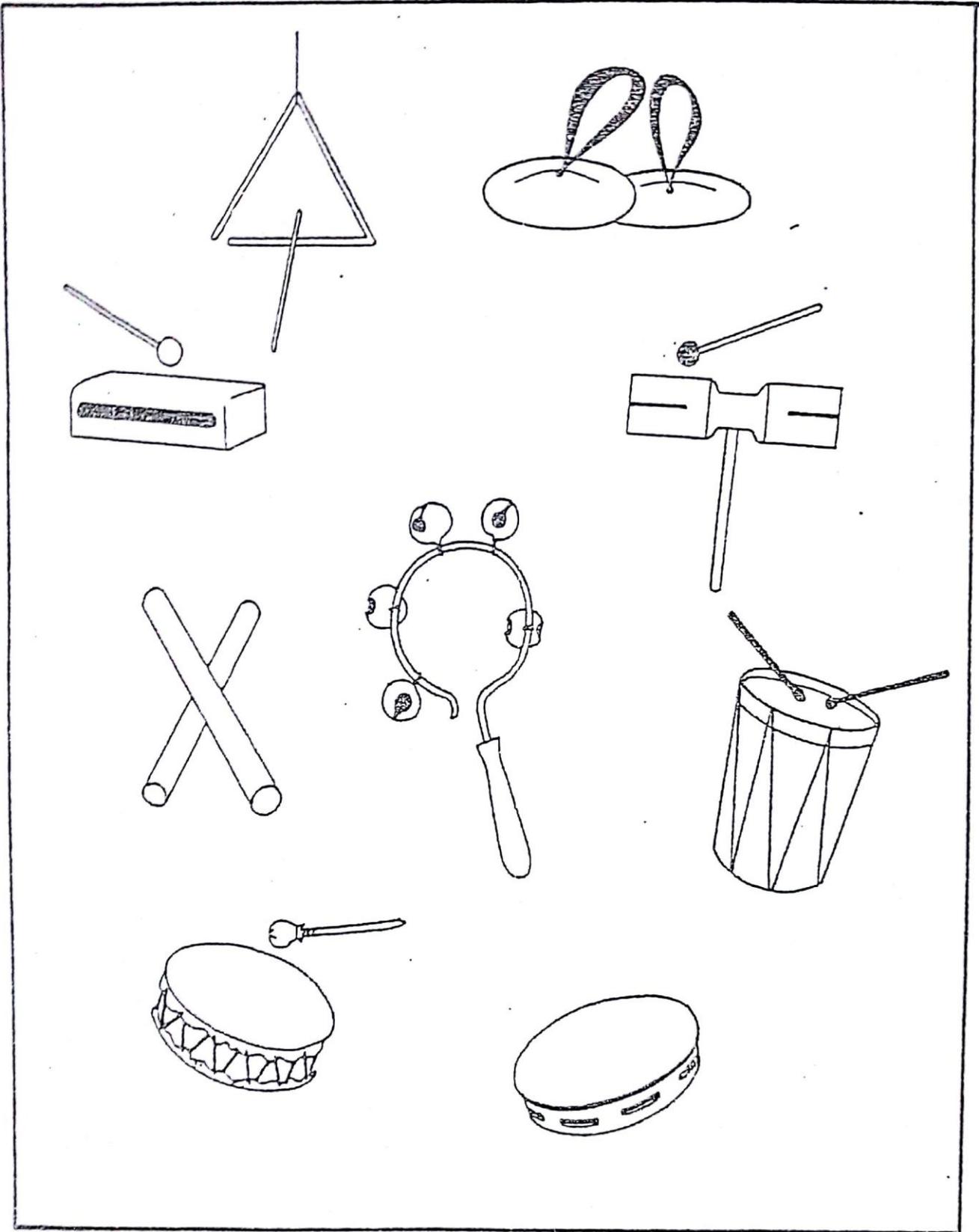


LOS INSTRUMENTOS MUSICALES

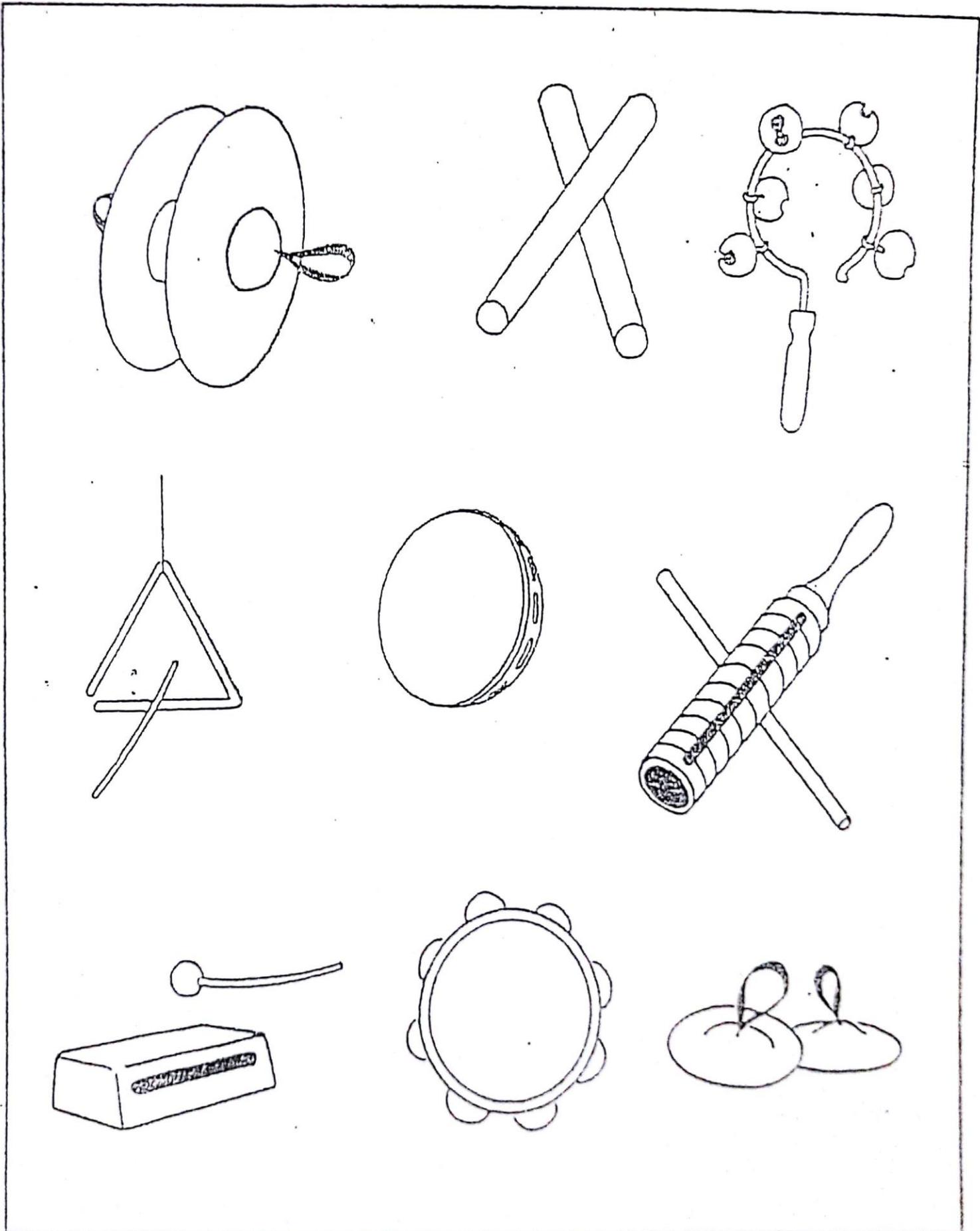
- ESCUCHAMOS A CADA INSTRUMENTO, LO RECONOCEMOS AUDITIVAMENTE E IMITAMOS LA POSICION DE EJECUCION.



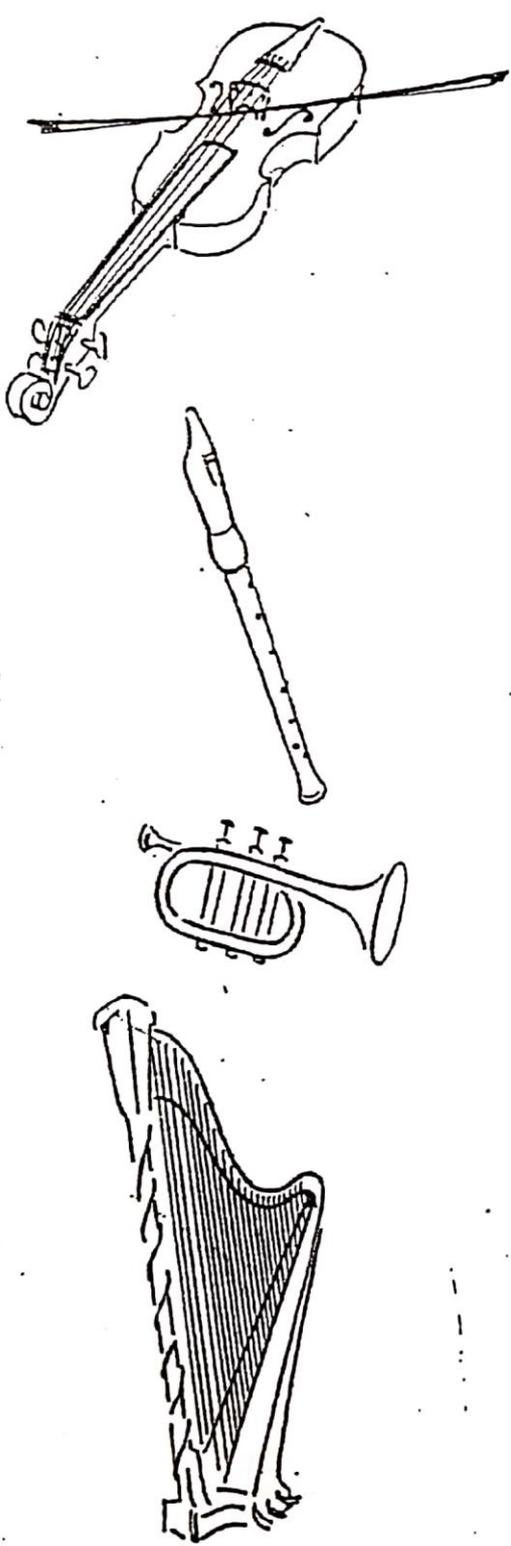
Encierra con líneas de diferente color los instrumentos de metal, los de parche y los de madera



Señala los instrumentos que escuchas



- UNE CON UNA LÍNEA LOS INSTRUMENTOS Y SUS RESPECTIVOS NOMBRES.



guitarra

arpa

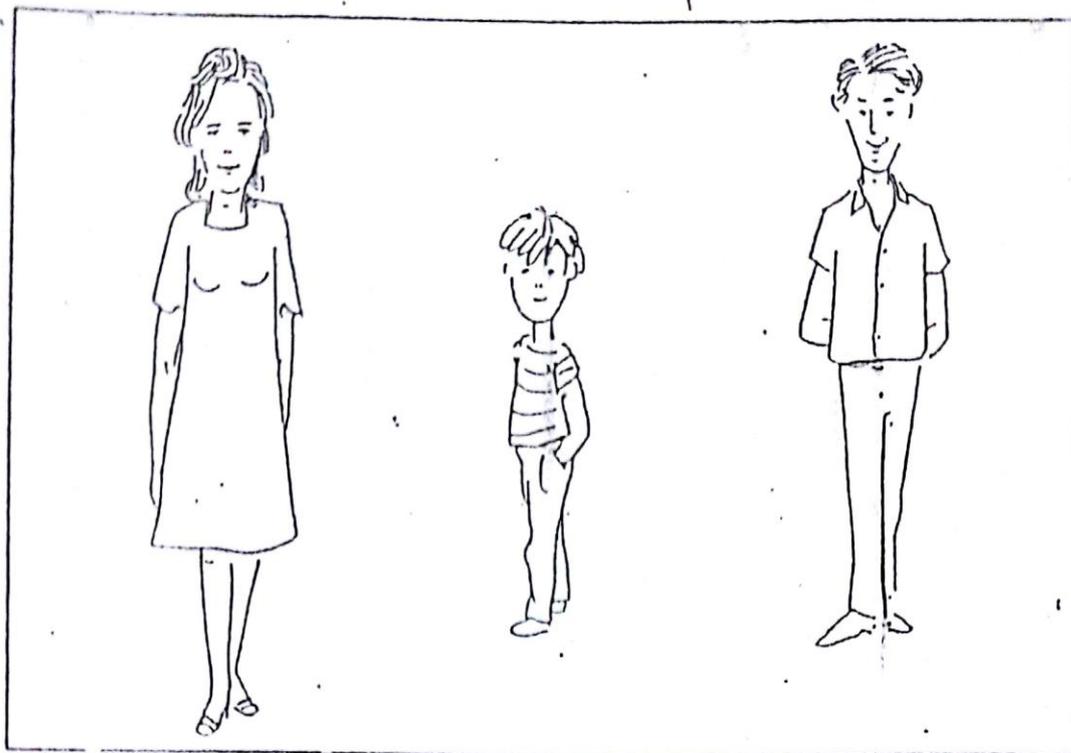
trompeta

contrabajo

flauta dulce

violín

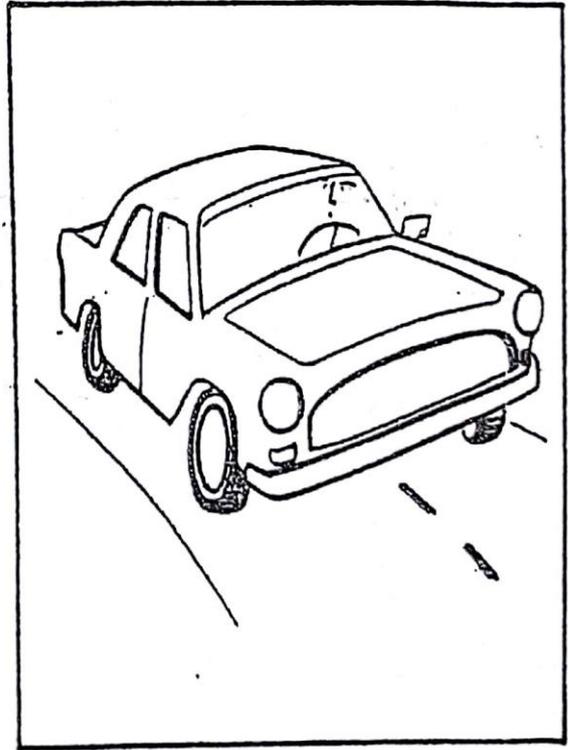
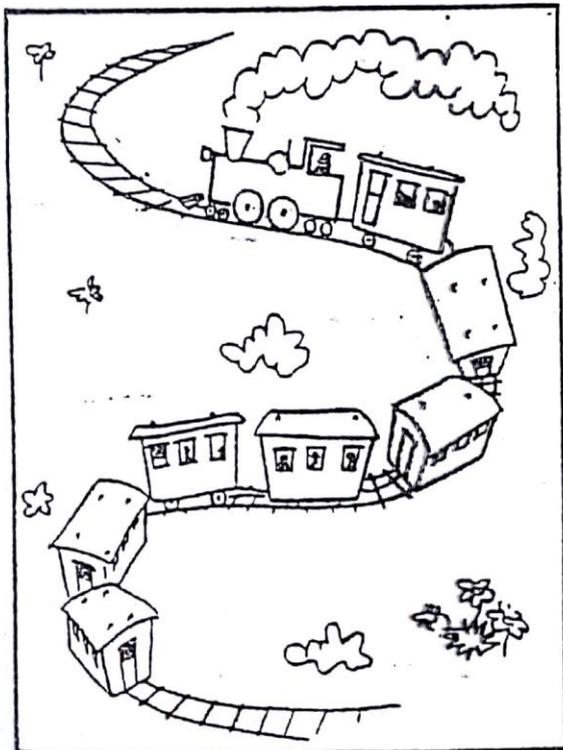
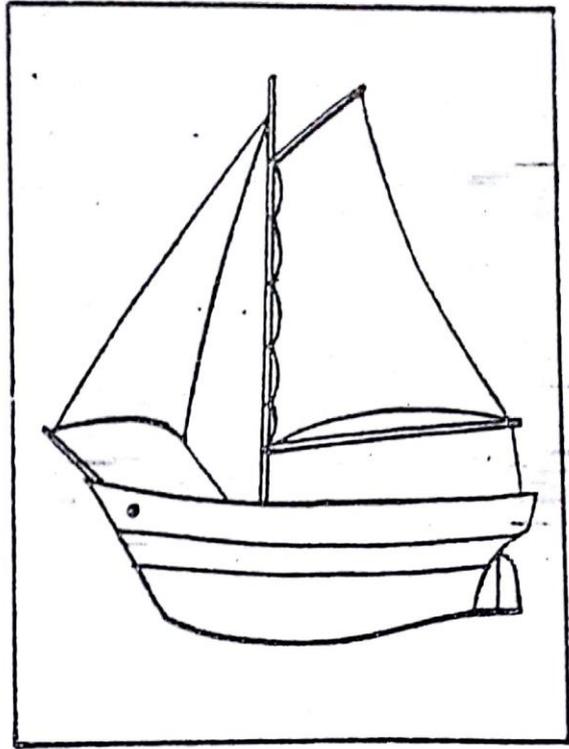
1. Escucha el disco, adivina quien canta y encierra su figura. Luego, ¿puedes imitar su voz?



2. Escucha esta canción que canta un coro y pinta la figura de las personas que cantan.

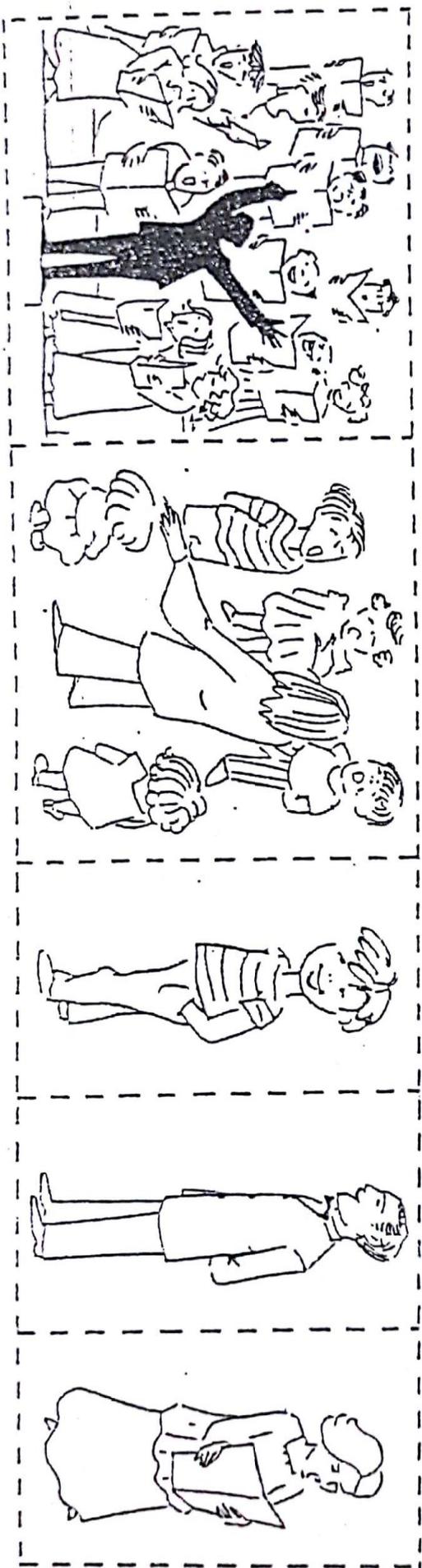
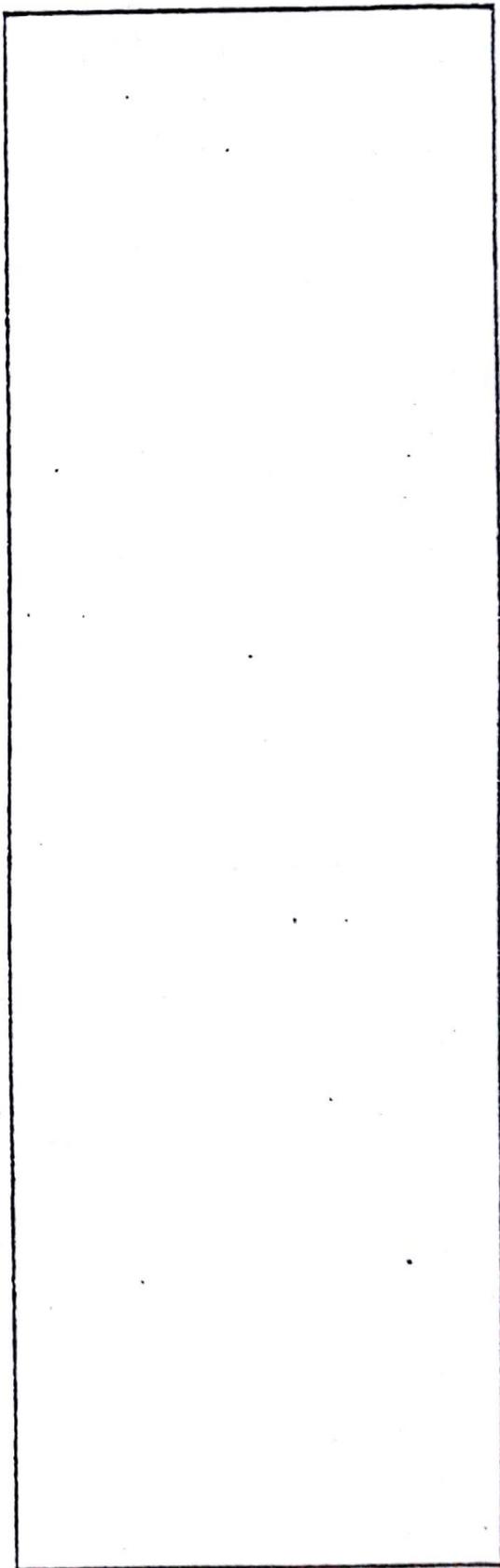


2. Escucha la melodía que canta tu maestro y señala el dibujo que corresponde con la canción.





1. Recorta las figuras de las personas que cantan y pégalas en el orden en que las escuchas.

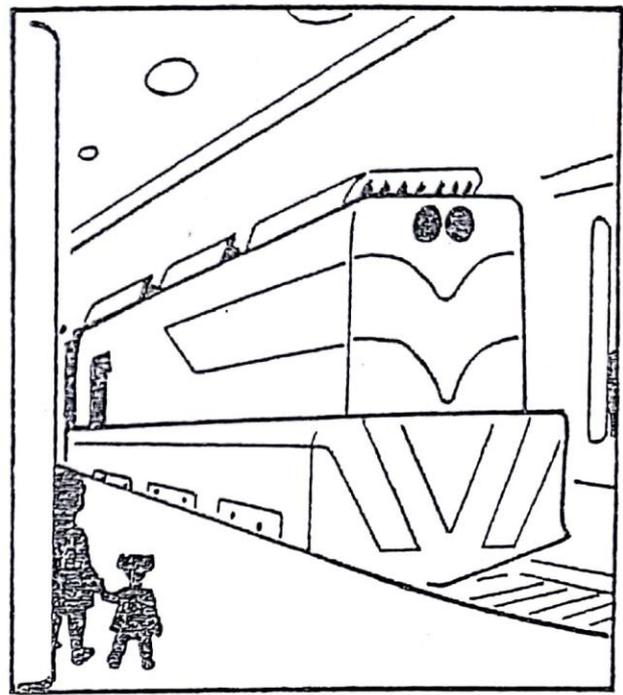
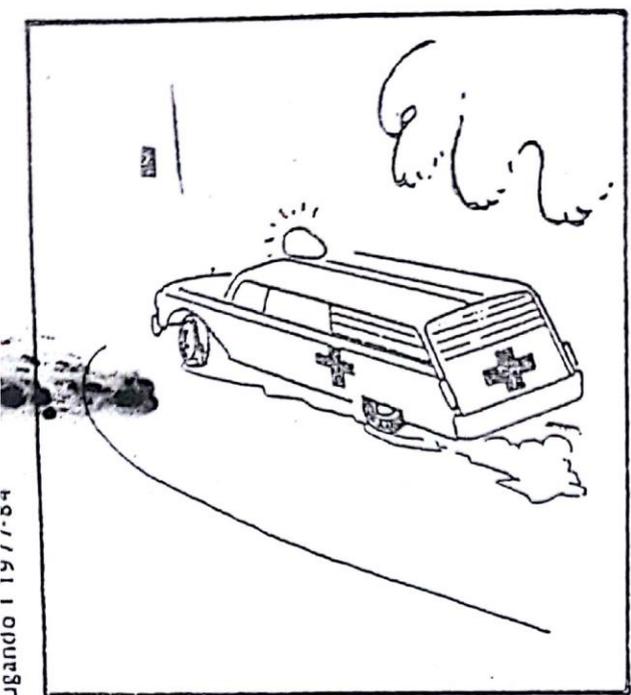


Nombre, _____

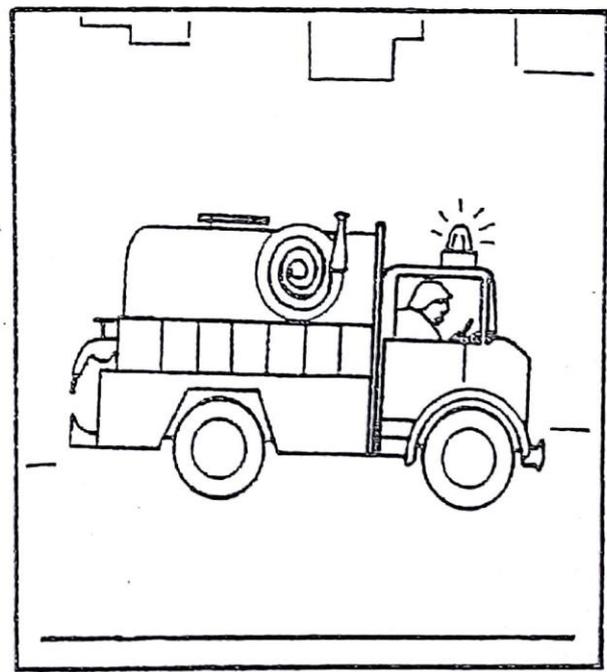
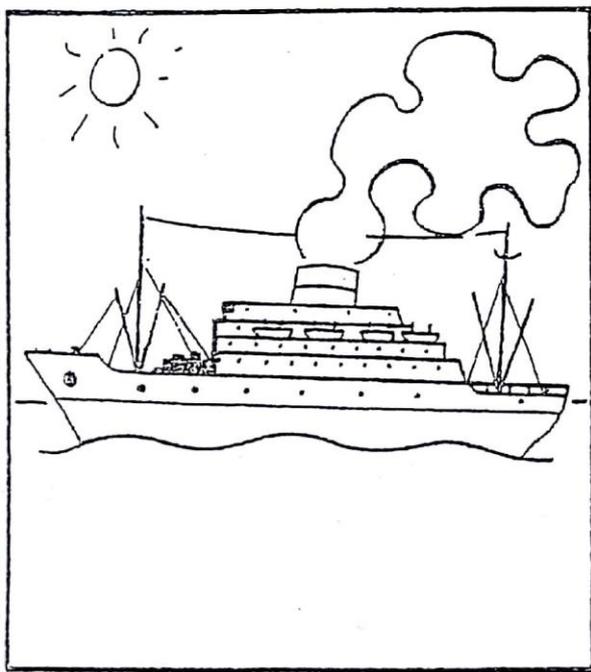
2. Responde con la señal que tú quieras.

¿Cuál de los dos produce sonidos que "suben y bajan"?

© Ferrero-Furnó Musijugando I 1977-84



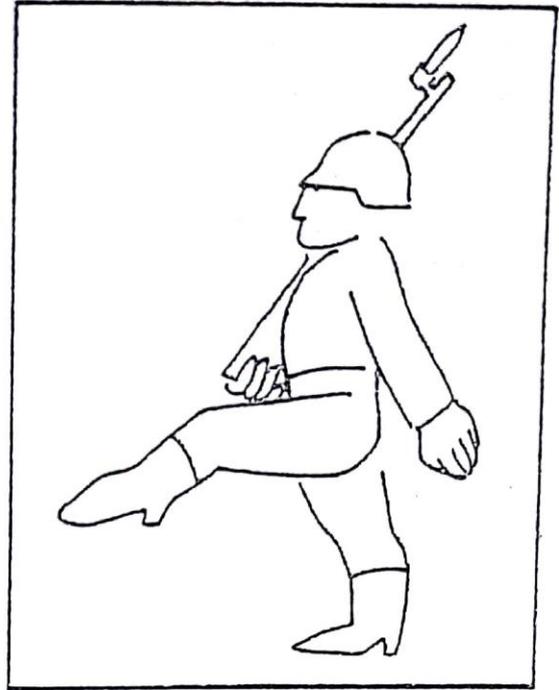
Y ¿cuál de estos otros dos?



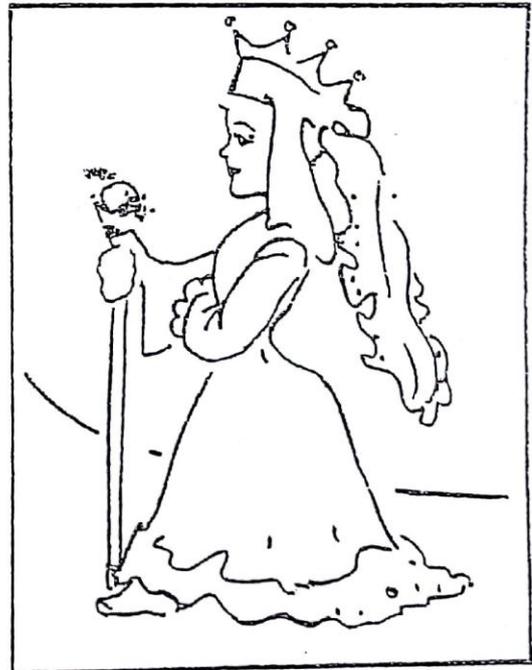
¿Puedes imitarlos con la voz?



1. ¿Para quién es esta música? Pinta su dibujo mientras las escuchas.



¿Y para quién es esta otra?

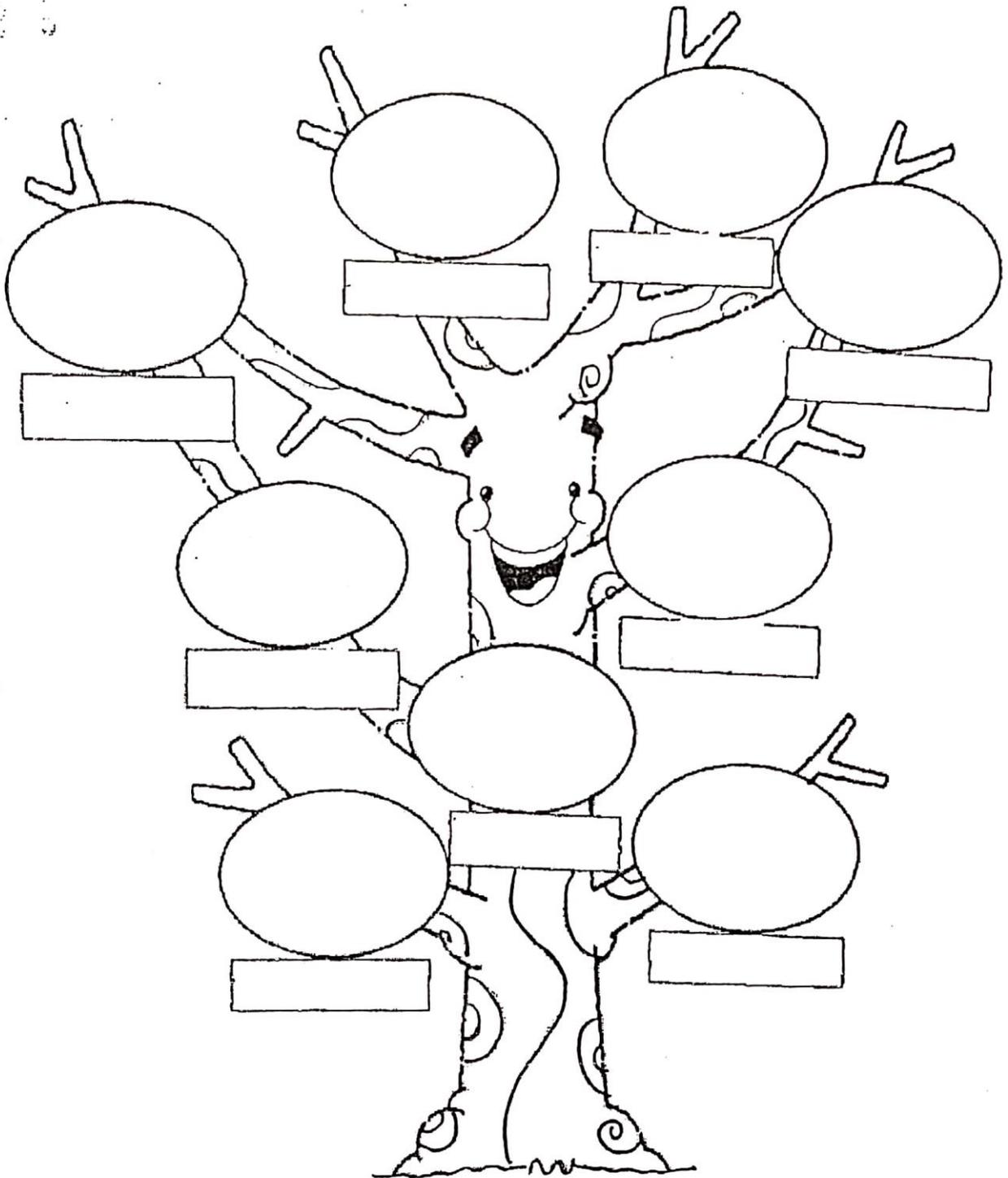


© Ferrero-Furnó Musijugando I 1977-84

FAMILIA DE INSTRUMENTOS

PERCUSION

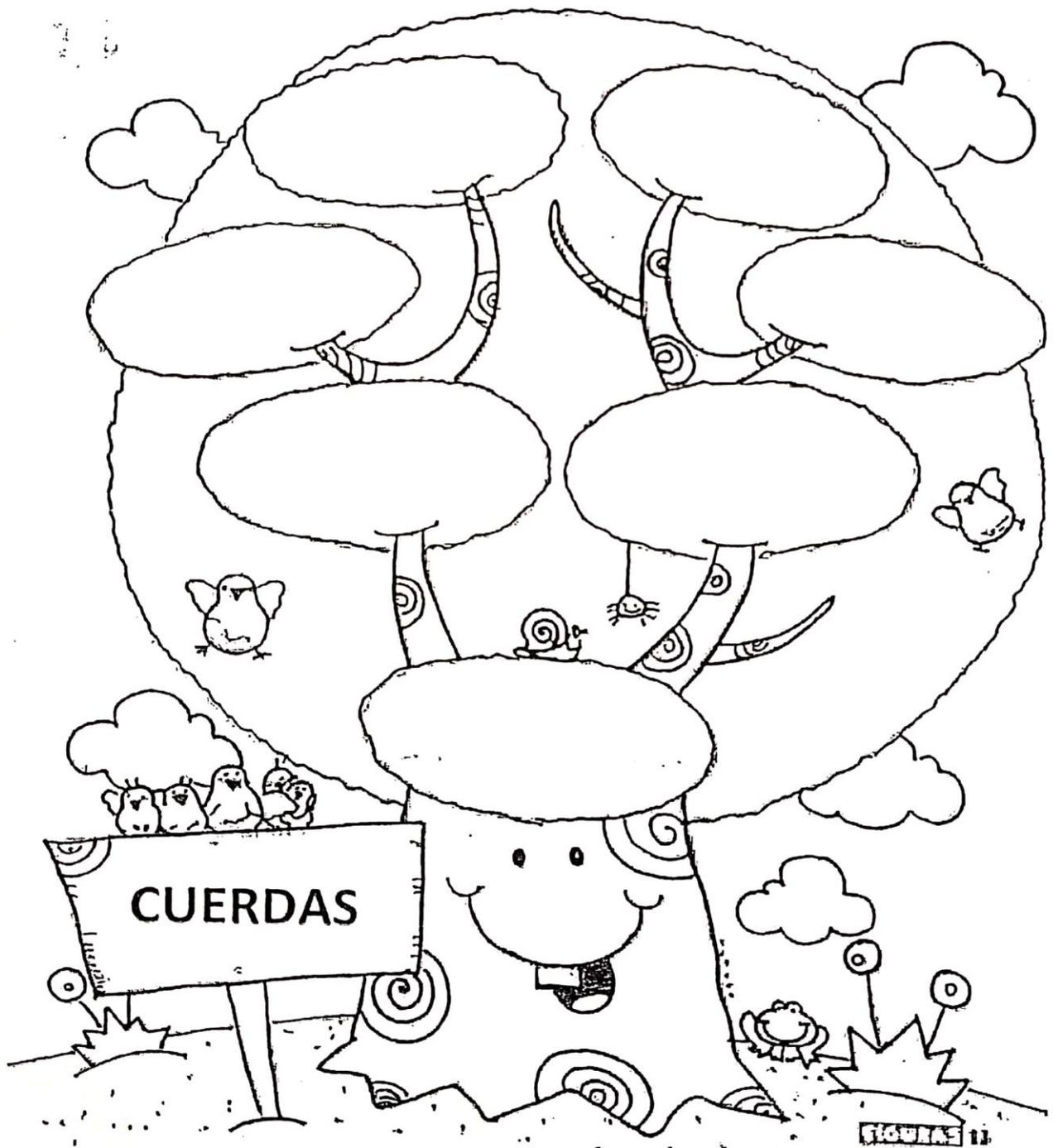
- PEGA LOS INSTRUMENTOS QUE PUEDEN ESTAR EN ESTE ÁRBOL FAMILIAR.



FAMILIA DE INSTRUMENTOS

CUERDAS

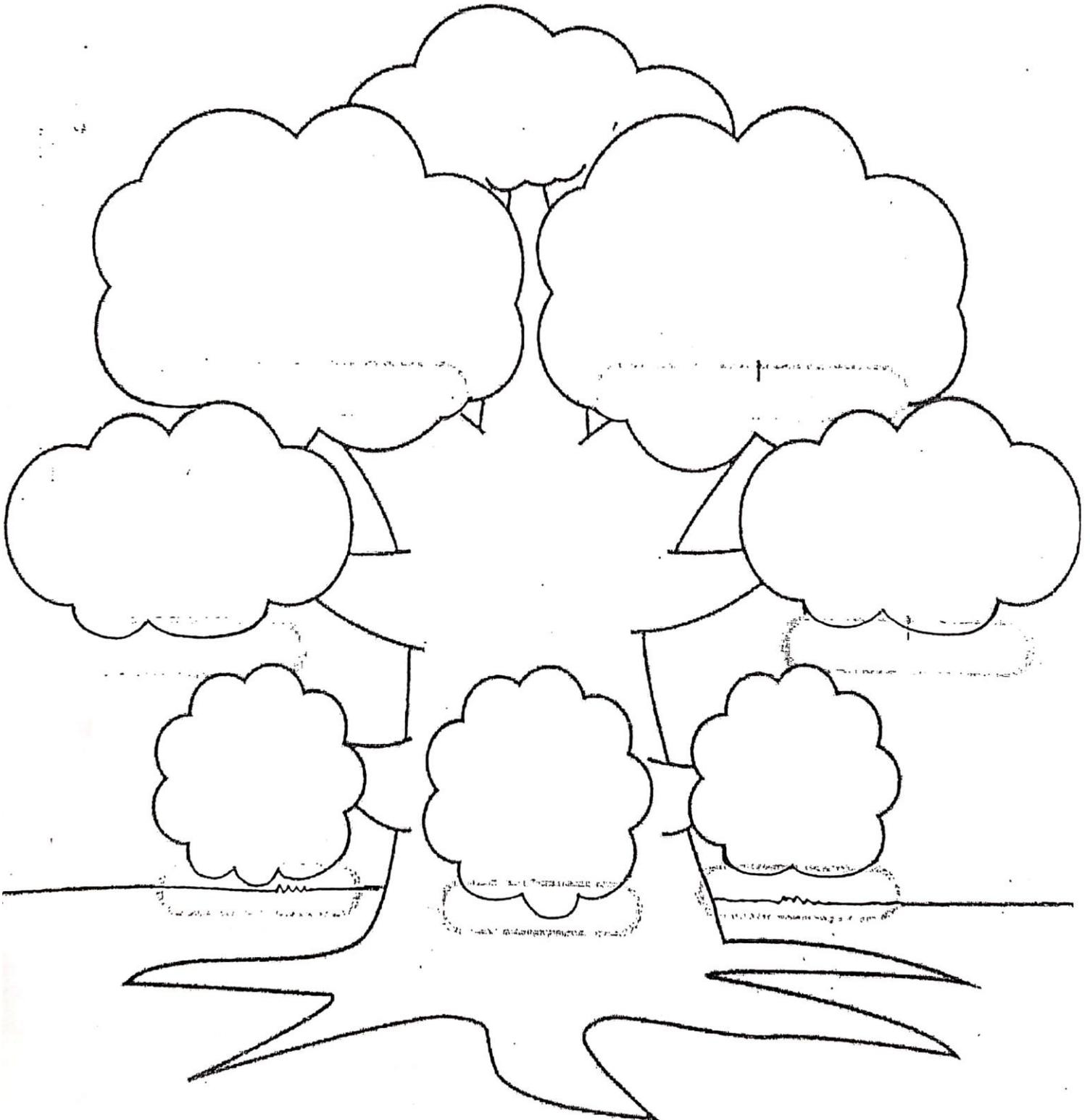
- PEGA LOS INSTRUMENTOS QUE PUEDEN ESTAR EN ESTE ÁRBOL FAMILIAR.



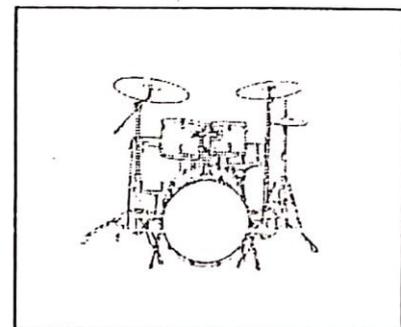
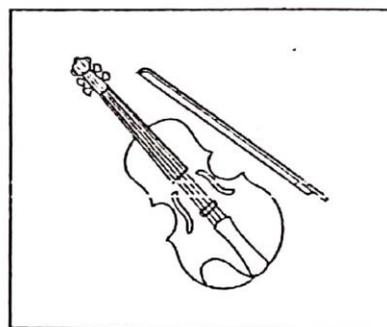
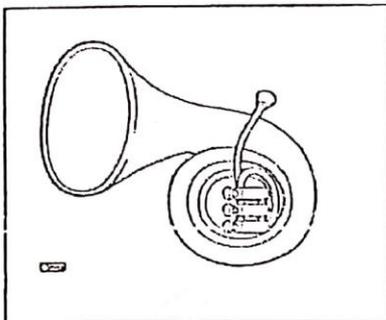
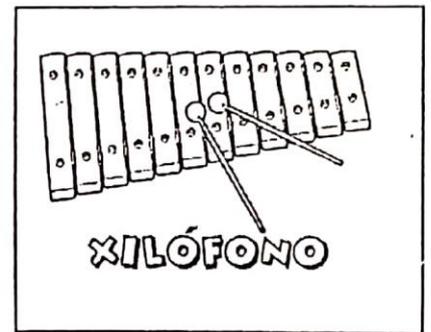
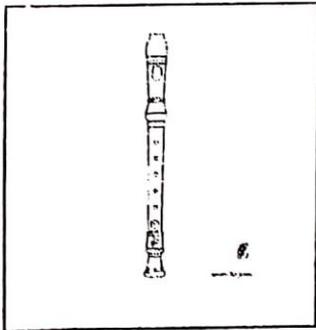
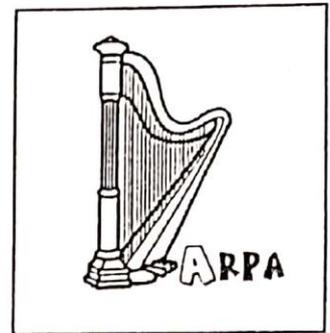
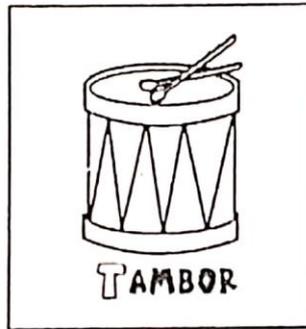
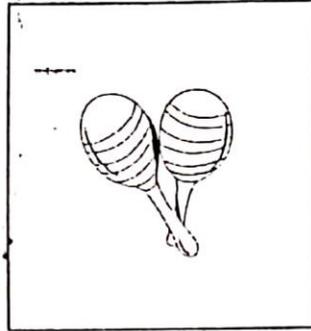
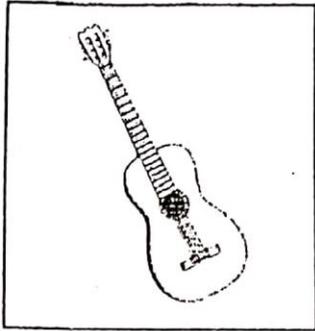
FAMILIA DE INSTRUMENTOS

VIENTOS

- PEGA LOS INSTRUMENTOS QUE PUEDEN ESTAR EN ESTE ÁRBOL FAMILIAR.

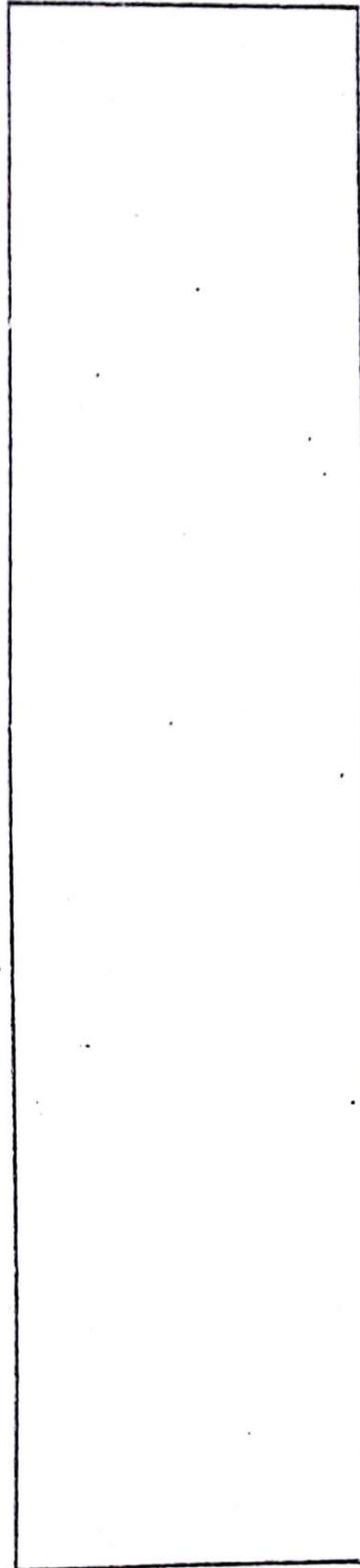
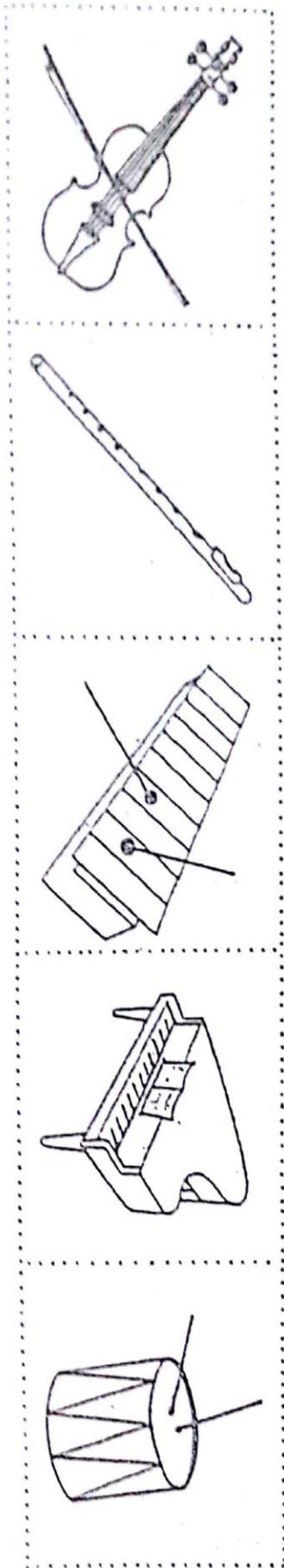


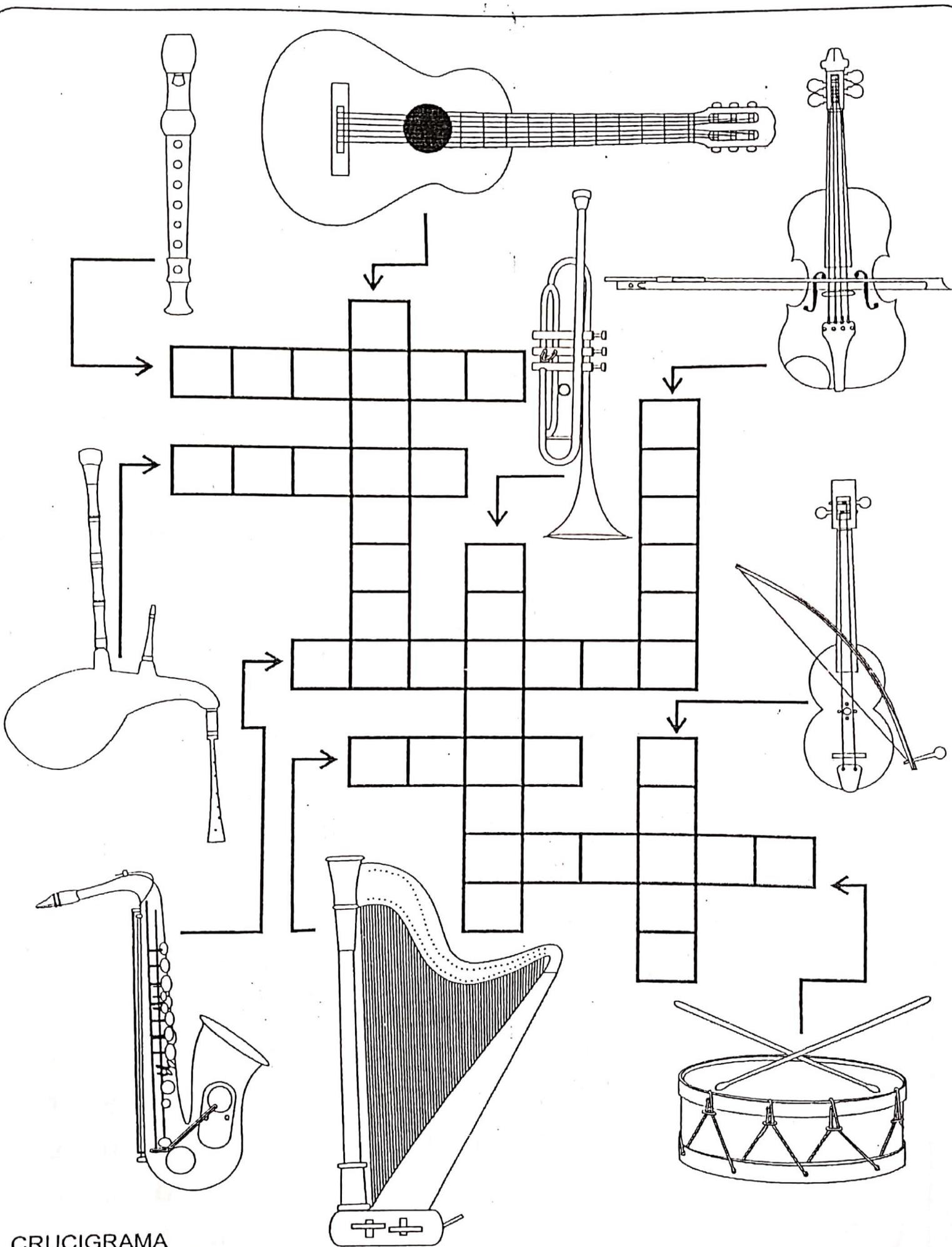
- RECORTAR LOS INSTRUMENTOS Y PEGARLOS EN EL ARBOL QUE CORRESPONDE.





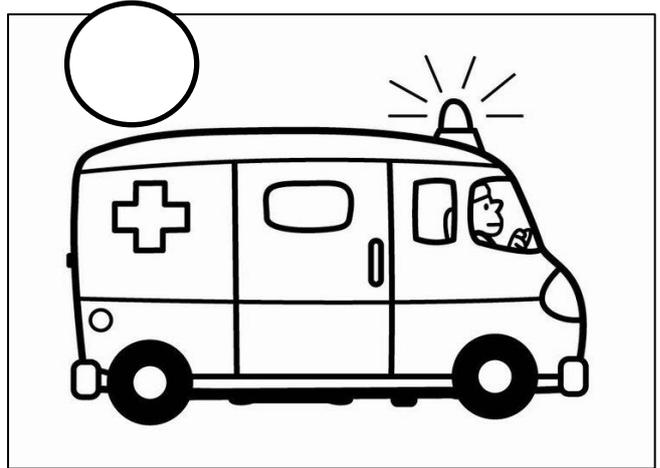
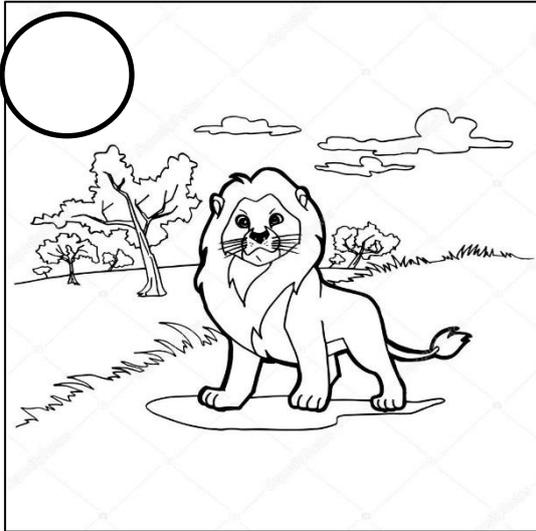
4. Recorta las figuras de los instrumentos y pégalas en el orden en que los escuchas.



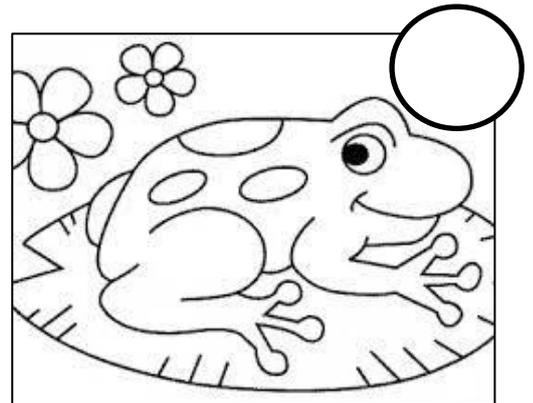
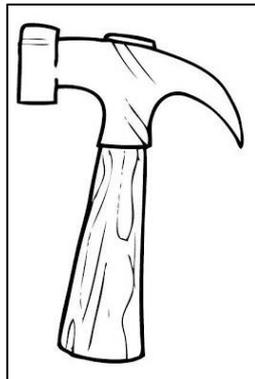
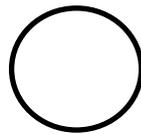
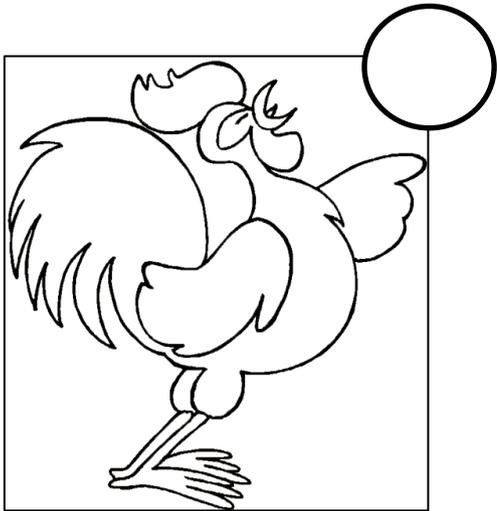


MEMORIA AUDITIVA
¿QUE SUENA PRIMERO?

SERIE 1

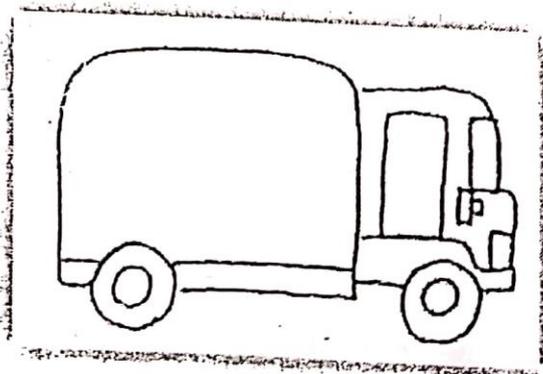
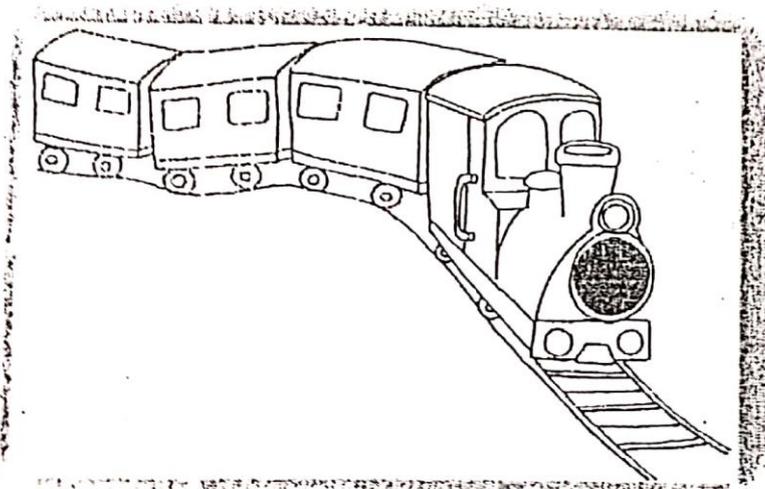
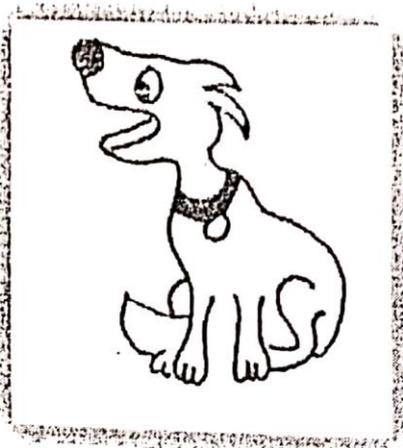
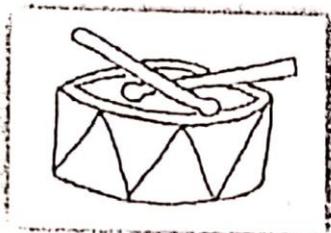
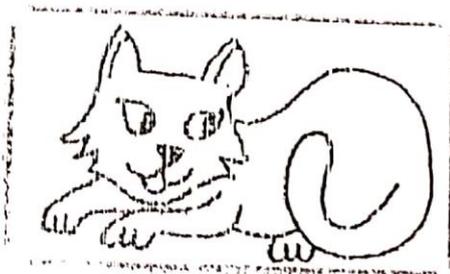
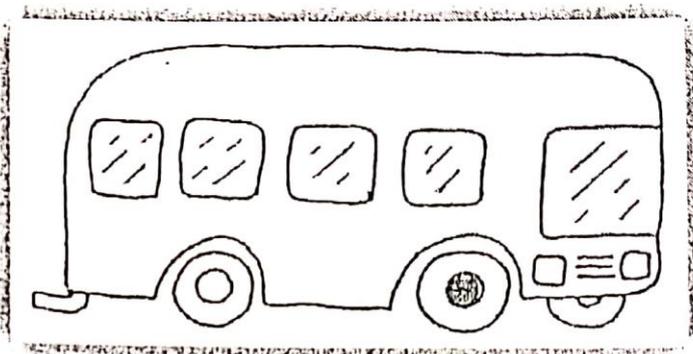


SERIE 2



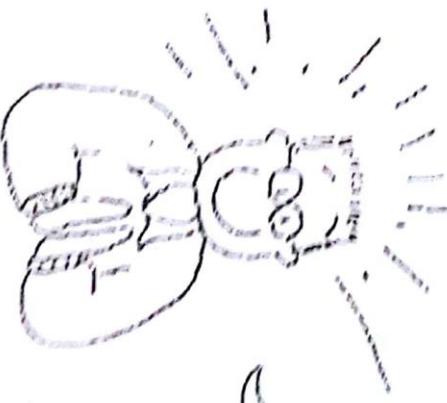
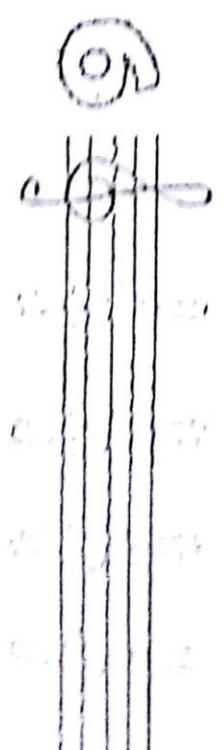
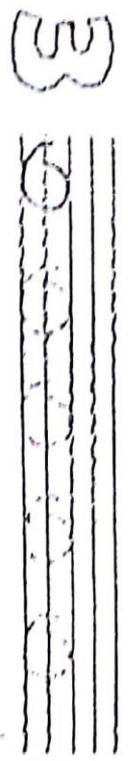
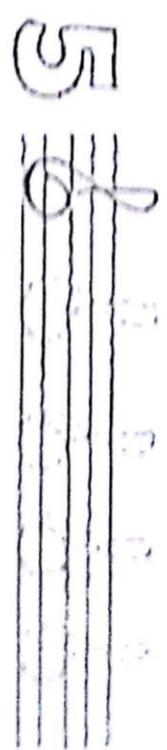
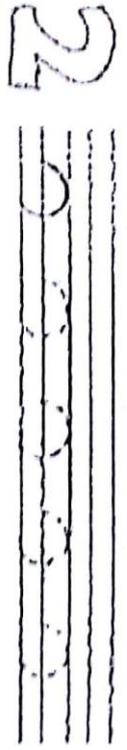
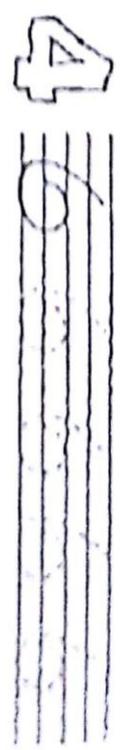
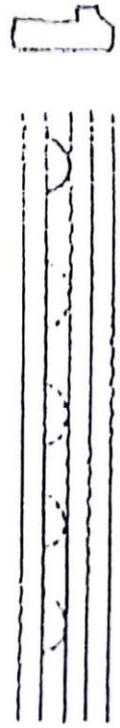
¿CÓMO SUENAN?

- Numera los dibujos en el orden que los escuches.



Aprendo a dibujar la clave de sol

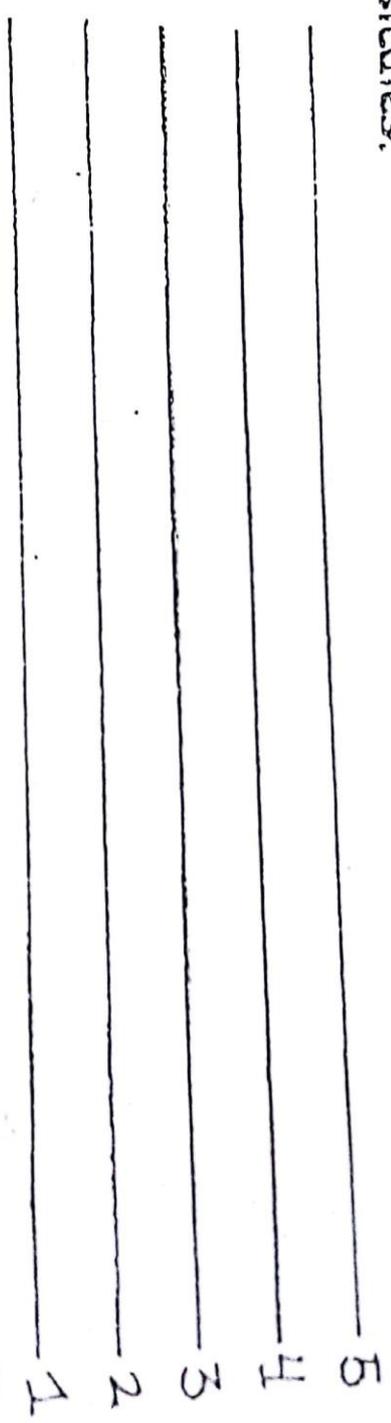
• Dibuja la clave de sol en el pentagrama. Vamos a ir pasito a paso.



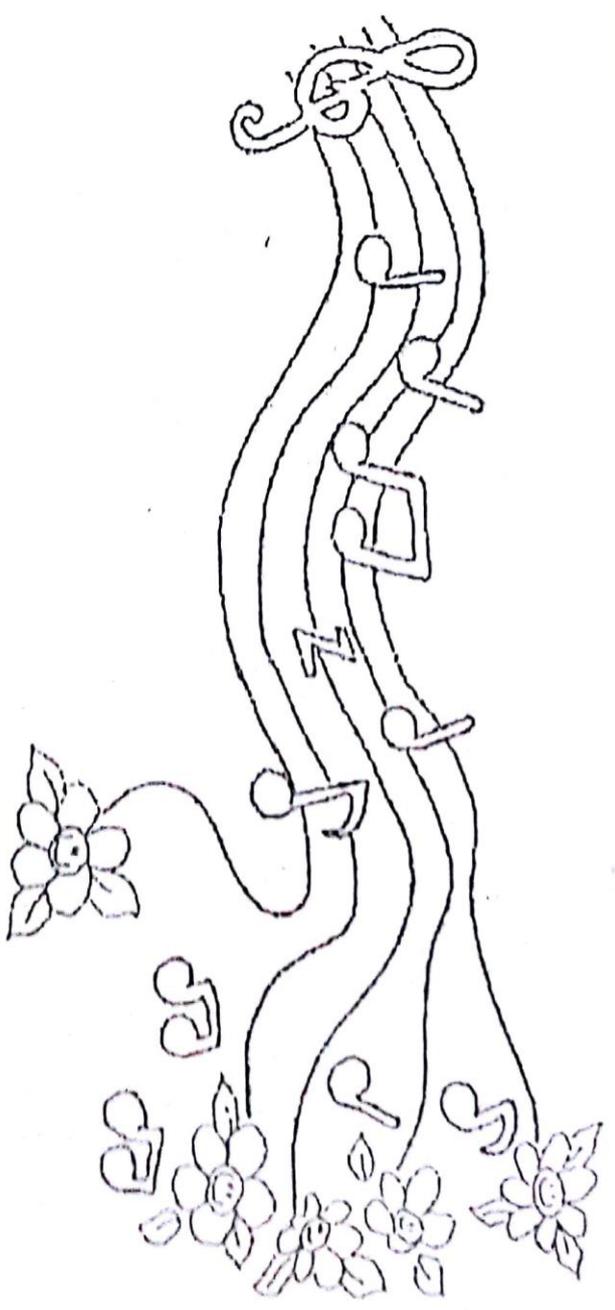
Muy bien!

El pentagrama

El pentagrama son cinco líneas que sirven para escribir las notas musicales.

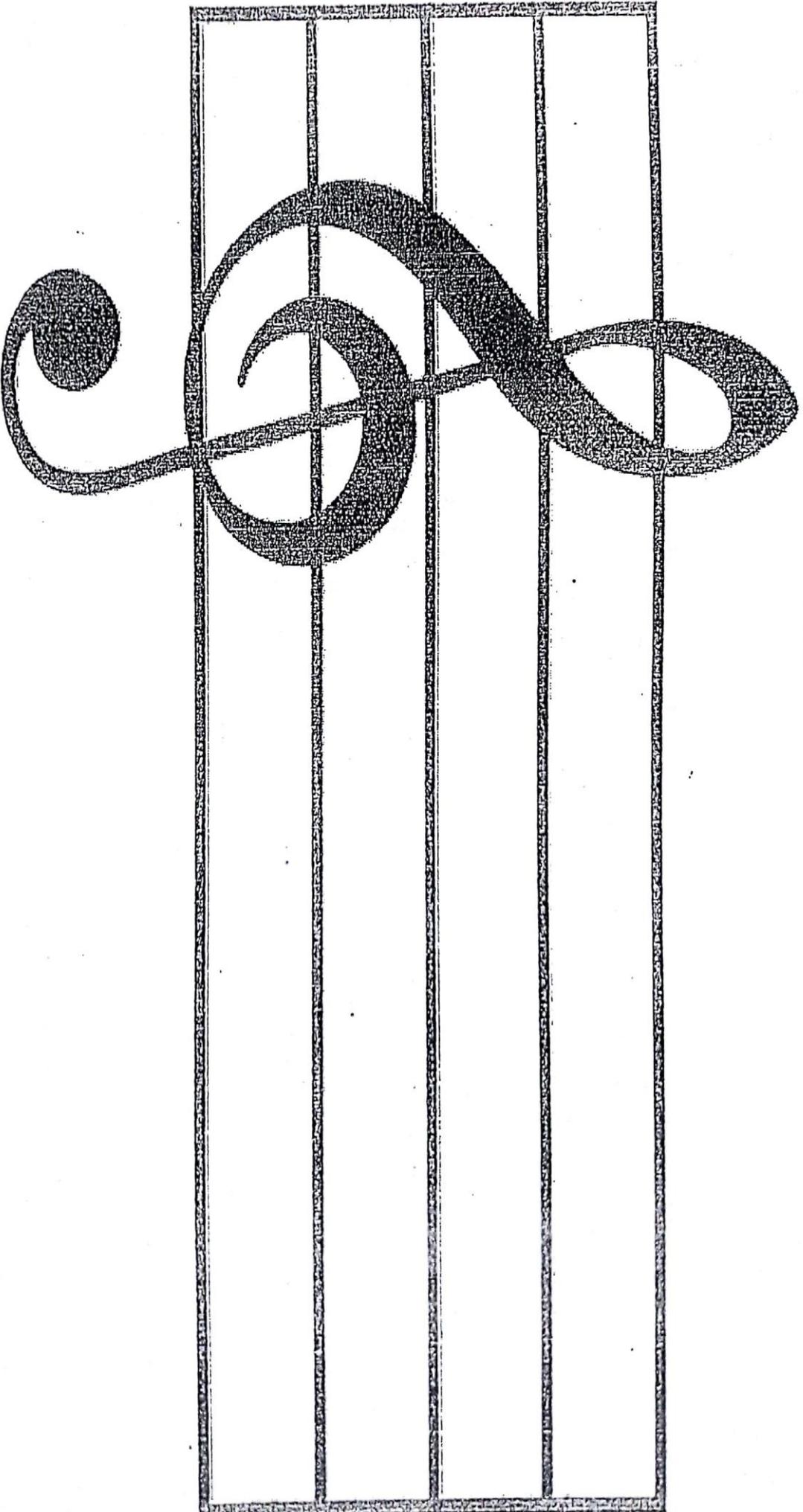


Colorea este pentagrama



FECHA: _____

EL "PENTAGRAMA"

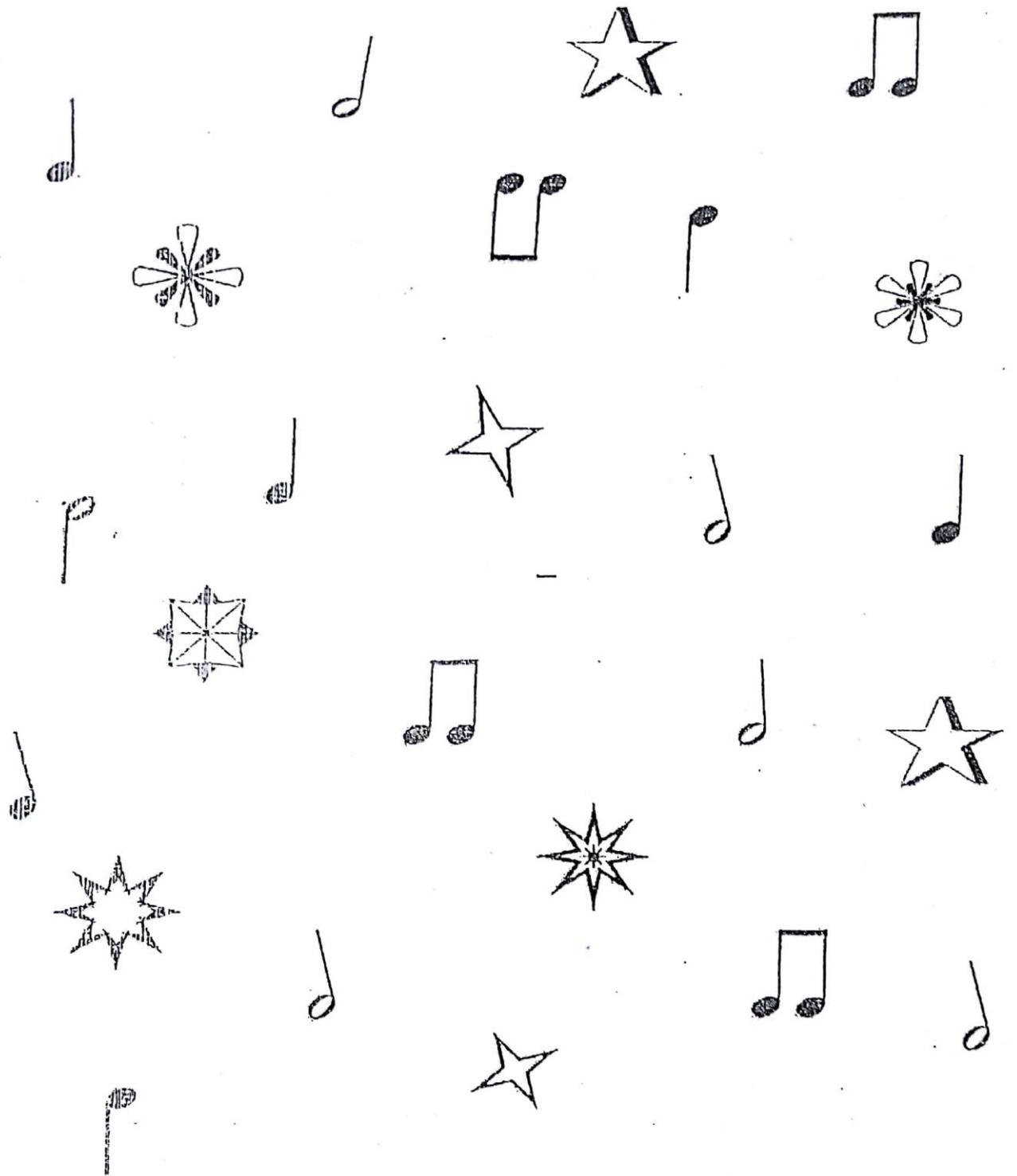


60

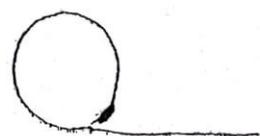
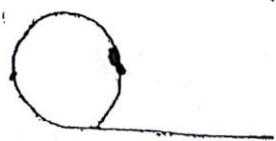
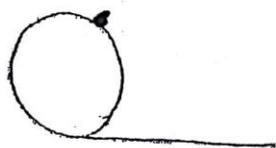
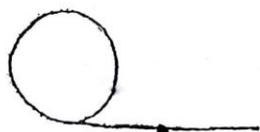
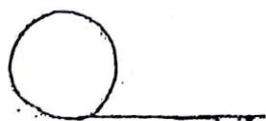
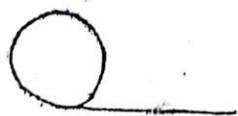
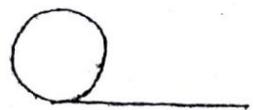
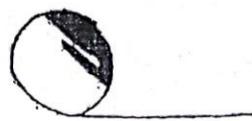
LINEAS: _____

ESPACIOS: _____

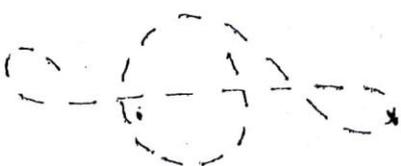
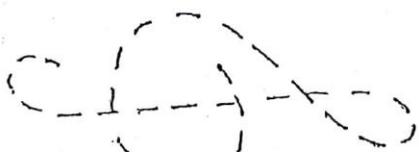
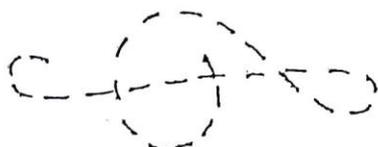
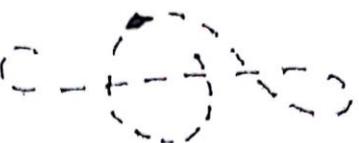
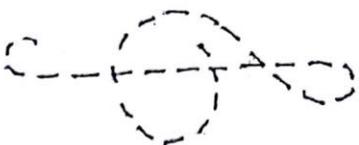
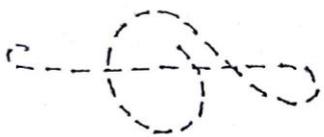
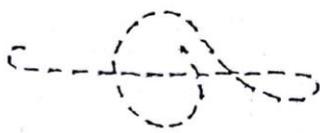
ENCONTRA LAS NEGRAS Y BLANCAS



1. Rellena sin saliente.



2. Haz claves de sol.



3. Colorea las siguientes palabras.

DO

RE

MI

FA

