



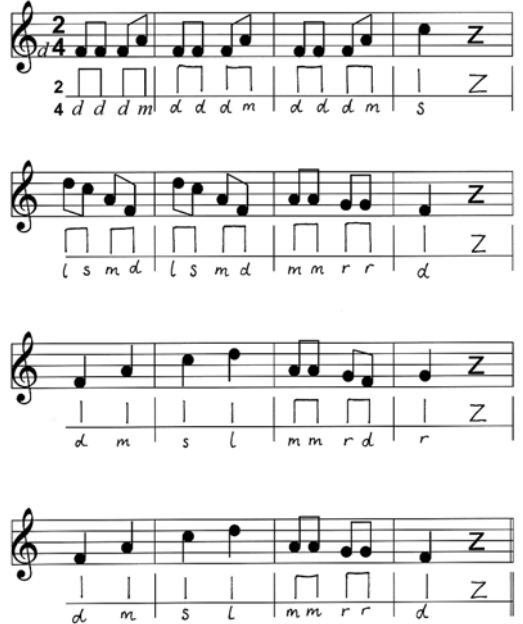
4

 **Rocky Mountain**

Tone Set



d r m s l


Tone Set:*d r m s l***Reference:**Rocky Mountain
(Catch a Song)**Focus:**

Practise writing the solfa, from staff to stick notation, of a well known 32 beat song containing *do re mi so* and *la* in *F do*.

Foundation Work:

The song Rocky Mountain must be performed confidently and accurately by the students in words and solfa, independently of the teacher.

The following activities are examples of segments from previous lessons:

- Since this is the first activity at this level using staff notation, the song Rocky Mountain appears in Appendix viii, without the stick notation, for the teacher to enlarge and use as a reading exercise. With the class, the teacher will:
 - Sing the song, while visually tracking the notes.
 - Derive the tone set of the song, noticing that the position of *do* is indicated directly after the treble clef. Confirm the tone set with Tone Set Card 5.1.
 - Discuss the time signature, written as $\frac{2}{4}$. Conduct the song in 2 metre.
 - Revise the placement of note heads and stem direction.
 - Analyse the song for melodic patterns that are the same or different.

Directions:

- Derive the tone set of the song.
- Complete the rhythm of the song in stick notation.
- Complete the solfa of the song under the stick notation.

Extension:

1. In pairs, the students alternate singing one bar each at a time while both conducting in 2 metre.
2. Turn to page 28 and write Melody No. 1 in stick notation using the line below the staff. Sing in solfa.

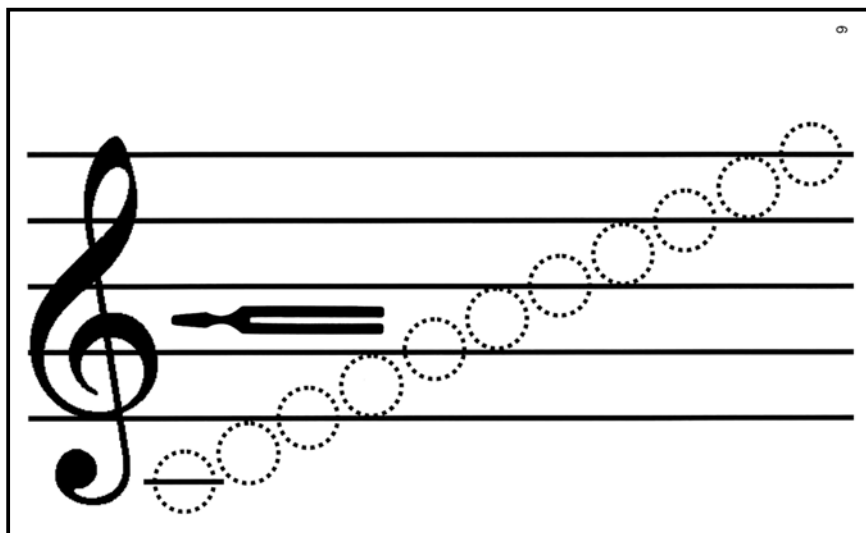
Materials:

Level 5 Take Note Music Resource Kit
Level 5 Take Note Music Teacher Book

Tone Set Card 5.1

A3 copy of Appendix viii

Permission is given by the authors to photocopy this page from the Teacher Book for this specific teaching purpose.



Focus:

Revise the pitch, name and place of the notes in the treble staff, using A as an aural reference. Introduce the ledger line for Middle C.

Foundation Work:

This written activity assumes that students are confident with Letter Names and their associated place on the treble staff.

The following activities are examples of segments from previous lessons:

- An A-440 tuning fork is struck and its end placed in the second space of a staff which is drawn on a white board. After hearing the sound, the students sing at the appropriate pitch 'A'. If this activity occurs regularly, the students will begin to memorize the sound of A.
- Give individual students the opportunity, throughout the year, to take a turn in striking the tuning fork and pitching the note A for the class.
- Once the students are established in the knowledge of the pitch, name and place of the note A in the treble staff, the notes above and the notes below A are introduced through:
 - the writing of song material that contains limited tone sets
 - an understanding of the use of the musical alphabet, both forwards and backwards.
 - the application of 'steps', 'skips' and 'leaps' when using Letter Names.
- The introduction of the ledger line for Middle C is presented as a natural progression when moving downwards from A through the musical alphabet in the staff.
- When teaching Letter Names, it is important for the students to always associate the absolute Letter Name with its sound.

As an aid in teaching the above activities, an enlarged A3 copy of the student page may be placed on the board.

Directions:

The teacher will revisit this page with the students as a visual tool when revising Intervals on page 7 and Letter Names on page 8. This page is also useful when devising a tone set for a known song. The students place plastic counters over the notes that belong to the tone set.

- For the initial activity, trace and label the notes using capital letters.

Materials:

Level 5 Take Note Music Student Book

A3 copy of the student page.

Permission is given by the authors to photocopy this page from the student book for this specific teaching purpose.

A-440 Tuning Fork


Circular plastic counters

Ding Dong

1

4/4

d' s ||| s mmm r m d d s d' s lll s mmm r m d Z



2

4/4

d' s lll s mmm r m d d s d' s lll s mmm r m d Z

An instrumental accompaniment

Triangle	4/4	Z □ Z	Z □ Z	Z □ Z	Z Z
Claves	4/4				
Tambour	4/4	□	□	□	

Tone Set:

d r m s l d'

Reference:

Ding Dong
(Music for Children 1)

Focus:

Practise writing the rhythm pattern and barlines of a known 16 beat canon using | □ Z and |||. Complete the solfa using *do re mi so la* and *do*'.

Foundation Work:

The song Ding Dong must be performed confidently and accurately by the students in words, timenames and solfa, independently of the teacher.

The following activities are examples of segments from previous lessons:

- Perform the song:
 - with a 4 beat body percussion ostinato, revising the heavy/light beat pattern.
 - with timenames.
 - while conducting the 4 metre pattern.
 - with solfa and hand signs, using Solfa Flashcards 5.5 – 5.7 as a guide.
 - in 2 part canon, 4 beats apart.
 - with the instrumental accompaniment that appears on the page.

Directions:

- Under the rhythm, complete the solfa of Part 1 of the canon.
- For Part 2, complete the rhythm then the solfa of the canon.
- For each part, add the barlines for 4 metre, remembering to add a double bar line at the end.

Extension:

In small groups of a minimum of five, students allocate parts, practise and perform 'Ding Dong' in canon with an untuned percussion instrumental accompaniment according to page 12.

Materials:

Level 5 Take Note Music Resource Kit Solfa Flashcards 5.5 – 5.7

Santa Maloney

Phrase 1 m m | i. i.

Phrase 2 m m | i. i.

Phrase 3 m m | i. | p

Phrase 4 i p | p | i. i.

i. | p
m m
i. | i.

m m
i. | i.

i. | i.
m m

i p | p

Reference:

Santa Maloney

Focus:

Identify and place in order eight 2 beat rhythm patterns of a 16 beat song in Compound Time containing m $i.$ $i p$

Foundation Work:

The song Santa Maloney must be performed confidently and accurately by the students in words and time names with the beat, independently of the teacher.

The following activities are examples of segments from previous lessons:

- Using Rhythm Flashcards 5.21 – 5.30, the students practise performing compound rhythms at sight. In order to reinforce 3 even pulses on a beat, the teacher, or a group of students, perform a simple 4 beat ostinato such as $m m m i.$ to accompany this.
- Derive the rhythm of the song Santa Maloney on the board under dotted heart beats in 4 rows of 4 individual beat lines. Singing each phrase systematically, individual students are asked to identify the number of sounds on each beat. The teacher scribes on the board, revising the use of a 'tie' on beats 15 and 16.
- The teacher randomly places Rhythm Flashcards 5.21a & b – 5.23 in a column on the board and the class determines the correct order of these cards for the song Santa Maloney.

Directions:

Rhythm Scramble

- Sing the first phrase of the song.
- Find the 2 rhythm patterns that match this phrase.
- Write the rhythms into the empty boxes for Phrase 1.
- Cross off the used rhythm patterns.
- Repeat for Phrases 2 – 4.
- Check the completed page with Rhythm Flashcards 5.21a & b – 5.23.

Extension:

Students sing Santa Maloney while performing only certain phrases aloud and keeping other phrases in their heads as an exercise in inner hearing.

Materials:

Level 5 Take Note Music Resource Kit Rhythm Flashcards 5.21 – 5.30

24 **Frère Jacques**
(French)

Transposition

F do

LETTER NAMES: F G A F F G A F

G do

LETTER NAMES: G A B G G A B G

C do

LETTER NAMES: C D E C C D E C

Tone Set:

s, d r m f s l

Reference:Frere Jacques
(Catch a Song)**Focus:**

Introduce transposition using *do*, *re* and *mi* in F, G and C *do*.

Foundation Work:

Once students are familiar with associating absolute Letter Names with their sound and placement on the staff (refer page 6), the concept of transposition is ready to be introduced. For this introduction to be successful, the teacher must ensure that the students gain a thorough understanding of the following:

- The pitch of notes move in a step-wise progression from lowest to highest or highest to lowest.
- Solfa moves, but Letter Names don't.

The following activities are examples of segments from previous lessons:

- The teacher introduces the term 'transposition' by following the steps below:
 - Discuss with the students that adults have different vocal ranges, by demonstrating that a soprano would feel comfortable singing Frere Jacques beginning on a high C, but an alto would prefer to begin on middle C.
 - The class sing the song in both vocal ranges with the words. The teacher says, "We can begin Frere Jacques on any note, higher or lower, depending on the singer's vocal range. Musicians call this transposition."
 - The students perform the first 8 beats of Frere Jacques on Chime Bars while singing the solfa, beginning on G, F and C. Repeat while singing Letter Names.
- The teacher illustrates the movement of *do*, both visually and aurally, by following the steps below:
 - Place the Letter Name Bar Chart on the board and sing the first 8 beats of Frere Jacques in words three times with the students. Give the starting note G, F and middle C respectively while pointing to their position on the Chart.
 - The teacher states, "Did you notice that each version of the song became lower. We transposed the song by beginning on a different starting note each time. We can call each of these starting notes 'do'."
 - The teacher places the *d r m* Solfa Card under the Letter Names G A B and the student sing the first 8 beats in solfa, then Letter Names. The teacher repeats this activity using F G A, then C D E.
 - The teacher shows that Frere Jacques can be written in the staff using *do* in different starting positions with Staff Flashcards 5.6 – 5.8.

Directions:

- Write the missing notes in the staff for Frere Jacques in G *do* and C *do*.
- Write the Letter Names on the lines below the notes.

Materials:

A3 Letter Name Bar Chart with *d r m* Solfa Syllables (available from Take Note Music)
Level 5 Take Note Music Resource Kit Staff Flashcards 5.6 – 5.8

Goin' on a Lion Hunt Tone Set

Add: • time signature
• missing notes

The image shows a musical score for the song 'Goin' on a Lion Hunt'. It features a treble clef staff with a 4/4 time signature. The lyrics are: 'Go in' on a lion hunt walk-ing thro' the jungle, I'm not one bit scared. If a lion comes, may-be I'll just drop down dead.' Above the staff, there are heart-shaped boxes containing letter names: 'd d d r r m m m f f s s s d' s'. To the right, a 'Tone Set' diagram shows a treble clef staff with five notes: 'd', 'r', 'm', 'f', 's', 'd'' on the lines. A small illustration of a person in a hat and a lion is also present.

Tone Set:

d r m f s d'

Reference:

Goin' on a Lion Hunt
(Catch a Song)

Focus:

Complete the staff notation of a well known 32 beat song containing *do re mi fa so* and *do'* in C *do*.

Foundation Work:

The song Goin' on a Lion Hunt must be performed confidently and accurately by the students in words, solfa and timenames, independently of the teacher.

The following activities are examples of segments from previous lessons:

- Using the C octave range Chime Bars, the teacher plays Goin' on a Lion Hunt. As the teacher plays, the students sing the song in solfa while visually focussing on the 'steps' and 'leaps' within the song. The students play Goin' on a Lion Hunt individually on their own set of Chime Bars, while singing solfa then Letter Names.
- With the use of a Solfa Ladder, the teacher derives with the students the tone set of Goin' on a Lion Hunt on the board. Once the tone set is established, it is written on the staff using C *do*. The activity will focus on the placement of note heads and stems while reinforcing 'steps' and 'leaps'. Using Staff Flashcard 5.9 & 5.10 the teacher discusses and demonstrates the interval leap of a 4th between *so* and high *do*.
- Using page 6, each student reproduces the tone set of Goin' on a Lion Hunt with counters placed over the appropriate notes. They then check their work with Tone Set Card 5.5.
- Keeping in mind that this is the first complete song that the students will write using C *do*, the teacher may choose to revise the middle C ledger line using the foundation work from pages 6 and 24.

Directions:

On the board, the teacher places the Tone Set Card 5.5, to confirm the tone set of Goin' on a Lion Hunt in C *do* as a visual aid to the activity.

- Add the missing time signature.
- Write the missing note heads to Goin' on a Lion Hunt in the staff. Be careful to keep each note directly under its heart beat, leaving space to show the notes that last for more than one beat.
- Show the rhythm by adding stems correctly to the note heads.

Extension:

1. Sing the song in four part canon, 4 beats apart.
2. Sing the song with Letter Names.
3. Turn to page 28 and write Melody No. 4 in stick notation using the line below the staff. Sing in solfa.

Materials:

Level 5 Take Note Music Resource Kit
Level 5 Take Note Music Resource Kit
Circular plastic counters
Class set of Chime Bars (Resonator Bells)

Tone Set Card 5.5
Staff Flashcards 5.9 & 5.10