





4


Lucy Locket














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Tone Set:

m s l

Reference:

Lucy Locket
(Catch a Song)

Focus:

Practise writing the solfa of a known 16 beat song using *mi*, *so* and *la*.
Derive the form of the song.

Foundation Work:

The song Lucy Locket must be performed confidently and accurately by the children in words, solfa with handsigns and timenames, independently of the teacher.

The following activities are examples of segments from previous lessons:

- Revise with the children the number of phrases in the song by singing Lucy Locket and showing the phrases with an arc-like movement of the arm.
- Identify the Solfa Flashcards 3.2 & 3.3 as the A and B sections to Lucy Locket.
- The teacher plays Lucy Locket on the chime bars (Resonator Bells) using a wooden solfa ladder. This aurally reinforces *mi so la* and visually reinforces the distance of a *step* and *skip*.

Directions:

- Write the solfa of Lucy Locket, a phrase at a time, under the rhythm.
- Check by singing the song in solfa.
- The teacher confirms the stick notation with Solfa Flashcards 3.2 & 3.3.
- Fill in the form boxes using the letters A and B.

Extension:

1. Sing Lucy Locket with solfa in canon, 2 beats apart.
2. Play Lucy Locket on the Chime Bars (Resonator Bells) in (i)unison, (ii)canon and (iii) two parts by providing a 2 beat melodic ostinato to accompany the melody.

Materials:

Level 3 Take Note Music Resource Kit
Resonator Bells

Solfa Flashcards 3.2 & 3.3

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Tone Set

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Tone Set:

m s l

Reference:

Lucy Locket
(Catch a Song)

Focus:

Practise writing *mi*, *so* and *la* in the staff.

Foundation Work:

The song Lucy Locket must be performed confidently and accurately by the children in words, solfa and timenames, independently of the teacher.

The following activities are examples of segments from previous lessons:

- The terms 'staff' or 'stave', 'tone set' and 'treble clef' are introduced to the children.
 - Identify with the children the Music House and state that, "Musicians call this a staff or stave."
 - Ask the children to derive the three solfa pitches used in Lucy Locket. Write these three notes on the board in staff notation and state that, "Musicians call the notes used in a song its tone set."
 - Many children are already familiar with the appearance of the treble clef. It is appropriate at this age to teach them that it is drawn around the line where the note G sits. It is useful to observe the position of the note G as it appears after the treble clef on the page, see Appendix (vi). After drawing a treble clef on the board, state that, "This musical sign is used to show the notes that our singing voice uses. Instruments that play higher sounds also use this clef. Musicians call it a treble clef. Low singing voices and instruments that play low notes use a bass clef." The teacher may demonstrate the vast range of pitches that can be played on a piano or may compare the notes produced on a low orchestral instrument and a high orchestral instrument.
- On the board, the teacher writes the tone set of Lucy Locket and discusses the placement of note heads and stems while reinforcing steps and skips in the staff.
- Using individual Laminated Staves the children reproduce the first 4 beats of the song themselves with counters.

Directions:

Divide this activity into 2 segments.

- Firstly, write the missing note heads to Lucy Locket. Be careful to keep each note directly under its heart beat.
- Secondly, show the rhythm by adding stems going **up after** the note like a 'd'.

Extension:

1. Play Lucy Locket on the Chime Bar class sets (Resonator Bells), *so* = G. Leave the chime bars in the box so the children know when they are *skipping* between *mi* and *so* and *stepping* between *so* and *la*.
2. Ask the children, "Is this the whole song?" Discuss with the children and have them discover the need for a repeat sign at the end of the stave.

Materials:

Level 3 Take Note Music Teacher Book Laminated Music Staff
Circular Plastic Counters
Resonator Bells

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Steps in the staff

Step down ↓

Step down ↓

Step up ↑

Step up ↑

Step down ↓

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Focus:

Practise writing steps in the staff.

Foundation Work:

The following activities are examples of segments from previous lessons:

- Using individual Laminated Staves and counters the children demonstrate their understanding of steps in the staff as they respond to questions such as, “Place *la* in the 4th line and show so a step lower.”
- The teacher places a magnetic counter in the staff on the board and draws an arrow beside the counter. The direction of the arrow indicates whether the step will be up or down. Individual children are asked to create a step with a second magnetic counter in the correct position according to the direction of the arrow.

Directions:

Create a step by drawing a note head into the staff according to each direction.

Extension:

Add stems to all the notes – some will be up and some down. Colour in the note heads.

Materials:

Level 3 Take Note Music Teacher Book

Laminated Music Staff

Circular plastic counters

Magnetic counters

Who's That

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The worksheet contains two rows of rhythm notation. The first row has eight boxes: the first two are rectangles containing a quarter note (♩), the next two are circles containing a half note (♭), and the last four are circles containing a quarter note (♩). The second row has five boxes: the first two are rectangles containing a quarter note (♩), the next two are circles containing a half note (♭), and the last one is a rectangle containing a quarter note (♩). Below the notation is a drawing of a hand knocking on a door.

Tone Set:

d r m s

Reference:

Who's That
(Catch a Song)

Focus:

Practise writing the rhythm pattern of a known 16 beat song using **♩ ♭**

Foundation Work:

The song 'Who's That' must be performed confidently and accurately by the children in words and timenames, independently of the teacher. This written activity assumes that **♩** has been aurally and visually prepared and then made conscious. It is, "1 long sound that lasts for 2 beats."

The following activities are examples of segments from previous lessons:

- Revise **♩ ♭** from rhythm flashcards.
- Perform the song with the beat, with timenames and then with the beat and timenames simultaneously.
- Derive the rhythm of the song on the board under heart beats in 2 rows of 8 beat phrases.
- Because this is the first written activity containing a sound that lasts for more than one beat, reinforce with the children the sounds that last for one beat by circling them and the sounds that last for two beats by placing a rectangle around them.

Directions:

1. Write the rhythm of 'Who's That' in each of the rectangles and beat circles.
2. Check by singing the words and pointing to the rhythm.
3. The teacher confirms the rhythm with flashcards 3.4, 3.12 & 3.13.

Extension:

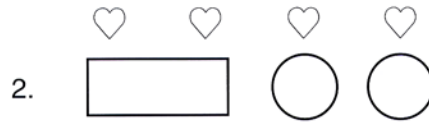
1. In pairs or two groups, children clap the rhythm of the song in canon, 4 beats apart.
2. Children clap **♩** and sing **♭** as an inner hearing exercise.
3. Children tap the rhythm of the song on both thighs, making sure that **♩** is a brushing motion toward the knee. Try this in canon, RH vs LH!

Materials:

Level 3 Take Note Music Resource Kit

Rhythm Flashcards 3.4, 3.12 & 3.13

Rhythmic Dictation



Focus:

Dictation of 4 beat rhythm patterns using **l n z d**

Foundation Work:

The rhythmic dictation exercises on this page are designed to sequentially develop the children's awareness of "1 long sound that lasts for 2 beats."

Within this sequence the **d** is;

- i. drawn inside a rectangular box
- ii. drawn on a long 2 beat line
- iii. drawn on single beat lines - leaving the beat 'next door' empty.

- For examples of lesson segments refer to Page 3.
- Use a selection of rhythm flashcards from 3.9 – 3.16 for class and individual performance.

Directions:

In order for the children to hear the 1 long sound that is sustained for 2 beats it is desirable to perform each rhythmic dictation on an instrument such as the recorder or piano using a single pitch.

For each exercise:

- Teacher performs a 4 beat rhythm pattern while the children point to the heart beats on their page.
- Children write what they hear.
- Teacher checks the rhythm with the children and they clap and say the timenames.

Materials:

Level 3 Take Note Music Resource Kit

Rhythm Flashcards 3.9 – 3.16

Rain is Falling Down

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Tone Set:

d r m

Reference:

Rain is Falling Down
(Catch a Song)

Focus:

Practise writing the rhythm pattern and barlines of a known 16 beat song using **▣** and **ⓓ**

Foundation Work:

The song Rain is Falling Down must be performed confidently and accurately by the children in words and timenames while conducting the 2 metre pattern.

The following activities are examples of segments from previous lessons:

- Perform the song:
 1. with the beat as a 2 beat body ostinato.
 2. with timenames.
 3. while conducting the 2 metre pattern.
 4. with a 2 beat heavy / light body ostinato pattern.
- With the children derive the rhythm of the song on the board under heart beats in 2 rows of 8 beat phrases. Add the 2 metre signs and barlines.

Directions:

- Write the rhythm of Rain is Falling Down on individual beat lines, reminding the children to leave the beat 'next door' empty for each **ⓓ**
- Add bar lines before every 'heavy' beat within the song.
- Add a double bar line at the end of the song.

Extension:

The class is divided into 2 groups. Group 1 sing and perform the rhythm of Rain is Falling Down on tambours. Group 2 sing the song while playing a 2 beat heavy / light ostinato on a xylophone. The ostinato may be octave F's on the 1st beat followed by clicking the beaters together on the 2nd or do (F) on the 1st beat followed by so (C) on the 2nd. Both groups perform simultaneously.