Understanding the Music Stave

through Exploration, Imagination and Discovery

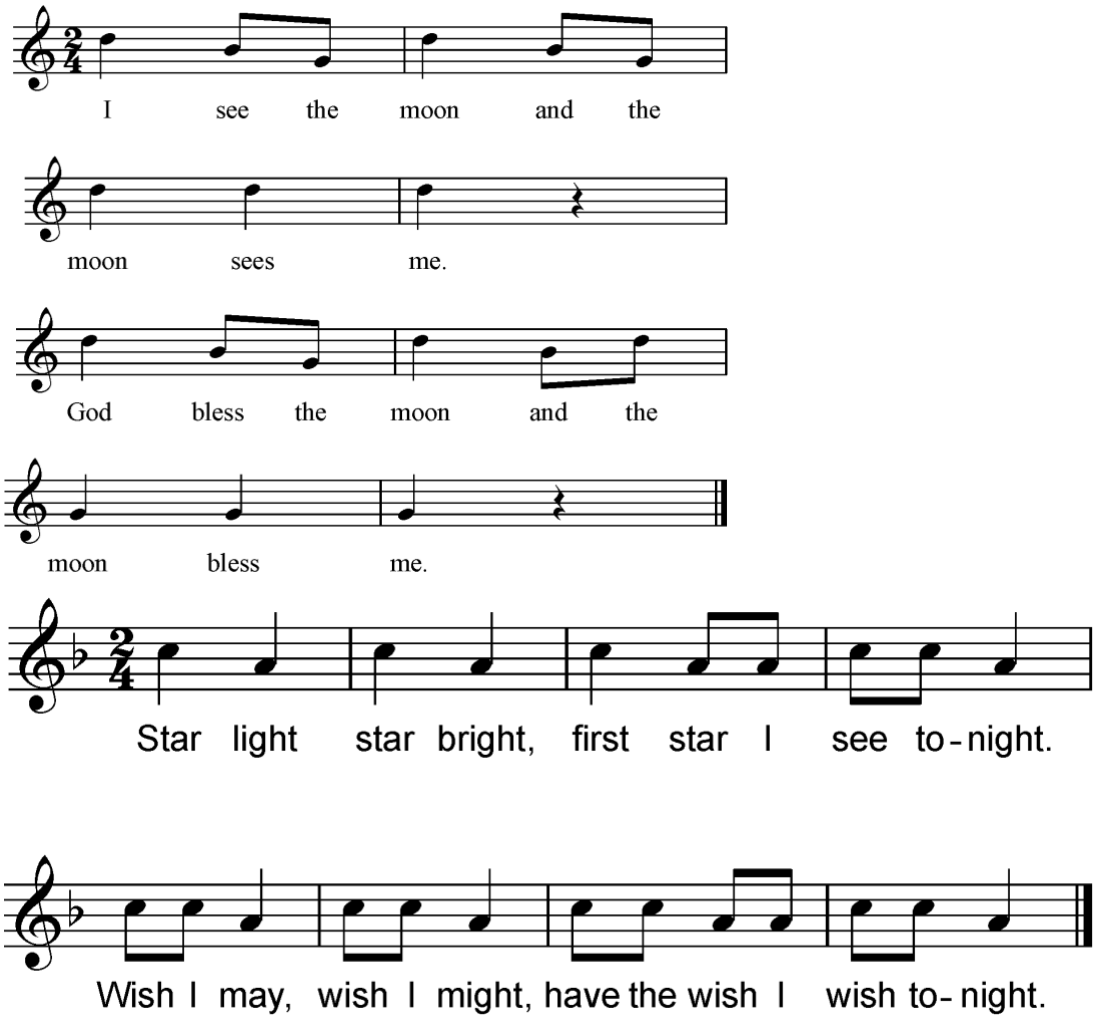
Ruth Friend

Have you ever wondered how to approach the music stave with primary aged children?
This session will introduce you to innovative teaching strategies, including creative sequential activities, written tasks and 'e-learning' tools that bring the music stave to life! You will discover new ways of teaching children to understand steps, skips and leaps in music notation and to apply note names to the treble stave.
With careful sequential teaching and questioning, the learning falls into place as the children are guided to make musical discoveries for themselves.

This session will provide a pathway for music educators to guide young children in their music stave learning-journey. Traditional concepts of music notation will be explored using engaging activities that align with the Australian Curriculum's music making and music responding strands.

We will explore opportunities within the music classroom for discovery learning. Such opportunities encourage children to build their understanding while making aural and visual connections that relate to the concept of the music stave.

Through vocal exploration, the singing of traditional folk melodies and movement activities children learn about the stave, treble clef, note names and the tuning fork. They learn to link sounds with symbols, equipping them to have the skills to be musically literate independent musicians.



	Equipment	
Introductory activities: Glissandi **Up High, Down Low** **Lickety Spry** **Star light** Echo Song: **Tongo**	Tower Poster – Resource Kit 1 Ref: Catch a Song Ref: Catch a Song Ref: Catch a Song Ref: John Feierabend – Echo Songs	Musician of the Day Pointer of the Day Octave and 5th 5th and min 3rd Min 3rd
Singing **I See the Moon** Melodic Contour		
Exploration – in the stave	Wool, buzzing bee, black notes	Participants place notes on stave in specific lines or spaces/ They are asked to move them by step or skip Create 'I see the Moon' in F (inadvertently)
Mrs Clef Bk 1 I see the Moon – on the stave Laminated Staves – individually with counters Pair up to create 2nd phrase also For **Secondary educators** the use of all 3 techniques on the RH side are fabulous. Songs with only 3 notes are used for drm eg. Hot Cross Buns, Who's That Yonder, Closet Key	** Terminology of "IN the lines and spaces" to avoid confusion for young children.	**Melodic Techniques** • Use melodic contour shown with one finger moving up and down. • Use hand stave using spaces for d m s Firstly identify all the lines, then the spaces. • Use Pitch Patterning on the body to show high/low and for **secondary** use high mid and low – Head, shoulders and waist.
Mrs Clef Bk 2 **Starlight Pg 9 Student Book 2**		

Song Shape in Giant Floor Stave for Starlight – individuals come up and place E & G	Starlight Song Shapes – Resource Kit 1	
Student Book 3 **Skips in the Stave Pg 7** as handout		

I encourage you to undetake Kodaly training for Primary and Secondary teaching. Information can be found through Kodaly VIC.

Kodaly VIC runs courses throughout Semester One

Kodaly QLD – Cuskelly Music School – runs 2 week intensives from the start of January in Brisbane.

I'm happy to talk you through each option and discuss a way forward. Just email me.

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