

The Language of Music for Children - Set III

by Nan Grantham

Introducing music on the printed page can be fun. Set III of The Language of Music for Children presents supplementary activities and methods to introduce musical notation. Some of the activities are simple enough for preschoolers while others are designed for older children who are taking music lessons but still enjoy the challenges of puzzles and games.

Although SET III is related to the materials in Sets I (CGBK-47) and II (CGBK-52), the pages which follow are designed as a supplement to and not dependent upon the earlier sets.

Children learn through repetition. Repetition may be done in an interesting variety of ways and not just through drill.

The worksheets are divided into seven categories: rhythm, melody, harmony, form, tone, expression, and the printed page. At the bottom of each page is a cut-off section of instructions for the teacher. These instructions provide ideas for extending or altering the lessons.

Pages 43 and 44 offer a set of flashcards with music symbols or terms on one side of the page and identification on the back side. Although small, they may be laminated, cut apart, and used as flash cards. If possible, use a copier that will enlarge them for group use.

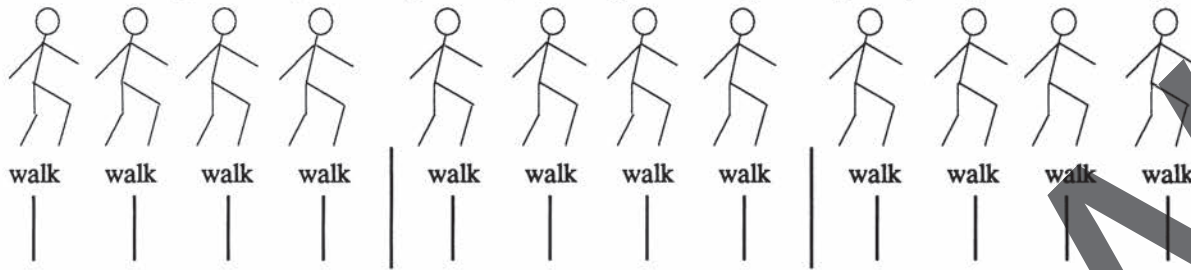
At the outset, you will find that preparing a book for individual use or as an early-bird activity can be very useful. First, reproduce two complete sets of worksheets and write correct answers on all pages in one set. Laminate each of those pages back-to-back with its unworked counterpart. Punch and assemble all the laminated pages in a three-ring notebook. Students who arrive early or students who are working at their own pace may use a dry-erase marker or a grease pencil to complete each page, checking their own work with the correct copy on the backside of the page. Later, the student's work may be easily erased and the booklet used again. You may wish to use clear plastic envelopes instead of laminating the pages.

You will discover many other creative ways in which to present musical materials to young people. In the meantime, I hope this series has been helpful in stirring your imagination.

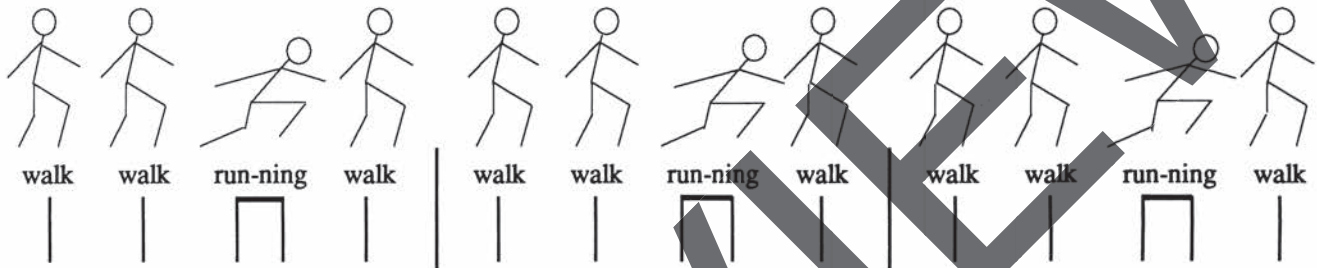
. . . Nan Grantham

RHYTHM - Worksheet 1

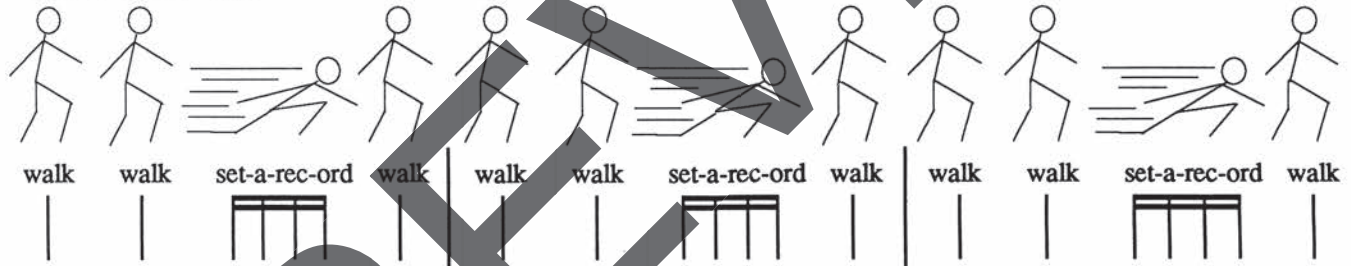
Read the following picture-rhythms. As you read, tap each picture. Keep a steady beat, as if you were walking.



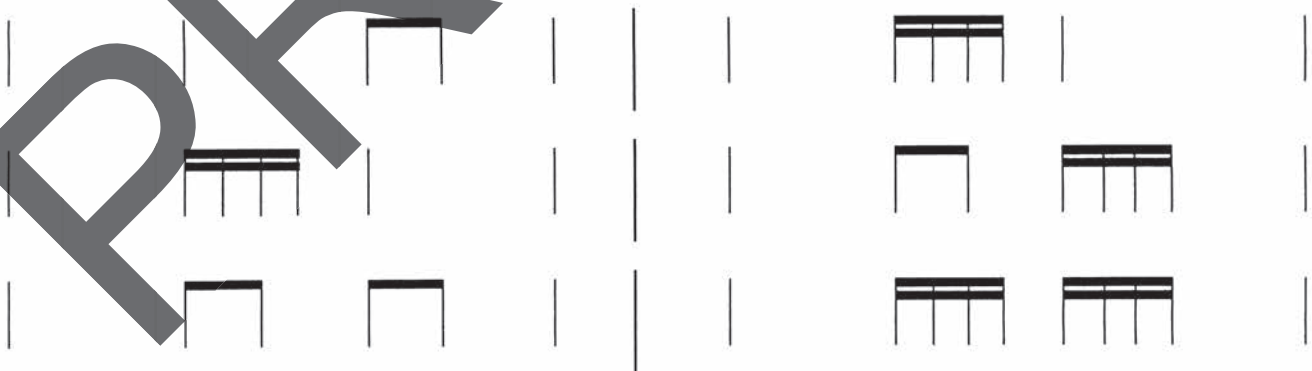
Read the following picture-rhythms. As you read, tap each picture. Notice that one “walk” in each group has been changed to two “run-ning” taps.



Read the following picture-rhythms. As you read, tap each picture. Notice that one “walk” in each group has been changed to four “set-a-rec-ord” taps.



Read and clap the patterns below. Remember the picture words that were used above. Ask your teacher to clap a steady “walk” pattern (like a clock ticking) to help you keep a steady pulse.

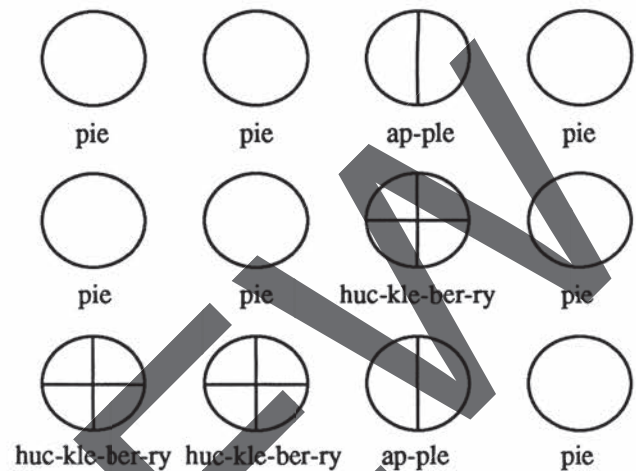
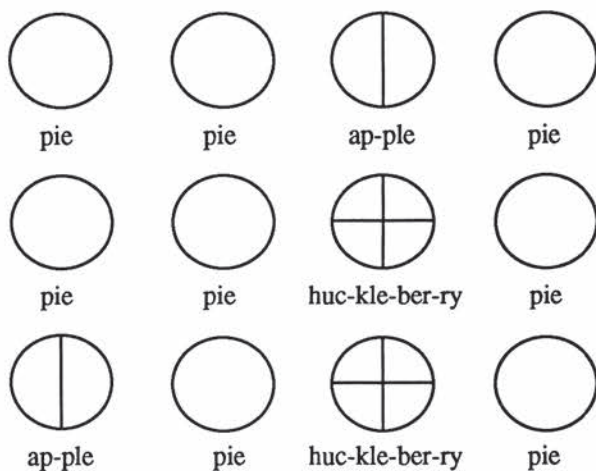


(Teacher’s instructions may be cut from student’s page)

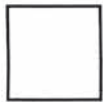
1. Make flashcards of the picture-rhythms to use with the students.
2. Divide class and let half clap the steady beat while the other half claps the flashcards.

RHYTHM - Worksheet 2

Here are new picture-rhythms for you to read and tap. The steady beat word is "pie." The fruit will tell the number of pieces in the pie.



In order to use many different words, we will use a code for our picture-rhythms. It is as follows:



one-sound words

As: (1) Maine
(2) Bush
(3) snow
(4) rose



two-sound words

As: Tex-as
Rea-gan
freez-ing
dai-sy



four-sound words

As: Mis-sis-sip-pi
Ei-sen-how-er
Jan-u-ar-y
hon-ey-suc-kle

Clap and say each of the rhythms below. Use a different set of words each time. You may think of other word-rhythms to use.

4



4



4



4



Teacher's Instructions:

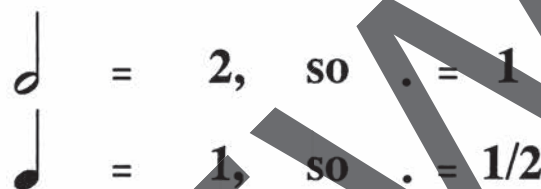
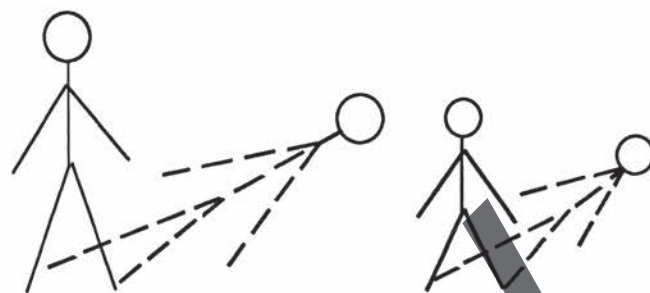
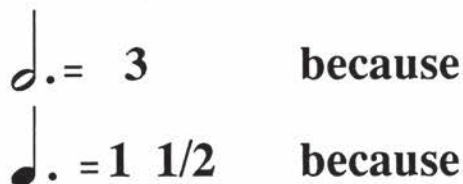
Help students tap steady beat words with their feet while clapping different patterns with their hands.

RHYTHM - Worksheet 10

A dot after a note is like a shadow.

A dot after a long note is longer than a dot after a short note, just like a shadow after a tall person is longer than a shadow after a short person.

Each dot gets half as many counts as the note it follows.



Counting dotted notes is like tying the dot onto the note:



Dotted half notes are easy to count—you just say “one, two, three.” Dotted quarter notes are harder. Here are some flash cards to help you. One set has the counts marked. The other set does not. Use both of them.

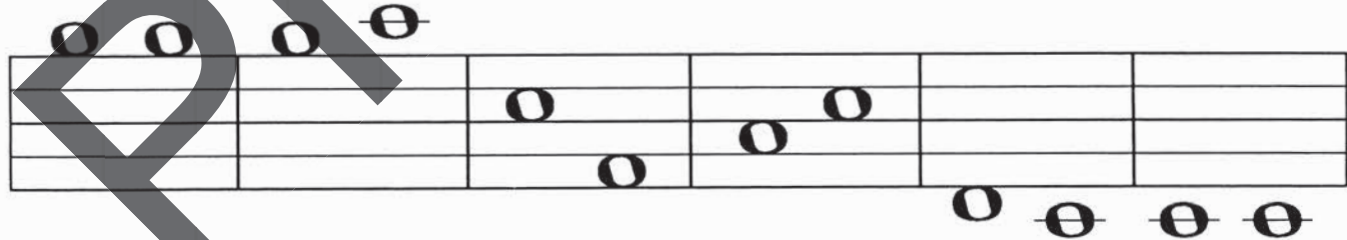
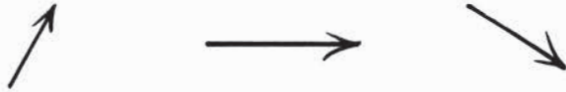
Set 1	(1) (2) (3) (4) one one one one	(1) & (3) (4) one - DOT and one one
	(1) (2) & (4) one one - DOT and one	(1) (2) (3) & one one one - DOT and
Set 2	(1) (2) (3) (4) one one one one	(1) (2) (3) (4) one one one one
	(1) (2) (3) (4) one one one one	(1) (2) (3) (4) one one one one

Teacher's Instructions:

1. In using rhythm flash cards with the children, develop the habit of reciting and/or clapping through each card two times, keeping a steady pulse. This enables you to repeat a card a third or fourth time if the response is incorrect, or to move on to the next card without ever stopping the beat.
2. As indicated by the type, have the children shout the “DOT.” This emphasizes holding on to it and squeezing or lengthening the note.

MELODY - Worksheet 1

Look at each measure below. If the second note moves up, draw an arrow pointing up. If it moves down, draw an arrow pointing down. If it stays on the same line or space, draw an arrow on its side.



Teacher's Instructions:

For two teams with the children. Give each team a piece of chalk. Draw examples like the ones above on the chalkboard, one at a time. The first team to send a member to the board and draw the correct arrow earns a point for the team. Use the measures above the ledger lines as an opportunity to tell the children that lines and spaces can be added to allow notes to go higher and lower than the staff.

MELODY - Worksheet 3

Let's take a walk through
the music alphabet...



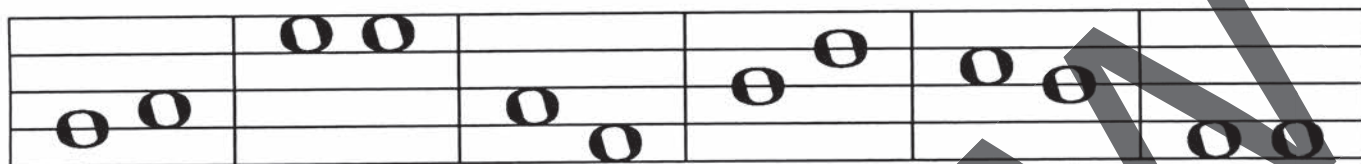
Teacher's Instructions:

1. This can be played as a circle game by placing the children in a circle and letting them spell the musical alphabet with each naming the next letter as it comes their turn around the circle.
2. Another circle game is to give each child a letter name as the game begins. Take turns pointing to various children who respond "My name is ___ (letter) and my neighbors are ___ and ___ (letters or either side)."

MELODY - Worksheet 4

This worksheet helps you look at the location of notes on the staff—almost as if the staff were the neighborhood. Is the second note right next door, like a *neighbor*? Does it *skip* a line or space (with a house between), or is it in the same house?

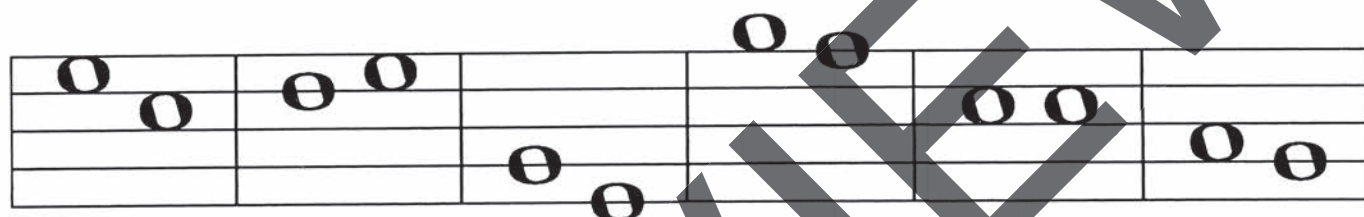
Look at the measures below and mark **N** for neighbors, **S** for skips, and **R** for repeats (in the same house).



N

R

S



In the next measures, the first location is given. Can you place the second note in the right location?



N

↑

R

→

S

↓

S

↑

R

→

N

↓



R

→

S

↓

S

↑

N

↑

S

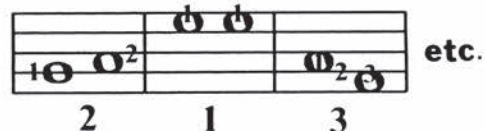
↑

N

↓

Teacher's Instructions:

Use this opportunity to begin thinking about intervals. Simply begin to talk about how far away is the next note (how many houses away?). Put some examples on the chalkboard and number them together. You may want to give children a second copy of this worksheet and let them number the distances as:



MELODY - Worksheet 10

Every song has a home base. In the *rhythm worksheets* you learned about *time signatures*. Music also has *key signatures*. The \sharp 's and \flat 's at the beginning of the staff (or the absence of them) tell the *key signature*. The key signature shows your eyes and your mind where "home base" is for each song. Your teacher will help you with this worksheet. As your teacher plays or sings the illustrations below, let your listening ear help you remember home base. Just sing "loo."

There are rules:

1. No \sharp 's or \flat 's - Home base is "C."
2. Find the last \sharp on the right and go up to the next line or space for home base.
3. Find the last \flat on the right and go down four lines and spaces for home base. (You may already have discovered the next-to-the-last \flat is home base.

No \sharp 's or \flat 's home base is C

Last \sharp to right up 1 line or space to home base

Last \sharp to right up 1 line or space to home base

Last \sharp to right up 1 line or space to home base

Last \sharp to right up 1 line or space to home base

No \sharp 's or \flat 's home base is C

Last \flat to right down 4 lines and spaces to home base

Last \flat to right down 4 lines and spaces to home base

same

Last \flat to right down 4 lines and spaces to home base

same

Last \flat to right down 4 lines and spaces to home base

same

There are additional home bases, but we will not include them at this time.

MUSIC SYMBOLS

(answers on back)

1. treble clef	17. half rest
2. bass clef	18. dotted half note
3. staff	19. quarter note
4. bar line	20. quarter rest
5. measure	21. eighth note
6. double bar line	22. eighth rest
7. repeat sign	23. forte or loud
8. D. C.	24. piano or soft
9. D. S.	25. crescendo sign
10. (the sign for D. S.)	26. decrescendo sign
11. sharp	27. fermata
12. flat	28. slur
13. natural	29. tie
14. whole note	30. sixteenth note
15. whole rest	31. sixteenth rest
16. half note	32. time signature

MUSIC SYMBOLS

(answers)

	
	
	
	
	
	
<i>f</i>	
<i>p</i>	Da Capo
	Dal Segno
	
	
	
	
	
$\frac{4}{4}$	
	