

THE A B C's OF THE DO RE MI's

LESSON 1

Have choir go around the room in time with a drum beat, at these speeds:



Sometimes the rhythm of the drum was faster, and sometimes slower.
We have signs to show whether the music is to be fast or slow.

We call these signs notes.

- A whole note is very slow
- A half note is only half as slow
- A quarter note walks right along
- An eighth note is like running



Draw notes on the board
as you speak.

Repeat names of notes, pointing to each

Drill names of notes, and their character

- Point to note: children tell its name and character
- Call out name of note: Child points it out
- Beat series of quarter notes; half notes; eighth notes on the drum;
children point out the corresponding note on the board.

Show CHART I, and clap (or tap with rhythm sticks): all counting aloud.

ASSIGNMENT: Draw a copy of the chart.

LESSON 2


Review Lesson 1.



All clap CHART I; ask for volunteers to do it alone, while all count.



Music is just like people; it needs to rest sometimes.

We have signs to show how long the rest should be.

If it rests as long as a whole note  we call it a whole rest .

If it rests as long as a half note  we call it a half rest .

If it rests as long as a quarter note  we call it a quarter rest .

If it rests as long as an eighth note  we call it an eighth rest .

(Draw the notes and corresponding rests as you speak.)

Let class practice making notes and rests.

Show CHART II. Now let's see if we can clap a combination of notes and rests without getting mixed up.

Explain that while the hands come together for notes, they fly apart for rests.

ASSIGNMENT: NOTES AND RESTS.

Give unrelated pitches on the piano; choir sings 3rd up from each pitch. Now do it rhythmically:



Same procedure with 3rd down; 5th up; 5th down.

LESSON 36

Test the class individually on singing 3rd, 5th, and 8th up and down. If class is not too large, let them form a circle. Whoever misses must sit down, but if he can sing correctly an interval someone else misses, he may take that person's place in the circle.

LESSON 37

Now that we are such good detectives that no 3rd, 5th or 8th can escape us, we will add another *easy* one to catch - the 2nd. It sounds like this: (Play a series of major seconds up). Play unrelated pitches. Children sing a 2nd up. Slowly; allow time for thought. Again play unrelated pitches. This time sing 2nd up *rhythmically*, as on 3rds in Lesson 35.

LESSON 38

After some review of 2nd, 3rd, 5th, 8th up and down, pass out pencils and papers with numbers from one to twenty.

Play the following 20 intervals in order: (children write the name of the interval played, beside the corresponding number).



LESSON 39

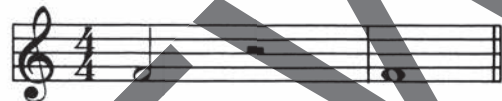
1. Review singing 2nd, 3rd, 5th, and 8ths up and down.
2. Give each child a pencil, a copy of Review Sheet 6. Allow very short time to fill in the notes indicated. (If they do it slowly they will realize that the correct note is always given in the following measure).
3. Let the whole choir sing this series of intervals together.
4. Call for volunteers to sing them alone. (Offer some recognition to those who can do so next week).

CHART III

1.



2.



3.



4.



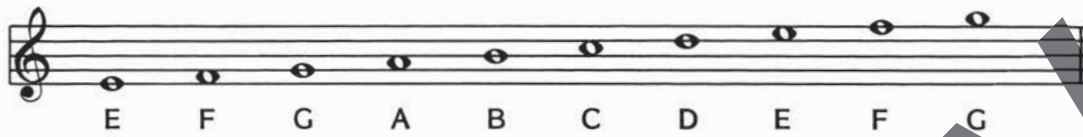
5.



6.



LETTER NAMES REVIEW



1. Starting from the bottom (first) line, which letters are on lines?

2. Starting with the lowest (first) space, which letters are in spaces?

3. Starting with E (first line), which letter is a:

3rd up _____ 7th up _____ 2nd up _____ 6th up _____

4th up _____ 5th up _____ 8th up _____

4. Starting with F (first space), which letter is a:

3rd up _____ 7th up _____ 2nd up _____ 6th up _____

5th up _____ 4th up _____ 8th up _____

5. Starting with F (fifth line), which letter is a:

3rd down _____ 5th down _____ 7th down _____ 8th down _____

2nd down _____ 4th down _____ 6th down _____

6. Starting with E (fourth space), which letter is a:

3rd down _____ 5th down _____ 7th down _____ 8th down _____

2nd down _____ 4th down _____ 6th down _____

KEYBOARD CHART

A^b B^b G^b A^b B^b G^b A^b B^b G^b A^b B^b G^b
G[#] A[#] F[#] G[#] A[#] F[#] G[#] A[#] F[#] G[#] A[#] F[#]

