Step-by-Step
Classroom Music II
4
Teacher Manual
Dear Educator,

Thank you for taking the time to peruse Step-by-Step Classroom Music. This grade 1 music curriculum has been created for a classroom teacher to deliver a General Music program. Step-by-Step Classroom Music teacher resources contain full lesson plans with clearly specified curriculum expectations at top of each lesson. The music lesson plans give extra explanation and teacher notes and have blackline masters and tests for students. In grade 1 the fundamentals of music are taught and in each successive year they are reviewed and built upon.

If you have found us via this pdf document, we encourage you to visit the website: www.emcnotes.com to look at our other music curriculum products in this series and to view our SMART board music lessons and the new online music composition application.

This sample contains links to audio in mp3 format. To access this click on the text that reads, “Play track…”, and the mp3 track will open in another window. If you have any questions or problems viewing or listening to the audio email paulmauro@emcnotes.com

Yours truly,

The emc notes inc. team
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Track 25: Wuorinen: quarter note = 108 (leggiero)
TOPIC: Form Repeats and Coda

CURRICULUM EXPECTATIONS:

Students will:

- C1.5 Demonstrate an understanding of musical signs and standard notation on the five-line staff, and use devised notation to record the sequence of sounds in a composition of their own;
- C3.2 Demonstrate an awareness, through listening, of the characteristics of musical forms and traditions of diverse times, places, and communities; (Medieval, Indian classical, Islamic, Aboriginal)

OBJECTIVE: By the end of the lesson, students will notate a musical work implementing the use of repeats and a coda in order to shorten the length of the notation.

MATERIALS: 4/4 Time Signature Card
Notation Definition Sheet
Notation Example: German Dance Full Score
Notation Example: German Dance Shortened Score
Track 8 German Dance
Notation Worksheet
Notation Answer Sheet
Pitched percussion instruments or recorders
German Dance Score with Hand Signs for Vocals
German Dance Score for Recorder
German Dance Score for Pitched Percussion

LESSON RATIONALE:

In order to shorten the written length of a musical work, songs are often notated using instruction that refers to repeated sections and the playing of partial sections before moving to an entirely different part of the song. Without such instructions the notation for a song, especially one which has sections that repeat multiple times, would be quite lengthy. By using repeat signs and codas, the notated length of a piece can be substantially shortened. This lesson will focus on the use of instruction that shortens notation.

SUGGESTED LESSON SEQUENCE:

1. Explain to the students that some musical works can be quite lengthy and that it is often necessary to shorten the length of the written work, without changing what is heard or played.

2. Review the names of the notes on the treble staff (EFGABCDEF).
3. Review note values from the previous lesson with the students.

4. Show the 4/4 Time Signature Card and review the purpose of the time signature. The top number, in this case 4, tells the performer that there must be four beats in each measure and that these beats must be counted according to the 4/4 pattern – Strong beat on one, weak beat on two, medium beat on three and weak beat on four. The bottom number, in this case 4, tells the performer that the quarter note has the value of one full beat.

5. Sometimes composers want to lengthen the sound of a note or rest without changing the value of the note or the time signature. What they use in this case is called a fermata \( \text{fermata} \) which they place above the note or rest. The fermata tells the performer to pause. The length of the pause is up to the performer. After the pause, the piece carries on as usual.

6. Photocopy or scan the Notation Definition Sheet, display it on an overhead or interactive whiteboard and review the terms with the students.

7. Photocopy or scan the Notation Example 1 Sheet and display it on an overhead or interactive whiteboard.

8. **Play Track 8,** *German Dance* and have the students follow along with the score.

9. Photocopy or scan the Notation Example 2 Sheet and display it on an overhead or interactive whiteboard.

10. Point out to the students how the score is to be read by following the signs and written explanations.

11. Replay Track 8, *German Dance* and have the students follow along with the abbreviated score. Ask the students to raise their hand when they hear the fermata being used.

12. Discuss how writing the score in a shortened form may be beneficial.

13. Distribute a copy of the Notation Worksheet and have the students complete it by placing the appropriate signs in the appropriate locations according to the instructions provided.

**EXTENSION LESSONS**

**Option 1**
1. Distribute a copy of the score for vocals, recorder or pitched percussion instruments to each student.
Lesson six

2. Students may rehearse and perform the piece vocally or instrumentally using recorders, pitched percussion instruments or vocals.

3. Students may be divided into pairs or trios and asked to create rhythmic ostinato patterns or melodic ostinato patterns to accompany the melody line.

4. Students may be divided into pairs or trios and asked to create lyrics to accompany the piece. They would then prepare both the music and the lyrics for performance.

Option 2

1. Distribute a copy of the score for vocals, recorder or pitched percussion instruments to each student.

2. Students may be divided into pairs or trios and asked to restructure the piece by applying notation symbols to the piece, thereby changing the arrangement of the work.

3. Students may then rehearse and perform the piece vocally or instrumentally using recorders, pitched percussion instruments or vocals.

4. Students may be divided into pairs or trios and asked to create lyrics to accompany the piece. They would then prepare both the music and the lyrics for performance.

ASSESSMENT STRATEGIES:

An answer sheet can be found after the student worksheet. Student work may be collected and corrected in accordance with the answer sheet provided. Student performance should accurately reflect the notation that they have completed with respect to form.
What does the time signature tell us?

The top number tells us how many beats are in the measure or bar.

The bottom number tells us what note value is given the duration of one beat. In this case the quarter note.
Repeat Signs:  ::
A repeat sign is used in place of writing out a large portion of music that has already been played. The symbol looks like a colon which is placed at both the beginning and end of the part that is to be repeated.

Endings:  \[ \]  \[ \]
Are used along with the repeat to indicate slight changes to the end of the part that is about to be, or that already has been repeated.

Coda:  %
A coda is a passage that occurs after the structural conclusion of a work. It is an additional ending section.

D.C. al coda:
This is an Italian term, da capo al coda, which translates: return to the beginning and play to the coda sign at which point the performer should move to the coda.

D.C. al fine:
This is an Italian term, da capo al fine, which tells the performer to go to the beginning and play to the fine (end).

D.S. al fine:
This is an Italian term: dal segno al fine, which tells the performer to return to the sign [ % ] and play to the fine (end).

Fermata:  \%
This is a symbol that is placed over a rest or note to indicate that the note or rest should be held beyond the normal duration. This is commonly referred to as a pause.
Notation Example 2: German Dance Shortened Score

Mozart

5

9

13
Read the instructions and insert the correct notation.

Toyland by Victor Herbert

A. Insert the notation that indicates this is where the repeated section ends.
B. Insert the notation that indicates this is the end of the first section.
C. Insert the notation that indicates this is what should be played after the section has been repeated.
D. Insert the notation that indicates that the performer must go back to an earlier part of the song and play until the end of the piece.
E. Rehearse and perform the piece as written. You may sing the song or use a pitched instrument such as a pitched percussion instrument, a recorder, or a boomwhacker.
TOYLAND

Victor Herbert

[Music notation image]

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German Dance (Abbreviated) Score with Hand Signs for Vocals
Soprano Recorder - C

German Dance (Abbreviated) Score for Recorder
German Dance (Abbreviated) Score for Pitched Percussion

C G G E G E E E E E C G C

C B C G G C C B C G A B C B C G A B C

D D D B G G B C C C C C C B G G C

C B C G G C C B A G G C C B A G G C C