



SOUND ARTS

MUSIC

YEARS 5-10

lessons at the click of a mouse

STARTING A CLASSROOM BAND

LESSON ONE: TIME VALUES OF NOTES

Learning Areas

- Developing Practical Knowledge in Music
- Developing Ideas in Music
- Communicating and Interpreting through Music

Achievement Objectives

- Exploring, learning and applying the elements and structural devices that apply to music
- Responding to the structures of music using practical performance skills – both individually and as a group.
- Developing, refining and sharing performance skills.

Curriculum Levels:

Best suited to Levels 3-5

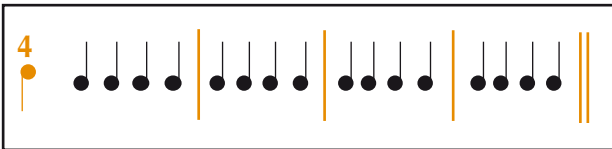
GETTING STARTED

Introducing One, Two and Four Beat Notes

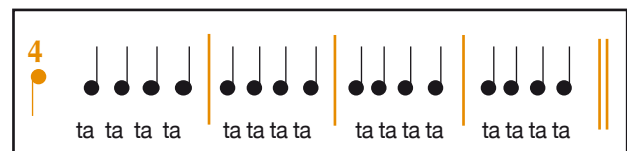
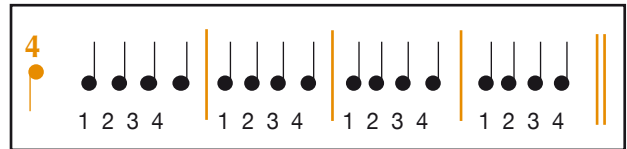
- Before students are introduced to the recorder/keyboard and learn the names of the notes they must have some prior knowledge of the length of time a note is played for.

Activity One: Introducing a One Beat Note

- Write a one beat note on the chalkboard.
- Tell the students that this is a note played for one beat and has a French time name of Ta.
- Explain that music is divided into sentences. These are called bars.
- Write four bars of one beat notes on the board. Tell students that the '4' at the beginning tells how many one beat notes there are in each bar.



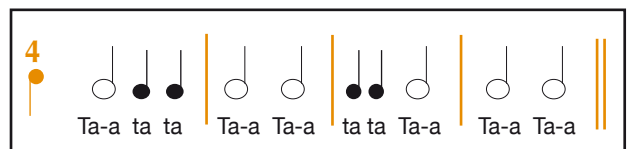
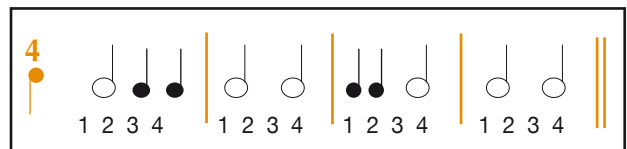
- Tell students that one beat notes are played or clapped at an even walking speed.
- Tell students that they are going to clap all the notes in order, counting the beats and then using the French time names.
- Count students in by giving four even beats – not ready go!



- Try this several times encouraging the students to follow each note with their eyes as you point.
- After this, try twice more but don't point and try to all stop together on the last note.

Activity Two: Introducing a Two Beat Note

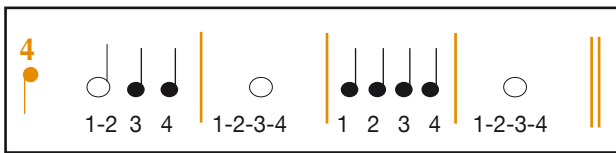
- Write a two beat note on the board. Note that the centre is not filled in as in a one beat note.
- Tell the students that this is a two beat note with a French time name of Ta-a.
- All clap a two beat note clapping both hands together for the second beat but move the clasped hands so the second beat can be felt.
- Write a mix of 4 bars of two and one beat notes on the



- Count in by giving four even beats and have students clap through the 4 bars using the counting method and then the French time names.
- Try this several times without pointing and encourage the students to follow along with their eyes.
- Encourage students to all finish together on the last note.

Activity Three: Introducing a Four Beat Note

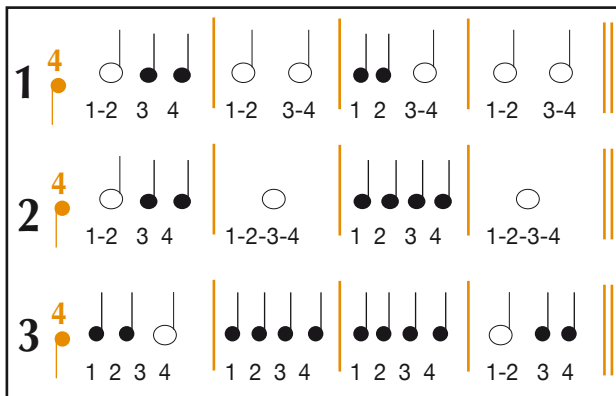
- Write a four beat note on the board. Note that the note is open and has no stem. ○
- Tell students that this is a four beat note with a French time name of Ta-a-a-a
- Write four bars of a mix of one, two and four beat notes on the board.




- Count in by giving four even beats and have students clap through the bars several times using both the counting method and the French time names.

Activity Four: Consolidating the Skills

- Divide the class into three groups. Have them clap through each example (below) in turn with each group starting at the number corresponding to their group, **eg** Group two starts at example 2, follows with 3 and finishes at the end of example 1.



- After each group has clapped through in turn, have all groups start at their number simultaneously, really concentrating hard so all groups finish together.
- Give each group a similar percussion instrument and play through the example, **eg** group 1 = triangles, group 2 = woodblocks, group 3 = drums.

Suggested Assessment Criteria

- Can the students recognise the differences between one, two and four beat notes?
- Can the students count out four bars of notes evenly without gaining speed and finishing on the last note?
- Are the students developing a facility to follow notes along with their eyes?
- Are the students equally confident using the counting method and the French time name system?
- Were the students able to maintain and read their own part when combined with other groups playing different parts?