



SOUND ARTS

MUSIC

YEARS 4 -10

lessons at the click of a mouse

STARTING A CLASSROOM BAND

LESSON FIVE: NEW NOTES C AND D

AND PLAYING IN TWO PART HARMONY

TEACHER INTRODUCTION

In this lesson we introduce two new notes C and D that are in the second or harmony part of chart one. When these notes have been taught and mastered, both parts will be played together to make a pleasing harmony.

BEFORE THE LESSON

- Have chart one music on display.
- Have recorder fingering diagrams G, A, B, C, and D on display.

ACTIVITY ONE: WARMING UP

- Give out recorders and have students go from rest to ready several times.
- Check that left hands are at the top of the recorder and right hands are at the bottom.
- With the recorders at the ready position (resting on chin) have students demonstrate the fingering for the note A (two fingers and thumb). Have them show fingering for G (three fingers and thumb) and then fingering for B (one finger and thumb).
- Try this several times changing the order of the notes you want them to show you, **eg**
 - show me G - show me B
 - Show me G - show me A
- Using the melody (top line) of chart one, point to any note in the second bar. Remind students that this note is found in the second space. Ask them the name of this note (A) and then show you the fingering of the note (two fingers and back thumb).
- Use the same procedure for any note in bar one. Remind the students that this note is around the second line. What is its name (G) and what is the fingering (three fingers and back thumb)?
- Use the same procedure for any note in bar three – the note located around the third line with a note name of B (one finger and back thumb).
- Pick any of these 3 notes at random from throughout the music and have students show the correct fingering. Try this many times so students gain confidence in associating a fingering with a note on the music.
- Remind students of good tone produced by mouthing gently DOOH.
- Have class play through melody line of chart one.
- Have small groups and soloists/duets play through aiming for good tone and following the music along with their eyes (even though most will have memorised the music long ago).

ACTIVITY TWO: NEW NOTES C AND D

- Tell students that a new note that is found in the third space is called C. Show them C by pointing to any note in the 2nd bar of the harmony line.
- Teach the fingering of the new note C. Perhaps the best way to do this is to ask them to finger the note A and take off their pointing finger. C has thumb on back, first finger off and second finger on.
- Count in an even four beats and have students play the four Cs in bar two. Remind them of producing good tone by mouthing gently DOOH.
- Introduce new note D (any note in bar three of the harmony). Explain that D is always found around the 4th line.
- Introduce the fingering for D (the same as C but the thumb behind the recorder comes off)
- Have students play (softly) the four Ds in bar four, followed by the four Ds in bar five.
- The thumb is replaced to play the four Cs in bar six.
- Bar seven involves the initially difficult changing from B to C and back to B.
- Bar eight is the note B, held on for 4 full beats.
- Have students silently finger through the harmony part several times, saying the note names as their fingers change.
- Play through the harmony part several times paying particular attention to the change of notes from B to C in the second and seventh bars.
- Insist on good and soft tone. D is most often played far louder than it should be at first.

ACTIVITY THREE: PLAYING IN HARMONY

NOTE:

Chart One has two parts – Part One is the melody (tune) line and Part Two is the harmony line. When played together, the simple harmony that is produced is very exciting and musical for the students. Using the simple arrangement described below and with the addition of tuned percussion instruments, it becomes an excellent piece of music for public performance. The following activities cover this procedure.

- Divide the class into two groups. Group one should consist of about two thirds of the class. They will play the melody part. The remaining third will play the harmony part. The harmony part involving the change from B to C is the more difficult part to play and should initially be given to the 'better' players.



LESSON FIVE: NEW NOTES & HARMONY

- Try the following simple arrangement:
 - *Melody players play through once*
 - *Harmony players play through once*
 - *Have a small group of three melody players and two harmony players play through once*
 - *All the class plays through once.*
- Give out several glockenspiels/xylophones/metallophones/chime bars if available and divide them equally into melody and harmony parts. You could decide to remove all notes not necessary for the parts, **eg**
 - *leave only G, A, B for the melody instruments*
 - *leave only B, C, D for the harmony instruments.*
- Have each tuned percussion part practice their parts in turn and then combine them together. Other recorder players clap softly while this is happening to keep the percussion players in time.
- Now combine the percussion and recorder players in a more complex arrangement to give the music greater tone colour:
 - *Melody recorder players play through once*
 - *Melody percussion players play through once*
 - *Harmony recorder players play through once*
 - *Harmony tuned percussion players play through once*
 - *All players play together*
 - *All tuned percussion play together*
 - *A small group of melody and harmony players play*
 - *All players play.*

