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Notating a previously learnt song onto the 5-line stave - online setting

classroom



DEVELOPING MUSICAL HEARING, WRITING AND READING IN
EARLY SCHOOL YEARS

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Introduction, pedagogical ideas

The materials in this section give you an idea on how to approach young children, who just entered school and started learning how to read and write letters, with musical reading and writing. The majority of the tasks can be used in online and offline setting as well. Some of the tasks, however, need to be modified if used in online setting. For example, singing together is quite difficult, it will never be in sync. With younger children I suggest to give it a try but if they are brave enough, let them sing one-by-one. The lessons are in order of learning new songs, notating them and recognising them.

The same way the children's fine motor skills develop, from bigger movement to smaller, we start from bigger movements to smaller. The way we place the notes onto our body shows the relations between the notes (higher notes on the upper body, lower ones on the lower body) and helps the children with their intonation. Even more, placing the notes onto our body helps not only the intonation but having the visuality of the notes so they can place them onto the 5-line stave much easier. The notes are colour-coded; therefore, the children will not have to know the letters yet, but they will be able to read and write musical notes. We use the same colours as in the *Kodály-Ádám Singing books*:

do=green

re=yellow

mi=blue

fa=grey

so=red

la=purple


ti=orange

At this age, children usually learn new songs by repeating after the teacher line-by-line, or if there is a game for the song, while playing the game and hearing the song many times sung by the teacher.



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6-7 year olds, early school years

<p>Greeting the children</p> <p>Using the toneset and melodic turns of the songs</p>	<p>Explain the children, that the greeting will be the same way as it happens in the classroom, the only difference is that everybody is at home. My suggestion is to tell the children the order - if the group is small - so they know when it is their turn.</p> <p>Greet the children with name singing and using the toneset and melodic turns of the songs they are going to learn.</p>	<p>s-l-s-m melodic turn</p> <p>s-m-s melodic turn</p>
<p>Discussing the notes that have been used in the greetings</p>	<p>Discuss what notes the greetings had and place them onto their bodies ('la' is on their heads, 'so' is on their shoulder, 'mi' is on their hip).</p> <p>Refresh what colours the notes are ('la' is purple, 'so' is red, 'mi' is blue).</p>	
<p>Recalling the previously learnt song</p>	<p>Ask the children whether they remember the song with the ring in it, then sing the song with words.</p> <p>Before singing the song with solfa, discuss where the notes are on the note-staircase, using the colours for the notes. Place the staircase onto the 5-line stave, first using our hands as the stave and discuss which space or lines the notes are in.</p>	

	<p>Sing the song words while showing the notes on the staircase.</p> <p>Discuss again which colour is which note again, to make sure the children all remember. Then sing the song with solfa while showing the notes on the staircase.</p>	<p>Don't worry if the sound is not completely in sync because of the online setting. However, if the group is bigger, I suggest to mute the children for group singing only.</p>
<p>Notating the note-heads onto the 5-line stave</p>	<p>Give clear instructions to the children what they need for this task: their exercise book, coloured and graphite pencils.</p> <p>Show and discuss the already prepared (and enlarged) 5-line stave with the children, so they will all have the same in their books: placing the 3 notes onto to the stave at the very beginning - used as a clef - and writing the time-signature.</p> <p>Discuss which note the song started on and write the note head straight in.</p> <p>After write in the 2nd, 3rd then the 4th note. Make sure the children use the correct colours.</p> <p>Lead the children to recognise, this melody is repeated 4 times, therefore they just need to write this melody 3 more times.</p>	<p>This age group, I suggest to use enlarged 5-line stave and in hand, to show where to write what as it is easier to point anything out with fingers, moving it closer to the camera. Also, it is visually more understandable and relatable for the children.</p>
<p>Adding the rhythm to the note-heads</p>	<p>This time use snapping or clapping to give the beat instead of stepping. Discuss if they sing one sound (word or syllable) on one snap, it is a 'ta'</p>	

	<p>(crotchet), if they sing 2 sounds (word or syllable) on two snaps, then they are 'ti-ti' (quavers).</p> <p>Sing the song with snapping and ask the children to listen whether the song has only 'ta', only 'ti-ti' or both.</p> <p>Once the children figured out the rhythm, write in the stems. Make sure, they know which way and from which side of the note heads they need to write the stems.</p>	<p>Directions are difficult for children, and even harder to explain online. My suggestions is try, if they hold their pencils in their hand, to say: the side you are holding your pencil.</p> <p>Or another way to help is ask the parents before the online lesson to put a bracelet (or hairband) on their right hand.</p>
<p>Adding the bar lines to the melody</p>	<p>Discuss what the number 2 at the beginning of the line means. It indicates the time-signature.</p> <p>At this age we call the bars (measures) train cabins and the bar lines walls. The number 2 means that 2 snaps fit into one cabin. Now they can draw the cabin walls.</p> <p>Once all the cabin walls are in, the children can draw the whole train. They need to make sure the last cabin has double wall as the train ends there (the song ends there).</p>	

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