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Notating the learnt song onto the 5-line stave - classroom setting

classroom



DEVELOPING MUSICAL HEARING, WRITING AND READING IN
EARLY SCHOOL YEARS

By Réka Tóth,
Liszt Academy of Music Budapest,
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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

Refreshing the previously learnt song

Sing the previously learnt song, "Borsót főztem" to refresh the children's memory. This time sing it with placing the notes onto their bodies

Bor - sót főz - tem
jól meg sóz - tam
meg is pap - ri - káz - tam
Á - be - le bá - be - le hamm!

Placing the notes onto the note-staircase

Discuss what colours are the notes and place them onto the staircase first.

Once all the three notes are on the staircase, sing the song with solfa while showing the notes on the staircase.

After singing the song with solfa, place the staircase onto the 5-line stave and check in which line or space the notes are.

Check where the notes move within the 5-line stave if we move one of the notes. This is a good practice to introduce the movable 'do' right from the beginning of musical reading and writing.

<p>Notating the note-heads onto the 5-line stave</p>	<p>Give clear instructions to the children what need for this task: blue, red, purple and graphite pencils and their exercise books.</p> <p>Write the number '2' at the beginning of the line to indicate the time-signature. Discuss where the notes live ('mi' is in the 1st space, 'so' is in the 2nd space and 'la' is in the 3rd line.</p> <p>Start writing down the note-heads. First make sure the children remember which note the song started on with solfa and what colour it should be. Then continue with the next three notes. Keep checking if they know which note comes with solfa and its colour.</p> <p>As the 2nd motive is the same as the 1st motive, make the children realise they just have to repeat the first 4 notes.</p> <p>For the 3rd motive, repeat the song with words and make the children count, how many 'so'-s are at the beginning. Then keep writing down the note-heads.</p>	<p>When in classroom setting, it is enough if the teacher writes the toneset on the board, when in online setting, I suggest that the children write the toneset as well, this is used at this age instead of the treble or bass clef.</p>
<p>Adding the rhythm to the note-heads</p>	<p>Sing the 1st motive again with stepping the beat so the children can figure out the rhythm. If they sing one note (word or syllable) on one step, it is a 'ta' (crotchet), if there are 2 notes (words or syllables) on one step, they are 'ti-ti' (quavers).</p> <p>When they draw the stems, make sure they know whether the stems go up, or down and from which side of the note-heads.</p>	<p>At this age (or even when they are older) children don't know yet which side is left and which is right. Therefore, I suggest to use certain things they can recognise.</p>

	<p>As they figured out when writing the note-heads, that the 1st and 2nd motives are the same, add the stems straight away for the 2nd motive.</p> <p>Start with the first 4 notes of the 3rd motive to make the children realise their rhythm. Those 4 notes are quavers; therefore, the stems need to be beamed. Then finish with the last 2 notes.</p>	<p>For example, window side or door side.</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 steps fits into one cabin. Now they can draw the cabin walls. Make sure they pay attention to the walls when the melody has quavers.</p> <p>Once all the cabin walls are in, draw the train, but as it is not the end of the song yet, the last cabin does not have a double wall.</p> <p>Draw 2 wheels for each cabin to emphasise the time-signature.</p> <p>To close off the lesson, show the notes on your hands using the fingers as the stave.</p>	

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