

Instructional Design Project

Tracy Fahim

Dr. Jodi Haney

Bowling Green State University

June 19, 2009

## **Rationale for Introduction to Music Theory Instructional Unit**

The unit that is being taught in the instructional design project is for a sixth grade general music class. Music theory is an important aspect of music because it teaches the students how to properly read and understand music. Most students go through life learning music by rote, meaning that they never really learn it by understanding and using basic music fundamentals and concepts. Instead, they learn through listening and memorizing through someone or something else. With today being more and more advanced in technology, through the creation of guitar hero, garage band, etc., the basic fundamentals of music are being overlooked. Although these technological tools can be used to enhance music and music appreciation, they are doing more damage if the basic fundamentals are never taught/learned. If basic music concepts are never learned, there is no platform in which to build upon. This proposes a problem for all music educators whether they are choir directors or band directors, and students as well. Students should be able to read and understand the basic fundamentals and concepts of music. By introducing the students to music theory, they will obtain the tools necessary to read and understand sheet music.

I will be using a blended approach to my unit on music theory. By using a blended approach to unit/lesson planning, I will be able to create a balance between behaviorist and constructive teaching strategies (Chiarelott, 2006). I think that using both strategies will help to create an effective learning environment for the context being taught (Chiarelott, 2006). With music being such a hands-on course, it is difficult to determine what instructional model should be used in order to achieve the highest

instructional goals possible. I immediately was drawn to the project-based lesson plan model, because after all creating music is like creating a project. By utilizing this model, the students will be engaged in a project design and will each have different outcomes based on their own experiences. The project-based model also allows several days for the project to be completed and leaves room for flexibility within the lesson (Chiarelott, 2006). However, when it comes to understanding the introductory process to music theory I feel that the basic lesson plan model will lay a great foundation in helping to prepare the students for the final project, so I will be using both models.

General music classes are generally made up of students with different music backgrounds. On one end of the spectrum, you may have students that have a great foundation of the basic elements of music through the music courses they have previously participated in or are currently participating in, and at the other end you may have students that have no music background whatsoever because it is a subject that they never really grasped or cared about. Through the use of differentiated instruction, this unit will allow the students to have the opportunity to develop their individual music skills at their own level and ability, which gives every student the opportunity to succeed. It is with great hope that at the end of this unit, all students will have a great understanding of the basic music concepts and fundamentals that they will be able to apply when reading music.

## **Reference**

Chiarelott, L. (2006). *Curriculum in context*. Belmont: Thompson Watdsworth.

## Unit and Subunit Outcomes

### *Unit: Introduction to Music Theory*

#### *Unit Outcome:*

The student will be able to utilize music notes in multiple settings. (Application)

#### Subunit I: Notes

1. The student will identify whole, dotted half, half, dotted quarter, quarter, eighth, and sixteenth notes by recognition, name, and value. (Memory/recall)
2. The student will be able to construct a note value pyramid and describe how each note correlates to the others. (Comprehension)

#### *Unit Outcome:*

The student will be able to utilize music rests in multiple settings. (Application)

#### Subunit II: Rests

1. The student will identify whole, dotted half, half, dotted quarter, quarter, eighth, and sixteenth rests by recognition, name, and value. (Memory/recall)
2. The student will be able to construct a rest value pyramid and describe how each rest correlates to the others. (Comprehension)

#### *Unit Outcome:*

The student will be able to construct mathematical equations using theoretical concepts. (Application)

#### Subunit III: Music Math

1. The student will complete music math equations using notes and rests based on their knowledge of note and rest values. (Application)
2. The student will engage in counting out rhythms, based on time signatures, bar lines, and measures. (Comprehension)

#### *Unit Outcome:*

The student will be able to construct a practical music staff and define all parts using correct terminology. (Comprehension)

#### Subunit IV: Music Staff

1. The student will be able to identify all parts of the music staff and correctly place them on a blank staff. (Memory/recall)
2. The student will be able to define the purpose of each element of the music staff. (Comprehension)
3. The student will identify all lines and spaces of a music staff by letter name in both treble and bass clef. (Memory/recall)

4. The student will identify and create words and sentences made on the music staff by using all music terminology learned thus far in both treble and bass clef. (Application)

*Unit Outcome:*

Student will be able to identify, compare, and contrast music elements within music compositions as well as create their own composition through application of music knowledge. (Analysis/Synthesis)

**Subunit V: Composition**

1. Using all notes and rest's, the student will compose a sixteen-measure composition, including correct usage of all elements of the music staff. (Synthesis)
2. The students will research two contrasting common folk songs or children's songs, identify all music concepts used in creating the compositions, and compare their similarities/differences. (Analysis)

### **Pre-assessment - Survey**

A survey is a way to gather unknown information from a large body of individuals, such as students in a classroom. This form of pre-assessment is a great way to obtain facts about the student's backgrounds in regards to the subject matter that will be taught in the classroom. A survey will also help me to determine what musical concepts the students are already familiar with for this unit. In using a survey, I will have a starting measurement in which I can use to keep track of the student's progress as the unit unfolds. I will also be able to use the survey again at the end of the unit to determine if the unit and lessons were effective.

The survey will be given out about a week before the unit will begin. By completing the survey the students will have a general idea of what topics and materials will be covered in the class. The goal for this pre-assessment is to obtain an overview of what the students currently know and understand about music theory and what concepts they are unfamiliar with. This unit is an introduction to music theory, therefore it is important to know what music background the students may already have. By establishing the student's current level of knowledge I am able to set up a classroom environment that is conducive. This will also allow me to have background information on each student so that differentiated instruction can take place. By using this form of a pre-assessment I am able to adjust and create lessons that will best serve the needs of the student's.

Name \_\_\_\_\_

Date \_\_\_\_\_

### Music Theory Survey

Directions: Please read through the following statements below. Circle only one numerical indicator for each statement that best describes your knowledge and background experience.

Statement	1 (Yes)	2 (No)	3 (A Little)
1. I have past experience in a music ensemble such as band, choir, church choir, music lessons, etc.	1	2	3
2. I am currently involved in a music ensemble such as band, choir, church choir, music lessons, etc.	1	2	3
3. I play a musical instrument.	1	2	3
4. I sing in a choir.	1	2	3
5. I know how to read sheet music.	1	2	3
6. I know what the definition of music theory is.	1	2	3
7. I know letters of the music alphabet.	1	2	3
8. I know all of the notes by name.	1	2	3
9. I know all of the note values.	1	2	3
10. I know all of the rests by name.	1	2	3
11. I know all of the rest values.	1	2	3
12. I know how to count out rhythms.	1	2	3
13. I know all the parts of a music staff.	1	2	3
14. I know the letter names of the lines and spaces on a music staff.	1	2	3
15. I know how to properly write notes and rests on a music staff.	1	2	3

## Lesson Plan – Day One

### *I. Concept or Skill to Be Learned*

- The student will be able to utilize music notes in multiple settings. (Application)

### *II. Lesson Objective(s)*

- The student will identify whole, dotted half, half, dotted quarter, quarter, eighth, and sixteenth notes by recognition, name, and value. (Memory/recall)
- The student will be able to construct a note value pyramid and describe how each note correlates to the others. (Comprehension)

### *III. Procedures*

#### *A. Introductory Activity*

- Teacher will introduce the unit, which is Introduction to Music Theory. The teacher will then define what music theory is, why it is important, and how students will be able to apply it. (5 minutes)
- Students and teacher will complete together the “Practice Makes Perfect-Notes” worksheet. The teacher will use an overhead projector as the students are working so the students can follow along and complete the worksheet together. (10 minutes)

#### *B. Developmental Activity*

- Students will complete “Note Names and Values” worksheet. As the students are completing the worksheet the teacher will circulate the room in case the students have any questions or problems. (15 minutes)
- Students will create their own note pyramids. The teacher will pass out a zip lock bag to each students containing multiple notes learned in class. The students will then empty the content of the zip lock bag onto their desk and begin creating their own note pyramid. The teacher will circulate the room while this is being done to observe the students while they work. The student must show their pyramid to the teacher before returning all of the items back to the zip lock bag. (10 minutes)

#### *C. Concluding Activity*

- Teacher will summarize the day’s lesson and field any questions that the students may have. (5 minutes)
- Students will participate in two rounds of a game called “Around the World” using the teachers Note Flashcards. The teacher will lead this game. One student will stand next to another student’s desk. The teacher will show those two students a flashcard with a note on the front of it and whoever answers the category question correctly first, will move onto the next desk. If the person who is standing does not answer correctly first, they sit down at the desk they are at and the person sitting will stand and move onto the next desk. The goal is to get all the way around the room without having to sit. The first round’s category will be note names. The



second round's category will be note values. The winner of the game will start tomorrow's game. (10 minutes)

#### *IV. Assessment/Evaluation Strategy*

- The first assessment/evaluation strategy for today's lesson will be the "Note Names and Values" worksheet that the students completed on their own in class. The teacher will look over and grade these worksheets to determine if the students are understanding all of the concepts being taught in the lesson. The teacher will then be able to review certain concepts in more detail during the next class and will be able to assist certain students that may need extra help.
- The second assessment/evaluation strategy will be the observation during the creation of the note pyramids. By walking around the classroom and observing the teacher will be able to determine which students are the higher-level learners and which students are the lower-level learners. This is a great opportunity for the teacher to have students assist other students that may be having trouble.

#### *V. Materials/Resources*

- "Practice Makes Perfect-Notes" worksheet – one copy for each student
- "Note Names and Values" worksheet – one copy for each student
- Overhead projector and transparency worksheet
- Zip lock bags with notes – one zip lock bag of notes for each student
- Note Flashcards

Name \_\_\_\_\_  
Date \_\_\_\_\_

## Practice Makes Perfect - Notes

### I. Introduction

Music Notation is defined as any system that represents aurally perceived music through the use of written symbols. In other words, music notation is the process in which you write out music notes and rests. We will take you step by step through the process for each note as well as introduce you to the correct vocabulary as we go along. The notes that we will be focusing on are the whole note, dotted half note, half note, dotted quarter note, quarter note, eighth note, and the sixteenth note. Okay, lets begin!

### II. Notes

Notes are made up of note heads, stems, flags, and dots. You may use one or all of these parts depending on which note you are creating.

#### 1. The Whole Note

The whole note is the simplest of notes, consisting of just a note head. The note head is created by drawing an oval shape. The oval must be left empty (hollow) – **do not color in**. See example below:



Practice drawing whole notes above the line below:



#### 2. The Dotted Half Note

The dotted half note is made up of an empty note head, a stem, and a dot. The stem is connected to the note head at the bottom of the stem. The dot is placed to the right of the note. See example below:

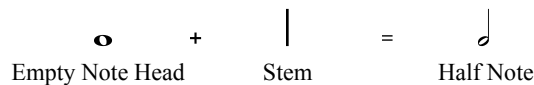


Practice drawing dotted half notes above the line below:



#### 3. The Half Note

The half note is made up of an empty note head and a stem. The stem is connected to the note head at the bottom of the stem. See example below:



Practice drawing half notes above the line below:



#### 4. The Dotted Quarter Note

The dotted quarter note is made up of a **filled in** note head, a stem, and a dot. What separates the dotted quarter note from a dotted half note is simply filling in the note head. If you leave it empty, it then becomes a dotted half note. See example below:

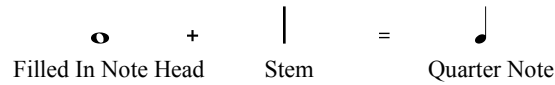


Practice drawing dotted quarter notes above the line below:

---

#### 5. The Quarter Note

The quarter note is made up of a **filled in** note head and stem. What separates the quarter note from a half note is simply filling in the note head. If you leave it empty, it then becomes a half note. See example below:



Practice drawing quarter notes above the line below:

---

#### 6. The Eighth Note

The eighth note is made up of a filled in note head, a stem, and one flag. The stem is connected to the note head at the bottom of the stem. The flag is connected to the top of the stem. See example below:

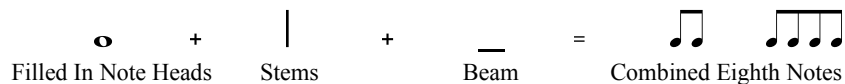


Practice drawing eighth notes above the line below:

---

#### 7. The Combined Eighth Notes

The combined eighth notes occur when you connect two or four eighth notes together. Combined eighth notes are made up of filled in note heads, stems, and a beam. Combined eighth notes can be grouped in twos or fours. The stem is connected to the note head at the bottom of the stem. The beam runs horizontal across the top, connecting the stems together. See example below:

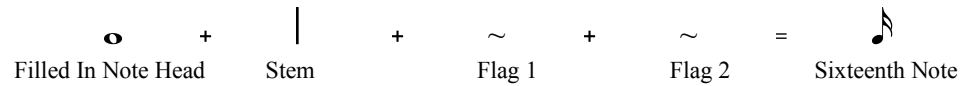


Practice drawing combined eighth notes in pairs of two and four above the line below:

---

### 8. The Sixteenth Note

The sixteenth note is made up of a **filled in** note head, a stem, and two flags. What separates the sixteenth note from an eighth note is simply adding another flag. If you only put one, it then becomes an eighth note. See example below:

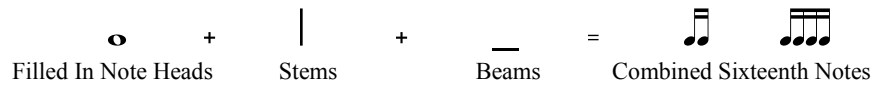


Practice drawing sixteenth notes above the line below:



### 9. The Combined Sixteenth Notes

The combined sixteenth notes occur when you connect two or four sixteenth notes together. Combined sixteenth notes are made up of filled in note heads, stems, and two beams. What separates the combined sixteenth notes from the combined eighth notes is simply adding another beam. If you only put one, it then becomes a combined eighth note. See example below:

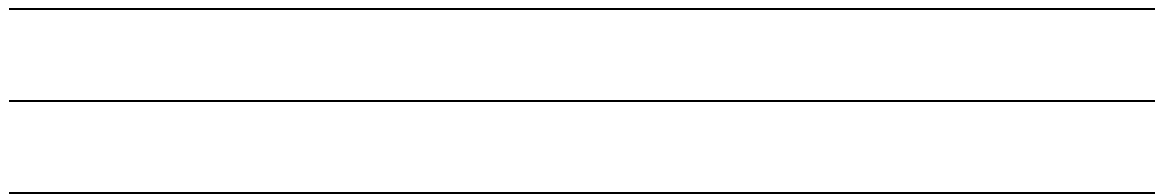


Practice drawing combined sixteenth notes in pairs of two and four above the line below:



### III. Practice








Now practice making all of the notes by drawing them above the lines below. You can put them in any order. Make sure that you use all of the notes learned.



### Note Names and Values








#### I. Music Note Names

Match the notes in column A with the note names in column B by writing the correct letter next to the note in column A.

- |   |   |
|---|---|
| <p>A.</p> <p>_____ 1. </p> <p>_____ 2. </p> <p>_____ 3. </p> <p>_____ 4. </p> <p>_____ 5. </p> <p>_____ 6. </p> <p>_____ 7. </p> | <p>B.</p> <p>a. Whole Note</p> <p>b. Dotted Quarter Note</p> <p>c. Eighth Note</p> <p>d. Half Note</p> <p>e. Quarter Note</p> <p>f. Dotted Half Note</p> <p>g. Sixteenth Note</p> |
|---|---|



#### II. Music Note Values Table

All notes have values. Values indicate the duration, or the length, of each note. A number is used to show the value of each note. See the table below:

Name	Note	Value
Whole Note		4
Dotted Half Note		3
Half Note		2
Dotted Quarter Note		1 ½
Quarter Note		1
Eighth Note		½
Sixteenth Note		¼

#### 1. Note Values

Write the correct numeric value of each note in the blank to the left of each note below.


- |  |  |
|--|--|
| _____ 1.  | _____ 6.   |
| _____ 2.  | _____ 7.   |
| _____ 3.  | _____ 8.   |
| _____ 4.  | _____ 9.   |
| _____ 5.  | _____ 10.  |

### III. The Dotted Note

Figuring the value of a dotted note is easy. Simply take the value of the note that has the dot next to it and divide that value in half. That is number is the value of the dot. Now add the two values together and you get the value of your dotted note. See the examples below:

#### Example A: Dotted Quarter Note

Step One: Identify the value of the note that has a dot next to it.

 = The note with the dot next to it is a quarter note  
A quarter note has ONE beat.

Step Two: Divide that value in half to get the value of the dot.


$1 \div 2 =$  One divided by two equals  $\frac{1}{2}$   
The value of the dot is  $\frac{1}{2}$

Step Three: Add the value of the note and the value of the dot together to get the total value of the dotted note.

$1 + \frac{1}{2} =$  One plus one-half equals  $1 \frac{1}{2}$   
The value of a dotted quarter note is  $1 \frac{1}{2}$

#### Example B: Dotted Half Note

Step One: Identify the value of the note that has a dot next to it.

 = The note with the dot next to it is a half note  
A half note has TWO beats.

Step Two: Divide that value in half to get the value of the dot.

$2 \div 2 =$  Two divided by two equals 1  
The value of the dot is 1

Step Three: Add the value of the note and the value of the dot together to get the total value of the dotted note.

$2 + 1 =$  Two plus one equals 3  
The value of a dotted half note is 3

### IV. Note Pyramid

A note pyramid helps you to see how the notes and their values are related to each other. The note with the largest note value is at the top of the pyramid and the note with the smallest note value is at the bottom. See example below:



Notice that the whole note, which has the largest note value, is at the top of the pyramid. As the pyramid progresses down, the notes and the note values get smaller. Each individual note in the next line is exactly half the value of the note in the line above it. If you divide by two you will get the next note value of the next lines note. Each line must contain a value of 4 beats total. For example, a whole note has a value of 4 beats. That line is complete so we start a new line. A note that is half the value of a whole note is a half note, with its value equaling 2 beats, so underneath the whole note is the half note. Two half notes are equal to one whole note, which is why there are two half notes on the second line of the pyramid equaling four beats total for that line, and so on and so on.

## Lesson Plan – Day Two

### *I. Concept or Skill to Be Learned*

- The student will be able to utilize music rests in multiple settings. (Application)

### *II. Lesson Objective(s)*

- The student will identify whole, dotted half, half, dotted quarter, quarter, eighth, and sixteenth rests by recognition, name, and value. (Memory/recall)
- The student will be able to construct a rest value pyramid and describe how each rest correlates to the others. (Comprehension)

### *III. Procedures*

#### A. Introductory Activity

- Teacher will review with the students the concepts and lessons from the previous class. The teacher will field any questions that the student may have. (5 minutes)
- Students and teacher will complete together the “Practice Makes Perfect-Rests” worksheet. The teacher will use an overhead projector as the students are working so the students can follow along and complete the worksheet together. (10 minutes)

#### B. Developmental Activity

- Students will complete “Rest Names and Values” worksheet. As the students are completing the worksheet the teacher will circulate the room in case the students have any questions or problems. (15 minutes)
- Students will create their own rest pyramids. The teacher will pass out a zip lock bag to each students containing multiple rests learned in class. The students will then empty the content of the zip lock bag onto their desk and begin creating their own rest pyramid. The teacher will circulate the room while this is being done to observe the students while they work. The student must show their pyramid to the teacher before returning all of the items back to the zip lock bag. (10 minutes)

#### C. Concluding Activity

- Teacher will summarize the day’s lesson and field any questions that the students may have (5 minutes)
- Students will participate in two rounds of a game called “Around the World” using the teachers Rest Flashcards. The teacher will lead this game. One student will stand next to another student’s desk. The teacher will show those two students a flashcard with a rest on the front of it and whoever answers the category question correctly first, will move onto the next desk. If the person who is standing does not answer correctly first, they sit down at the desk they are at and the person sitting will stand and move onto the next desk. The goal is to get all the way around the room without having to sit. The first round’s category will

be rest names. The second round's category will be rest values. The winner of the game will start tomorrow's game. (10 minutes)

#### IV. Assessment/Evaluation Strategy

- The first assessment/evaluation strategy for today's lesson will be the "Rest Names and Values" worksheet that the students completed on their own in class. The teacher will look over and grade these worksheets to determine if the students are understanding all of the concepts being taught in the lesson. The teacher will then be able to review certain concepts in more detail during the next class and will be able to assist certain students that may need extra help.
- The second assessment/evaluation strategy will be the observation during the creation of the rest pyramids. By walking around the classroom and observing the teacher will be able to determine which students are the higher-level learners and which students are the lower-level learners. This is a great opportunity for the teacher to have students assist other students that may be having trouble.

#### V. Materials/Resources

- "Practice Makes Perfect-Rests" worksheet – one copy for each student
- "Rest Names and Values" worksheet – one copy for each student
- Overhead projector and transparency sheet
- Zip lock bags with rests – one zip lock bag with rests for each student
- Rest Flashcards



Name \_\_\_\_\_  
Date \_\_\_\_\_

## Practice Makes Perfect - Rests

### I. Introduction

Music Notation is defined as any system that represents aurally perceived music through the use of written symbols. In other words, music notation is the process in which you write out music notes and rests. We will take you step by step through the process for each rest as well as introduce you to the correct vocabulary as we go along. The rests that we will be focusing on are the whole rest, dotted half rest, half rest, dotted quarter rest, quarter rest, eighth rest, and sixteenth rest. Okay, lets begin!

### II. Rests

Rests are just as important as notes in creating compositions. Rests mark the silent parts of music. For every note value there is an equivalent rest that shares the same name and same value as the note.

#### 1. The Whole Rest

The whole rest looks like an upside down hat, or a whole in the ground. It has a box that hangs from a line. The box must be **filled in**. See example below:



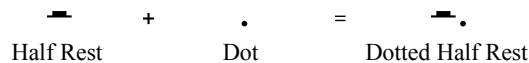
Whole Rest

Practice drawing whole rests above the line below:



#### 2. The Dotted Half Rest

The dotted half rest looks like a hat with a dot to the right of it. It has a box that sits on top of a line. The box must be **filled in**. See example below:



Practice drawing dotted half rests above the line below:



#### 3. The Half Rest

The half rest looks just like a hat. It has a box that sits on top of a line. The box must be **filled in**. See example below:



Half Rest

Practice drawing half rests above the line below:



#### 4. The Dotted Quarter Rest

The dotted quarter rest is made up of two lowercase letters. A “z” and a “c.” The “c” hangs from the bottom of the “z.” Then a dot is placed to the right of it. See example below:

$$\begin{array}{ccccccc} z & + & c & + & \cdot & = & \underset{\cdot}{z} \\ \text{Lowercase Z} & & \text{Lowercase C} & & \text{Dot} & & \text{Dotted Quarter Rest} \end{array}$$

Practice drawing dotted quarter rests above the line below:



#### 5. The Quarter Rest

The quarter rest is made up of two lowercase letters. A “z” and a “c.” The “c” hangs from the bottom of the “z.” See example below:

$$\begin{array}{ccccccc} z & + & c & = & \underset{\cdot}{z} \\ \text{Lowercase Z} & & \text{Lowercase C} & & \text{Quarter Rest} \end{array}$$

Practice drawing quarter rest above the line below:



#### 6. The Eighth Rest

The eighth rest looks like the number 7 with a dot on the top left horizontal line. See example below:

$$\begin{array}{ccccccc} 7 & + & \cdot & = & \underset{\cdot}{7} \\ \text{Number Seven} & & \text{Dot} & & \text{Eighth Rest} \end{array}$$

Practice drawing eighth rests above the line below:



#### 7. The Sixteenth Rest

The sixteenth rest looks just like an eighth rest with an extra arm. What separates the sixteenth rest from an eighth rest is simply adding another arm underneath the top arm. If you only put one, it then becomes an eighth rest. See example below:

$$\begin{array}{ccccccccc} 7 & + & \cdot & + & - & + & \cdot & = & \underset{\cdot}{7} \\ \text{Number Seven} & & \text{Dot} & & \text{Extra Arm} & & \text{Dot} & & \text{Sixteenth Rest} \end{array}$$

Practice drawing sixteenth rests above the line below:



### III. Practice

Now practice making all of the rests by drawing them above the line below. You can put them in any order. Make sure that you use all of the rests learned.















### Rest Names and Values

#### I. Music Rest Names








Write the correct name of each music rest on the line underneath it. Use the word bank for help. You may use more than one word twice.

**Music Rest Word Bank**  
Sixteenth Rest Dotted Quarter Rest Eighth Rest Quarter Rest Half Rest Whole Rest Dotted Half Rest

1.  \_\_\_\_\_ 2.  \_\_\_\_\_ 3.  \_\_\_\_\_ 4.  \_\_\_\_\_ 5.  \_\_\_\_\_ 6.  \_\_\_\_\_
7.  \_\_\_\_\_ 8.  \_\_\_\_\_ 9.  \_\_\_\_\_ 10.  \_\_\_\_\_ 11.  \_\_\_\_\_ 12.  \_\_\_\_\_











#### II. Rests

All rests have values. Values indicate the duration, or the length, of each rest. A number is used to show the value of each rest. See the table below:

Name	Rest	Value
Whole Rest		4
Dotted Half Rest		3
Half Rest		2
Dotted Quarter Rest		1 ½
Quarter Rest		1
Eighth Rest		½
Sixteenth Rest		¼

#### 1. Rest Values

Write the correct numeric value of each rest in the blank to the left of each rest below.

- \_\_\_\_\_ 1.  \_\_\_\_\_ 6. 
- \_\_\_\_\_ 2.  \_\_\_\_\_ 7. 
- \_\_\_\_\_ 3.  \_\_\_\_\_ 8. 
- \_\_\_\_\_ 4.  \_\_\_\_\_ 9. 
- \_\_\_\_\_ 5.  \_\_\_\_\_ 10. 

### III. The Dotted Rest

Figuring the value of a dotted rest is easy. Simply take the value of the rest that has the dot next to it and divide that value in half. That is number is the value of the dot. Now add the two values together and you get the value of your dotted rest. See the examples below:

#### Example A: Dotted Quarter Rest

Step One: Identify the value of the rest that has a dot next to it.

$\frac{1}{4}$  . = The rest with the dot next to it is a quarter rest  
A quarter rest has ONE beat.

Step Two: Divide that value in half to get the value of the dot.

$1 \div 2 =$  One divided by two equals  $\frac{1}{2}$   
The value of the dot is  $\frac{1}{2}$

Step Three: Add the value of the rest and the value of the dot together to get the total value of the dotted rest.

$1 + \frac{1}{2} =$  One plus one-half equals  $1 \frac{1}{2}$   
The value of a dotted quarter rest is  $1 \frac{1}{2}$

#### Example B: Dotted Half Rest

Step One: Identify the value of the rest that has a dot next to it.

$\frac{1}{2}$  . = The rest with the dot next to it is a half rest  
A half rest has TWO beats.

Step Two: Divide that value in half to get the value of the dot.

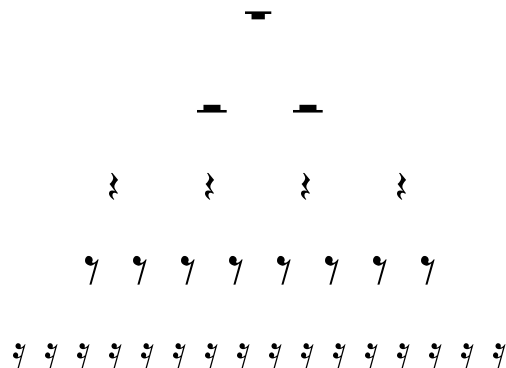
$2 \div 2 =$  Two divided by two equals 1  
The value of the dot is 1

Step Three: Add the value of the rest and the value of the dot together to get the total value of the dotted rest.

$2 + 1 =$  Two plus one equals 3  
The value of a dotted half rest is 3

### IV. Rest Pyramid

A rest pyramid helps you to see how the rests and their values are related to each other. The rest with the largest rest value is at the top of the pyramid and the rest with the smallest rest value is at the bottom. See example below:



Notice that the whole rest, which has the largest rest value, is at the top of the pyramid. As the pyramid progresses down, the rests and the rest values get smaller. Each individual rest in the next line is exactly half the value of the rest in the line above it. If you divide by two you will get the next rest value of the next lines rest. Each line must contain a value of 4 beats total. For example, a whole rest has a value of 4 beats. That line is complete so we start a new line. A rest that is half the value of a whole rest is a half rest, with its value equaling 2 beats, so underneath the whole rest is the half rest. Two half rests are equal to one whole rest, which is why there are two half rests on the second line of the pyramid equaling four beats total for that line, and so on and so on.

## Lesson Plan – Day Three

### *I. Concept or Skill to Be Learned*

- The student will be able to construct mathematical equations using theoretical concepts. (Application)

### *II. Lesson Objective(s)*

- The student will complete music math equations using notes and rests based on their knowledge of note and rest values. (Application)
- The student will engage in counting out rhythms, based on time signatures, bar lines, and measures. (Comprehension)

### *III. Procedures*

#### *A. Introductory Activity*

- The students will complete “Putting It All Together” worksheet, which reviews all of the concepts taught during lesson one and lesson two. The teacher will circulate the room and observe as the students work. This is also an opportunity for the teacher to assist students. (15 minutes)

#### *B. Developmental Activity*

- The students will complete “Music, Math, and More” worksheet together as a class on the Smart board. Each student will have an opportunity to go up to the Smart board and write in an answer to a question. The students and the teacher will then discuss the answers together as a class and determine if they are correct or not. If the answers are incorrect the students can problem-solve as a group to find out why and come up with the correct answer. The teacher will function as a facilitator during this activity. (25 minutes)

#### *C. Concluding Activity*

- The teacher will summarize the day’s lesson and field any questions that the students may have. (5 minutes)
- Students will create Note and Rest Flashcards. Students will receive instruction and materials from the teacher. The students will make the flash cards together by drawing each note and rest introduced in the unit on the front side of each index card – one note/rest per card. They will then write the proper note or rest name for that note or rest on the backside of the index card as well as the note or rest value. Teacher will demonstrate in front of class. Each student should have seven index cards for the notes and seven index cards for the rests for a total of 14 index cards. (10 minutes)

### *IV. Assessment/Evaluation Strategy*

- The first assessment/evaluation strategy for today’s lesson will be the “Putting It All Together” worksheet that the students completed on their own in class. The

teacher will look over and grade these worksheets to determine if the students are understanding all of the concepts being taught in the lesson. The teacher will then be able to review certain concepts in more detail during the next class and will be able to assist certain students that may need extra help.

- The second assessment/evaluation strategy will be the observation during the Smart board activity, “Music, Math, and More.” By having the students go up to the Smart board and answer questions by working together the students are working in a group investigation model, which promotes cooperative learning. This not only allows the teacher to observe the students work, but also the student’s work habits and abilities to participate in group work, allowing once again the students to help each other.

*V. Material/Resources*

- “Putting It All Together” worksheet – copies for all students
- “Music, Math, and More” Smart board exercise
- Smart board and Smart board pens
- Note cards and markers – 14 note cards and 1 marker for each student

Putting It All Together

I. Music Pairs

Pair up the correct music note with the matching music rest by drawing a connecting line between the two columns.

Music Notes













Music Rests



II. Table Time

Fill in the missing parts of the music notes and rests table.

Name	Note	Value	Rest	Name
Whole Note		4		
		3		Dotted Half Rest
Half Note				
Dotted Quarter Note		1 ½		
				Quarter Rest
		½		
Sixteenth Note				

III. Pyramids









































Draw a note pyramid and a rest pyramid side by side. The top of each pyramid has been started for you.



### Music, Math, and More





















#### I. Music Math

Solve the musical math problems by putting the correct **number** in the blank provided. Use the note and rest tables to help you.

- |   |   |
|---|---|
| 1.  +  = _____      | 11.  -  = _____     |
| 2.  +  = _____      | 12.  +  = _____     |
| 3.  -  = _____      | 13.  +  = _____     |
| 4.  +  = _____      | 14.  -  = _____     |
| 5.  +  = _____      | 15.  +  = _____     |
| 6.  +  = _____      | 16.  +  = _____     |
| 7.  -  = _____      | 17.  +  = _____     |
| 8.  -  = _____      | 18.  +  = _____     |
| 9.  +  = _____  | 19.  -  = _____ |
| 10.  -  = _____ | 20.  -  = _____ |

#### II. More Musical Math

Fill in the missing note or rest in the blanks below to finish the mathematical equations.

- |  |  |
|--|--|
| 1.  + _____ =    | 6.  + _____ =  .   |
| 2. _____ +  =    | 7. _____ -  =    |
| 3.  - _____ =    | 8.  - _____ =      |
| 4.  + _____ =    | 9. _____ +  =  . |
| 5. _____ +  =  . | 10.  + _____ =  .  |

#### III. Time Signatures

Time signatures are found at the beginning of a music staff and are located after the clef sign and the key signature. The key signature is made up of a top number and bottom number and looks very similar to a fraction symbol minus the dividing line. The top number of the time signature tells us how many beats are in each measure. The bottom number of the time signature tells us which note is receiving the beat.


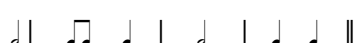
Example Time Signatures:  $\frac{4}{4}$        $\frac{3}{4}$        $\frac{2}{4}$

4 – Four beats in each measure      3 – Three beats in each measure      2 – Two beats in each measure  
4 – The quarter note receives 1 beat      4 – The quarter note receives 1 beat      4 – The quarter note receives 1 beat



### 1. Missing Time Signature

Add up the total number of beats in each measure to come up with the missing time signature. Write the correct time signature at the beginning of each exercise.

- |    |   |    |   |
|----|---|----|---|
| 1. |  | 4. |  |
| 2. |  | 5. |  |
| 3. |  | 6. |  |

### IV. Bar Lines

Bar lines are vertical lines that separate the notes and rests into measures. The bar line comes after the first full measure. The length of the measure depends on the time signature. Each measure must be divided so that they each have the exact same number of beats depending on what the time signature is at the beginning of the composition or exercise. A double bar line is used at the end of the composition or exercise to indicate that it is finished.

#### 1. Missing Bar Lines

Add the missing bar lines to the following exercises below. Make sure that you look at the time signature before beginning. The first exercise has been completed for you.






- |    |               |  |
|----|---------------|--|
| 1. | $\frac{4}{4}$ |    |
| 2. | $\frac{4}{4}$ |    |
| 3. | $\frac{2}{4}$ |    |
| 4. | $\frac{3}{4}$ |  |
| 5. | $\frac{4}{4}$ |  |

### V. Measures

Measures are the spaces between bar lines where notes and rests are written. Each measure must contain the same number of beats according to its time signature. If the time signature changes, the beats per measure change as well.

#### 1. Counting Measures

To make sure that your measures all have the same number of beats, count them. If you have any measures that have too many beats, but an "X" through the beat or beats that you do not need. If you have any measures that are missing beats add the beats in with either a note or rest to complete the measure. If the measure has just the right amount of beats, leave it alone. Don't forget to check your time signatures.

- |    |               |  |
|----|---------------|--|
| 1. | $\frac{4}{4}$ |  |
| 2. | $\frac{3}{4}$ |   |
| 3. | $\frac{2}{4}$ |   |
| 4. | $\frac{3}{4}$ |   |
| 5. | $\frac{4}{4}$ |   |

## Lesson Plan – Day Four

### *I. Concept or Skill to Be Learned*

- The student will be able to construct a practical music staff and define all parts using correct terminology. (Comprehension)

### *II. Lesson Objective(s)*

- The student will be able to identify all parts of the music staff and correctly place them on a blank staff. (Memory/recall)
- The student will be able to define the purpose of each element of the music staff. (Comprehension)
- The student will identify all lines and spaces of a music staff by letter name in both treble and bass clef. (Memory/recall)
- The student will identify and create words and sentences made on the music staff by using all music terminology learned thus far in both treble and bass clef. (Application)

### *III. Procedures*

#### *A. Introductory Activity*

- Teacher will review with the students the concepts and lessons from the previous class. The teacher will field any questions that the student may have. (5 minutes)
- Students and teacher will go over “The Music Staff” worksheet together. The teacher will complete the worksheet with the student on the overhead projector. The students will also practice drawing the concepts being learned on their own music staff dry erase boards as they are discussed. The teacher will walk around and observe the students as they work on their dry erase boards. (10 minutes)

#### *B. Developmental Activity*

- Students will complete the “Music, Spelling, and More” worksheet. As the students are working the teacher will circulate the classroom and observe. This is also an opportunity for the students to seek help. (25 minutes)

#### *C. Concluding Activity*

- Teacher will summarize the day’s lesson and field any questions that the students may have (5 minutes)
- Students will participate in Music Bingo. Each student will be given a card with notes on music staves and chips. Each card is different. The students are all given one free space in the center to put one chip. As the teacher calls out a letter name the student will find a note on a staff that is that letter and put down a chip. The first student to fill a line with chips will call out Bingo. The teacher will check the student’s board. A new game will be started. (10 minutes)

#### *IV. Assessment/Evaluation Strategy*

- The first assessment/evaluation will be observation during “The Music Staff” worksheet and the activity on the dry erase boards. The teacher will observe which students are understanding the concepts and which students might be struggling.
- The second assessment/evaluation is the “Music, Spelling, and More” worksheet. The teacher will grade these worksheets and determine which students are understanding the concepts and which students will need extra help. This will allow the teacher to review concepts that students are struggling with in class the next day and will also give the teacher an opportunity to seek out those students that may need extra help.

#### *V. Materials/Resources*

- “The Music Staff” worksheets – one worksheet for each student
- Music staff dry erase boards and pens – one board, pen, and cloth for each student
- Overhead projector and transparency worksheet
- “Music Spelling and More” worksheet – one worksheet for each student
- Music bingo game boards and chips – one board and chips for each student

## The Music Staff

### I. The Music Alphabet

The music alphabet consists of the first seven letters of the American alphabet: A, B, C, D, E, F, and G. These seven letters constantly recycle themselves, meaning that when you get to letter G, you start over again with A. The letters must, however, stay in order.

#### 1. The A, B, C's of Music

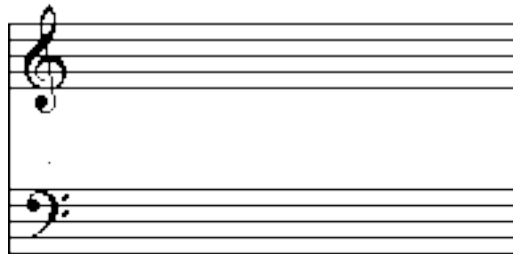
*Fill in the missing alphabet letter in the exercises below.*

- |    |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|
| 1. | A | B | C |   | E | F | G |
| 2. | C |   | E | F |   | A | B |
| 3. | G | A |   | C | D | E |   |
| 4. |   | F | G | A |   | C | D |
| 5. | B | C |   | E | F | G |   |

### II. The Grand Staff

The grand staff is made up of a treble clef staff and a bass clef staff and they are connected together by a bar line or double bar line.

Example:



### III. Clefs

There are several types of music clefs such as bass clef, tenor clef, alto clef, treble clef, and rhythm clef. The clefs that we are going to look at are the bass clef and treble clef. Clefs are symbols at the beginning of music staves that indicated what pitch we are going to be working in. Practice tracing each clef shown below, then try and draw your own clef next to it. When tracing and drawing the treble clef, start at the bottom. When tracing and drawing the bass clef, start at the top.

#### 1. The Treble Clef



Another name for treble clef is G clef.

*The bottom part of the treble clef that curves around the second line on the staff indicates that the second line is "G"*

#### 2. The Bass Clef

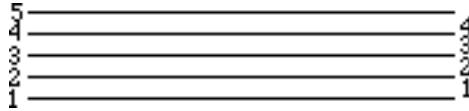


Another name for bass clef is F clef

*The top part of the bass clef that curves and has two dots, one on either side of the fourth line indicates that the fourth line is "F"*

## IV. Lines and Spaces

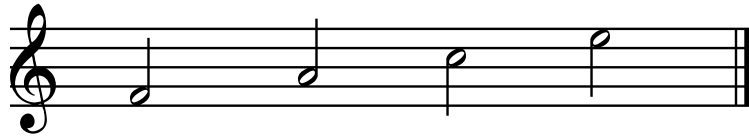
Each staff is made up of five lines and four spaces. Each line and space is given a specific letter name from the music alphabet depending on what clef is at the beginning of the staff. The lines and spaces are always counted from the bottom to the top.



### 1. Treble Clef

#### A. Spaces

*The spaces of the treble clef staff spell out the word FACE. Remember that you read the staff from the bottom space to the top space.*



F            A            C            E

#### B. Lines

*The lines of the treble clef staff use an acronym. The letters of the lines are E, G, B, D, and F. The letters each spell out a word and the words form a sentence to help you remember the note names. The most common sentence is "Every Good Boy Does Fine." Remember that you read the staff from the bottom line to the top line.*

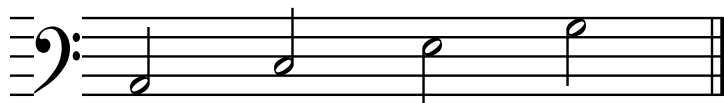


E            G            B            D            F

### 2. Bass Clef

#### A. Spaces

*The spaces of the bass clef staff use an acronym. The letters of the spaces are A, C, E, and G. The letters each spell out a word and the words form a sentence to help you remember the note names. The most common sentence is "All Cows Eat Grass." Remember that you read the staff from the bottom space to the top space.*



A            C            E            G

#### B. Lines

*The lines of the bass clef staff use an acronym. The letters of the lines are G, B, D, F, and A. The letters each spell out a word and the words form a sentence to help remember the note names. The most common sentence is "Good Boys Do Fine Always." Remember that you read the staff from the bottom space to the top space.*



E            G            B            D            F

Name \_\_\_\_\_  
Date \_\_\_\_\_

## Music Spelling and More

### I. Treble Clef

#### 1. Music Words

Look at the notes on the music staff. Identify each note by placing the correct letter under each note. The letters should spell words. Check your spelling to make sure that you did not make a mistake.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

### II. Bass Clef

#### 1. More Music Words

Now spell out words using the bass clef staff. Remember, the letters should spell words. Check your spelling to make sure that you did not make a mistake.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

### III. Stem Direction

The stems of notes can go up or down depending on where the note is placed on the music staff. Any note that is on or above the third line on the staff will have a stem that goes down. When the stem is in the down direction, it needs to be placed on bottom left side of the note head. Any note that is below the third line on the staff will have a stem that goes up. When the stem is in the up direction, it needs to be placed on the top right side of the note head. See examples below.

Example 1: Stems up

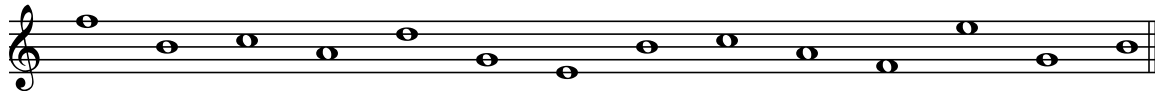


Example 2: Stems down



#### 1. Stem Exercise

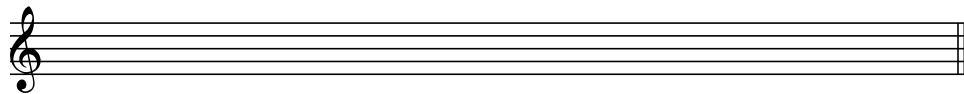
Place the stems on the note heads on the staff below. Make sure that your stems are going the correct direction. Also, make sure that you place the stems on the correct side of the note head.



### IV. Spelling Bee

#### 1. Treble Clef

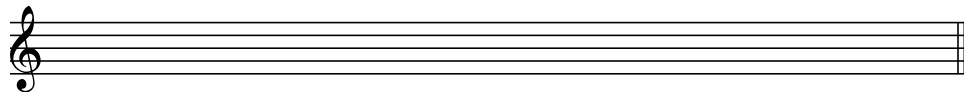
Draw the notes on the staff above the words below. Make sure that the correct note is above the correct letter. Also, watch your stem directions.



F E E D E G G B E E F C A B B A G E

#### 2. Bass Clef

Draw the notes on the staff above the words below. Make sure that the correct note is above the correct letter. Also, watch your stem directions.



B E G D E A D B A D G E F A C E

### V. Spare Parts

Label the music staves below. Include numbering the lines and spaces. Use correct terminology.



## Lesson Plan – Day Five

### *I. Concept or Skill to Be Learned*

- Student will be able to identify, compare, and contrast music elements within music compositions as well as create their own composition through application of music knowledge. (Analysis/Synthesis)

### *II. Lesson Objective(s)*

- Using all notes and rest's, the student will compose a sixteen-measure composition, including correct usage of all elements of the music staff. (Synthesis)
- The students will research two contrasting common folk songs or children's songs, identify all music concepts used in creating the compositions, and compare their similarities/differences. (Analysis)

### *III. Procedures*

#### *A. Introductory Activity*

- Teacher will review with the students the concepts and lessons from the previous class. The teacher will field any questions that the student may have. (5 minutes)
- Students will each be given two random folk songs or children's songs from a bucket. The student will compare and contrast the two songs using their knowledge of the music concepts learned so far in this unit. The students will fill out the Song Comparison Chart with the music concepts that they have identified. (10 minutes)

#### *B. Developmental Activity*

- Student will be creating their own music composition by applying the music theory concepts that they have learned during this unit. They are to create their own rhythm and melody line to a 16-measure composition following the guidelines on the "Music Composition" worksheet. The teacher will circulate the room as the students are working on their compositions to assist any student that may need help. (25 minutes)

#### *C. Concluding Activity*

- Teacher will summarize the day's lesson and field any questions that the students may have (5 minutes)
- For homework the students are to finish their music composition. The following class, students will have the teacher, classmates, or themselves perform their composition for the class. This composition can be performed on woodwind, brass, or percussion instruments, or can be sung.
- Students will find a partner and quiz them over the notes and rests by using their flashcards. (10 minutes)



*IV. Assessment/Evaluation Strategy*

- The teacher will assess the Song Comparison Chart by checking to see if the information obtained is correct and accurate with the concepts that were taught.
- The teacher will assess each composition by using a checklist to see if all the requirements were met and done correctly.

*V. Materials/Resources*

- Song Composition Chart – one chart for each student
- Random folk songs and children’s songs – two for each student
- Music composition worksheet – one for each student
- Student’s notes and rests flashcards

**Resource**

One Hundred Songs for Kids: Sing-Along Favorites. Piano/Vocal/Guitar Songbook. Arrangements for piano and voice with guitar chords. 216 pages. Published by Warner Brothers.

Name \_\_\_\_\_  
Date \_\_\_\_\_

### Song Composition Chart

Directions: Fill in the following chart with information regarding your two song compositions that you picked out of the bucket. Use your knowledge of music theory concepts to help you compare and contrast the two songs.

Name of composition one: \_\_\_\_\_

Name of composition two: \_\_\_\_\_

<b>Similarities</b>	<b>Differences</b>

Name \_\_\_\_\_

Date \_\_\_\_\_

### Music Composition

I. Follow the steps below and create your own musical composition. Your teacher will play each composition on the piano when your composition is finished and has been corrected if necessary.

#### I. Composition Steps

1. Determine what clef your composition will be in.
2. Place your clef sign at the beginning of all of your staves.
3. Determine what time signature your composition will be in.
4. Place your time signature after the clef sign on the first staff only.
5. You are creating a 16-measure composition. You need to come up with the rhythm for your composition. Every measure must contain the proper amount of beats based on your time signature. You must use all notes and rests learned thus far. You can use these notes and rests in any combination. Be creative!!! Write your rhythm on the rhythm draft below.
6. Now you must determine your melody. Your melody can stay in the music alphabet order (A, B, C, D, E, F, G), it can move up (ascending) in one smooth line alternating lines and spaces, it can move down (descending) in one smooth line, it can skip around from space to space or line to line, and it can even have repeating notes or patterns. Again, be creative!!
7. Make sure that your melody is written with the rhythm that you put down below.
8. Make sure that your stems are going the proper direction.
9. Make sure you use bar lines to separate your measures and put a double bar line at the end.
10. Make sure that you double-check all of your work before turning in your composition.

#### *Rhythm Draft*


\_\_\_\_\_  
Composition Title (name of your piece)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Music Composition Check List

Students Name: \_\_\_\_\_

- \_\_\_\_\_ 1. Student used a music clef.
- \_\_\_\_\_ 2. Student placed the music clef in the proper location.
- \_\_\_\_\_ 3. Student used a time signature.
- \_\_\_\_\_ 4. Student placed the time signature in the proper location.
- \_\_\_\_\_ 5. Student had 16 measures of rhythm in the rhythm draft.
- \_\_\_\_\_ 6. Student used all notes and rests in their rhythm draft.
- \_\_\_\_\_ 7. Student had a variety of rhythm combinations.
- \_\_\_\_\_ 8. Student drew the notes and rests of their rhythm correctly.
- \_\_\_\_\_ 9. Student had 16 measures of melody.
- \_\_\_\_\_ 10. Student used all lines and spaces in their melody.
- \_\_\_\_\_ 11. Student had a variety to their melody line.
- \_\_\_\_\_ 12. Student drew the notes and rests of their melody correctly (stem position).
- \_\_\_\_\_ 13. Student used bar lines correctly (same number of beats in each measure).
- \_\_\_\_\_ 14. Student used a double bar line at the end.
- \_\_\_\_\_ 15. Student gave their composition a title.

### **Post-assessment – Quiz**

A quiz is a written evaluation where the teacher will be able to evaluate the student over specific content learned within the unit. This form of post-assessment is a great way for the teacher to see what information the student has learned from the lessons and activities within the unit taught and if any students are still struggling. This form of assessment is also helpful to students when dealing with a hands-on course such as music theory. The students should be able to recall their knowledge from previous worksheets and activities and put that knowledge into short answer form. It is with great anticipation that all students' knowledge of music theory at the end of the introduction unit has increased.

The quiz will include all of the information learned in each of the units. The purpose of the quiz is to determine if the unit outcomes were achieved. It is with hope that by evaluating the student's knowledge at the end of the unit through a written quiz, the teacher will be able to determine if all of the concepts were understood. If there are any concepts that were not completely grasped by the students, the teacher can then go back to that specific topic and reinforce the lesson with other activities before moving on to the next unit. The post-assessment will also let the teacher know which areas were harder to comprehend by the students, so that as the class progresses through the course, certain areas can be looked at in more depth, while others can simply be reviewed.

Name \_\_\_\_\_

Date \_\_\_\_\_

### Music Theory Quiz

1. Fill in the music table below.

<b>Note Name</b>	<b>Note</b>	<b>Note Value</b>

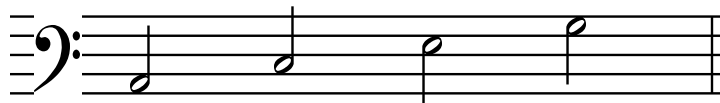
2. Fill in the music table below.

<b>Rest Name</b>	<b>Rest</b>	<b>Rest Value</b>

3. Name the two music clefs learned in this unit.

\_\_\_\_\_

4. Write the correct letter under each note on the staves below.



5. What vertical line is used to separate measures?

---

6. Define what a measure is.

---

7. What goes at the end of a composition to show that it's finished?

---

8. How many lines and spaces make up a music staff?

---

9. Write the letters of the music alphabet in order.

---

10. Put the stems correctly on the note heads below. Watch your direction.

