

7th Grade Orchestra – Gee
St.Andrews Middle School
March 16-20 2020

Standards:

Anchor Standard I: I can compose and arrange music.

NL.1.1: I can notate rhythm patterns using a defined selection of note values.

Anchor Standard III: I can produce a characteristic tone

IM.B.PNL.3.2: I can demonstrate correct posture and playing position.

IM.B.P NH.3: I can produce a steady, free tone with a limited range, in tune.

Anchor Standard IV: I can perform with technical accuracy and expression.

IM.B.P NL.4.3: I can play simple scale and/or rudimentary patterns.

I Can:

I can play my play the D or A, Major Scales (lower octave) on my instrument in various rhythms.

I can identify and perform rhythms in quarter notes, half notes, whole notes and their corresponding rests.

Play my individual part for my class repertoire with increasing proficiency: Fantasy on a Japanese Folksong, Russian Music Box, Storm

Essential Question:

How does playing scales and reading notes help us play our music?

Materials and Resources

Soundcorset – tuning app,

or violin tuning app <https://www.alexdemartos.es/wtuner/>

Classic.musictheory.net

Rhythmrandomizer.com

Music Repertoire: Fantasy on a Japanese Folksong, Russian Music Box, Storm,

Deep Sea Fandango and Vivaldi, Inverno (as assigned)

Activities:

Day 1

Students will:

1. Complete the worksheet on Time Signatures.
2. Tune instrument using tuning app.Soundcorset, or other online tuner:
<https://www.alexdemartos.es/wtuner/> (5min)
3. Set metronome to 72 bpm = quarter note on Soundcorset or online metronome. Play lower octave, (First Finger) A Major (violins) or D Major Scale (violas and cellos) ascending and descending in Whole notes, half notes, quarter notes, eighth notes and pepperoni. Think about instrument position, left and right hand position and posture. Keep bow straight over F-holes (5min)
4. Practice individual part for Fantasy on a Japanese Folksong, Russian Music Box, Storm, Deep Sea Fandango (10 min)
5. Go to rhythmrandomizer.com. Set options to half note, quarter notes and quarter note rest. Clap and/or play rhythms.
6. Go to Classic.musictheory.net, use Note Trainer, then allow FlashPlayer, click on Settings, then click on clef for instrument, set notes for the A string. Practice naming the notes.

Reflection:

Which parts of the lesson were easy for you? Which parts could use more practice? Briefly take note of the places you need to work on next time.

Day 2:

Students will:

1. Complete the worksheet on Note values. (5-10min)
2. Tune instrument using tuning app. like Soundcorset, or other online tuner: <https://www.alexdemartos.es/wtuner/> (5min)
3. Set metronome to 72bpm = quarter note. Play D or A Major Scale ascending and descending in Whole notes, half notes, quarter notes, eighth notes and pepperoni. Think about instrument position, left and right hand position and posture. Keep bow straight over F-holes (5 min)
4. Practice individual part for Fantasy on a Japanese Folksong, Storm and/or Russian Music Box, Vivaldi, Inverno when assigned. (10 min).
5. Go to Classic.musictheory.net, use Note Trainer, then allow FlashPlayer, click on Settings, then click on clef for instrument, set notes for D string. Practice naming the notes.

Reflection:

Which parts of the lesson were easy for you? Which parts could use more practice? Briefly take note of the places you need to work on next time.

Day 3:

Students will:

1. Complete the worksheet on Note Values and Rests. (5min)
2. Tune instrument using tuning app. Soundcorset, or other music tuning app.(5min)
3. Set metronome to 72bpm = quarter note. Play D or A Major Scale ascending and descending in Whole notes, half notes, quarter notes, eighth notes and pepperoni. Think about instrument position, left and right hand position and posture. Keep bow straight over F-holes (5 min)
4. Practice individual part for Fantasy on a Japanese Folksong, Storm, Deep Sea Fandango and/or Russian Music Box – (10min)
5. Go to rhythmrandomizer.com – set options to 3 / 4 time: quarter note, half notes, eighth notes and quarter note rest.
6. Go to Classic.musictheory.net, practice note naming for notes on G string (5min)

Reflection:

Which parts of the lesson were easy for you? Which parts could use more practice? Briefly take note of the places you need to work on next time.

Day 4

Students will:

1. Complete the worksheet on Note Duration. (5-10min)
2. Tune instrument using tuning app. Musiccorset, or online tuner.(5 min)
3. Set metronome to 72 bpm = quarter note. Play D or A Major Scale ascending and descending in Whole notes, half notes, quarter notes, eighth notes and Pepperoni. Think about instrument position, left and right hand position and posture. Keep bow straight over F-holes (5min)

4. Practice individual part for Storm, Fantasy on a Japanese Folksong, Deep Sea Fandango, Vivaldi Inverno and/or Russian Music Box -(10min).
5. Go to Classic.musictheory.net, practice note naming for notes on the D string

Reflection:

Which parts of the lesson were easy for you? Which parts could use more practice? Briefly take note of the places you need to work on next time.

Day 5

Students will:

1. Complete the worksheet on dotted rhythms. (5min)
2. Tune instrument using tuning app. Soundcorset, or other music tuning app. (5min)
3. Play D or A Major Scale ascending and descending in Whole notes, half notes, quarter notes, eighth notes and pepperoni. Think about instrument position, left and right hand position and posture. Keep bow straight over F-holes
4. Practice individual part for Storm, Fantasy on a Japanese Folksong, Deep Sea Fandango, Vivaldi, Inverno and/or Russian Music Box (5-10min)
5. Use laptop to record their performance of the D or A Major Scale with whole note, half note, quarter note and Pepperoni Pizza rhythms. (5-10min)
6. Go to Classic.musictheory.net, practice note naming for notes on the G string

Reflection:

Which parts of the lesson were easy for you? Which parts could use more practice? Briefly take note of the places you need to work on next time.

TIME SIGNATURES

4 = The top number tells how many counts in a measure.

4 = The bottom number tells what kind of note will receive one count.

① DIRECTIONS:

Fill in the blanks.

$\frac{3}{4}$ There are _____ counts in a measure in $\frac{3}{4}$ time.

$\frac{2}{4}$ A _____ gets one count in $\frac{2}{4}$ time.

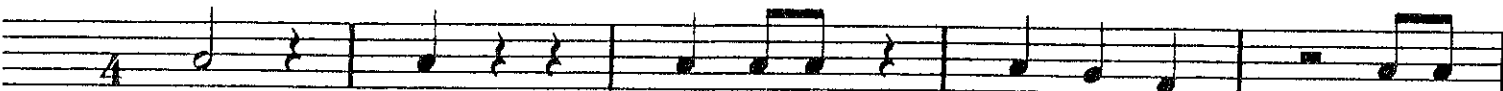
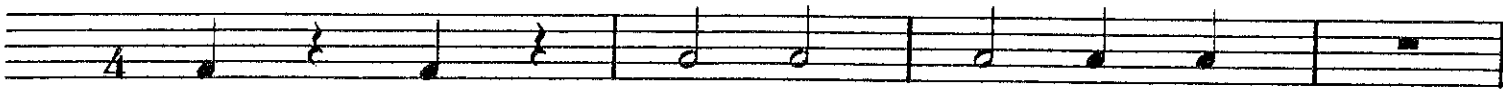
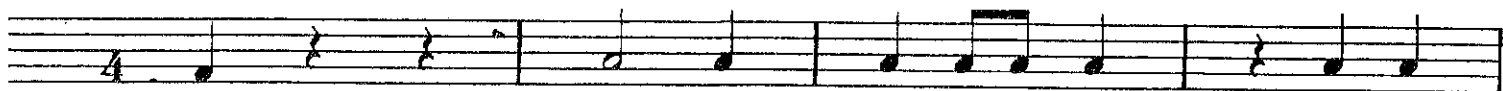
6
8 There are _____ counts in a measure in 6/8 time.

6
8
An an eighth note gets one count in 6/8 time.

2
2 A _____ gets one count in 2/2 time.

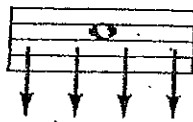
② DIRECTIONS:

Place the correct time signature after adding the clef sign. The quarter note is the "one count note."



NOTE VALUES

4. HOLE NOTE receives 4 beats.



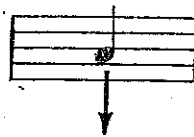
) Draw a row of whole notes.

e HALF NOTE receives 2 beats.



Draw a row of half notes.

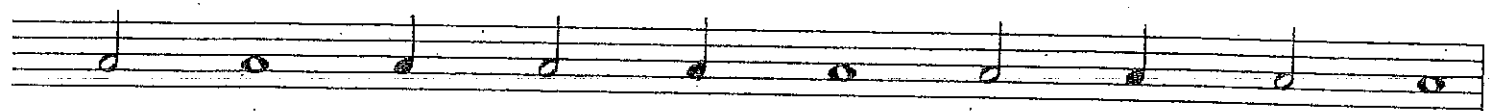
e QUARTER NOTE receives 1 beat.



Draw a row of quarter notes.

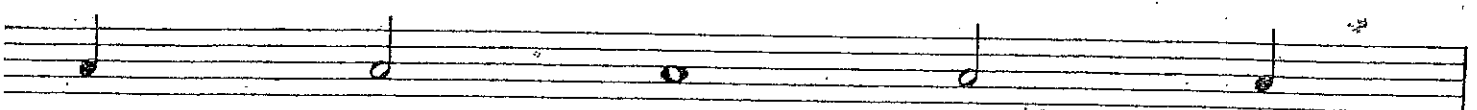
CTIONS:

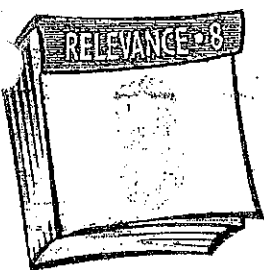
NUMBER OF BEATS under each note.



CTIONS:

"arrows" under each note according to the number of beats each note receives.





RESTS / BEATS OF SILENCE

Lesson from *Thirty Days to RHYTHM* by Henderson

Click book for more info:



Name _____

For each note introduced in the previous lesson, there is also a rest that is named the same and is given the same number of (silent) beats as the corresponding note. When reading rhythm patterns or phrases, these beats of silence must be counted. Time doesn't stop in music, even when no sound is heard.

DURATION OF NOTE AND REST VALUES

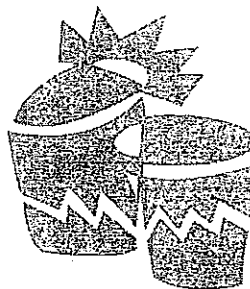
The length of time assigned to a note or a rest is indicated so the performer will know how long to play or sing each note or how long to be silent.

NOTES	RESTS	BEATS
o Whole note	— Whole rest	4 beats
♪ Half note	— half rest	2 beats
♪ Quarter note	♪ quarter rest	1 beat
♪ Eighth note	7 eighth rest	½ beat
♪ Sixteenth note	7 sixteenth rest	¼ beat

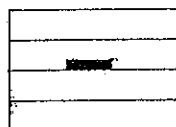
MATCH THEM UP

Put a letter in each blank to match the correct note with the corresponding rest.

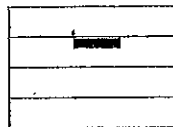
- | | |
|------------|------|
| _____ 1. ♪ | a. — |
| _____ 2. o | b. ♪ |
| _____ 3. ♪ | c. 7 |
| _____ 4. ♪ | d. — |
| _____ 5. ♪ | e. 7 |



When placing rests on a staff, notice that the **half rest** sits on the third line of the staff and a **whole rest** hangs down from the fourth line. All other rests are centered.



Half Rest



Whole Rest

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NS 5 Reproducible

Practice making each rest, first in a box, then on a staff correctly.

--	--	--	--	--

Whole Rest

Half Rest

Quarter Rest

Eighth Rest

Sixteenth Rest

USING THE RESTS

Say these rhythm syllables below with a steady beat, then tap them as you repeat each line. Say 'rest' on the rests, and put hands out with palms up to designate the silent beats.

1. | | ♯ | | ♪ - ||

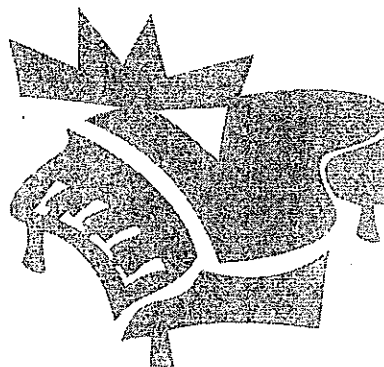
2. | □ | 7 ♪ | | | | ♯ | ||

3. | ♪ - | | ○ | - ||

MUSIC AND MATH TEAM UP

Use your math and music skills to fill in the blanks.

1. ♯ is to ♪ as - is to _____.
2. 7 is to ♪ as _____ is to ♪.
3. - is to ♪ as ○ is to _____.
4. 7 is to ♪ as _____ is to ♪.
5. - is to - as 7 is to _____.
6. ♪ is to ♪ as _____ is to ♪.



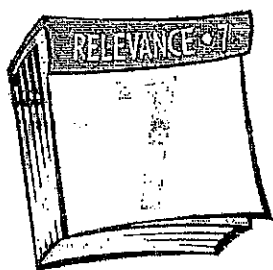
BONUS QUESTIONS

1. Is it possible for a rest to have three flags? What would it be called and what would be its beat value?
2. How many total beats in 4 beat meter would these rests equal? _____

$$(- + -) - (7 + 7) + (- + -) - (♯ + ♯) = ?$$

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NOTE VALUES / DURATION

Name _____

NOTE VALUES

The shape of the note is the clue to its duration. The most commonly used note values are the **whole note**, **half note**, **quarter note**, **eighth note** and the **sixteenth note**. In this order, each one lasts half as long as the previous mentioned note, as pictured below:



As shown in 'hierarchy' order, this chart displays how each note relates to the others. Notice that the whole note is on top with each level below the whole note representing a value that is one-half the value of the note above it. In other words, since a half note gets half the value of a whole note, it takes two of them to fill the same measure.

Whole note

Half notes

Quarter notes

Eighth notes

Sixteenth notes



CLUES

Fill in the blanks below each box with the name of the correct note and its beat value in $\frac{4}{4}$ meter based on the clue, then write the note inside the box provided.

Clue: Has two flags or beams	Clue: Has one flag or beam	Clue: Has a stem but not filled in	Clue: Has no stem or flag	Clue: Has a stem, is filled in but no flag









Note Name: _____

Beat Value: _____



MUSIC AND MATH

Another way to understand how one note relates to the others is to see the similarities between note values and fractions.

MUSIC	and	MATH
Note Values in $\frac{4}{4}$ meter		Fractions
 1 whole note		 1 whole
 2 half notes last as long as 1 whole note.		 2 halves = 1 whole
 4 quarter notes last as long as 1 whole note.		 4 quarters = 1 whole
 8 eighth notes last as long as 1 whole note.		 8 eighths = 1 whole

DOES IT ADD UP?

Use your math skills by putting T (true) in the blank if the beats are equal in value or F (false) if they are not. Tell a partner why specific examples are false.

- _____ 1.  = 
- _____ 2.  = 
- _____ 3.  = 
- _____ 4.  = 
- _____ 5.  = 

Write notes to fill these boxes with the designated number of beats, none alike; then clap the rhythms as you say the rhythm patterns you created.

Two Beats	Two Beats	Three Beats	Three Beats	Four Beats	Four Beats

BONUS QUESTIONS




1. How many sixteenth notes would equal three whole notes? _____
2. Figure out the number of total beats from this equation: _____




$$\text{Whole note} + \text{Half note} - \text{Quarter note} + \text{Eighth note} \times \text{Whole note} + \text{Half note} = \underline{\hspace{2cm}} ?$$



DOTTED NOTES


























A DOT PLACED AFTER A NOTE INCREASES THE LENGTH OF THAT NOTE ONE-HALF ITS VALUE

 =  +  = 6 counts

 =  +  = 3 counts

1 DIRECTIONS:

Write the correct number in the blank space.

- 1. There are _____  in a .
- 2. There are _____  in a .
- 3. There are _____  in a .
- 4. There are _____  + _____  in a .
- 5. There are _____  + _____  in a .
- 6. There are _____  + _____  in a .
- 7. One  equals _____ .
- 8. One  equals _____ .
- 9. One  equals one  and _____ .
- 10. One  equals one  and _____ .

 =  +  = $1\frac{1}{2}$ counts

 =    = $1\frac{1}{2}$ counts

2 DIRECTIONS:

Write the number of the beat under each note and rest in the following measures.

4/4    |      |    

1-2-3 4

4/4     |     |    

3/4  |    |   