8th 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, A, and E Major Scales (First Finger Scales, violin, viola, cello) (open string on Double Bass) 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

Essential Elements vol. 3
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, Inver

Activities:

Day 1

Students will:

1. Complete the worksheet on Time Signatures.
2. Tune instrument using tuning app. Musicorset, 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) (open string, Double Bass) 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. Play # 2-4 in Essential Elements vol. 3, review 3rd position. (5 min)
5. Practice individual part for Fantasy on a Japanese Folksong, Russian Music Box, Storm, Deep Sea Fandango (10 min)
6. Go to rhythmrandomizer.com. Set options to half note, quarter notes quarter note, eighth notes and quarter note rest. Clap and/or play rhythms.

7. 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 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. Play # 5-7 in Essential Elements vol. 3, review 3rd position. (5 min)
5. Practice individual part for Fantasy on a Japanese Folksong, Storm and/or Russian Music Box, Vivaldi, Inverno (10 min).
6. Go to rhythmrandomizer.com. Set options to half note, quarter notes quarter note, eighth notes and quarter note rest. Clap and/or play rhythms.
7. 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. Musicorset, or other music tuning app.(5min)
3. Set metronome to 72bpm = quarter note. Play E 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. Play # 5-7 in Essential Elements vol. 3, review 3rd position. (5 min)
5. Practice individual part for Fantasy on a Japanese Folksong, Storm, Deep Sea Fandango and/or Russian Music Box – (10min)
6. Go to rhythmrandomizer.com – set options to 3 / 4 time: quarter note, half notes, eighth notes and quarter note rest.
7. 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. Musicorset, or online tuner.(5 min)
3. Set metronome to 72 bpm = quarter note. Play D(cello, viola), A Major, (violin) or E Major Scale (Double Bass plays E) 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. Play # 7, 8 in Essential Elements vol. 3, review 3rd position. (5 min)
5. Practice individual part for Storm, Fantasy on a Japanese Folksong, Deep Sea Fandango, Vivaldi Inverno and/or Russian Music Box -(10min).
6. Go to rhythmrandomizer.com. Set options to half note, quarter notes quarter note, eighth notes and quarter note rest. Clap and/or play rhythms.
7. 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.

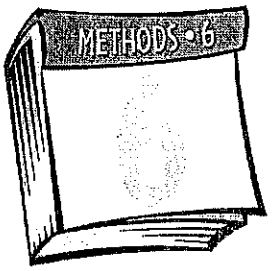
Day 5

Students will:

1. Complete the worksheet on dotted rhythms. (5min)
2. Tune instrument using tuning app. Musicorset, 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. Play # 8 in Essential Elements vol. 3, review 3rd position. (5 min)
5. Practice individual part for Storm, Fantasy on a Japanese Folksong, Deep Sea Fandango, Vivaldi, Inverno and/or Russian Music Box (5-10min)
6. Go to rhythmrandomizer.com. Set options to half note, quarter notes quarter note, eighth notes and quarter note rest. Clap and/or play rhythms.
7. Use laptop to record their performance of the D Major (cello, viola) or A Major Scale (violin) (E Maj. Double Bass) with whole note, half note, quarter note and Pepperoni Pizza rhythms. (5-10min)
8. 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.

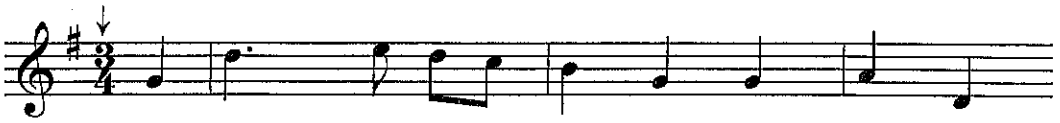


TIME SIGNATURES

Name _____

WHAT IS A TIME SIGNATURE?

A **time signature** is found at the beginning of the first line of music, following the clef sign and key signature (sharps or flats). Used as a symbol to tell how many beats will be found in every measure, the time signature has certain patterns of beats that are stressed or unstressed. To find the time signature of a piece, look in the designated place for two numbers, one on top of the other.

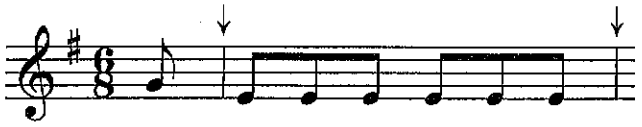


The top number tells us how many beats are contained in each measure and the bottom number tells what kind of note gets one beat.

3 Number of beats per measure
4 Quarter note (♩)gets one beat

If a 2 is the bottom number, a half note (𝅗𝅥) will get one beat or if an 8 is on the bottom, an eighth note (♪) gets one beat.

Beats are grouped by measures that are divided appropriately by vertical bar lines



PRACTICE MAKES PERFECT

Fill in these answers for what the top and bottom numbers tell about the music in each instance.

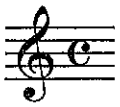
Ex. **3** = _____
2 = _____

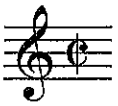
Ex. **3** = _____
4 = _____

Ex. **6** = _____
8 = _____

WHAT, NO NUMBERS?

If instead of two numbers, a capital C in place of the time signature is a shortened way of showing a $\frac{4}{4}$ time signature or **common time**. Because so much music, especially popular Western music, is written in $\frac{4}{4}$ meter, the C is used as a quicker way to signal this time signature. If the C has a vertical line through it, ($\cut$), this is the symbol for **cut time** or $\frac{2}{2}$ time, meaning that each note gets half its original value.

 (Common)

 (Cut)

The term **meter** also refers to time signatures and to the way beats are grouped. The three types of meter are:

duple – two beats per measure in a strong – weak pattern

triple – three beats per measure in a strong – weak – weak pattern

quadruple – four beats per measure in a STRONG – weak – strong – weak pattern

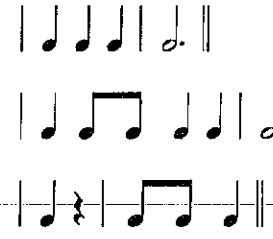
MATCH THEM UP

Draw a line from the time signature on the left to the correct example on the right.

$\frac{2}{4}$ (Duple)

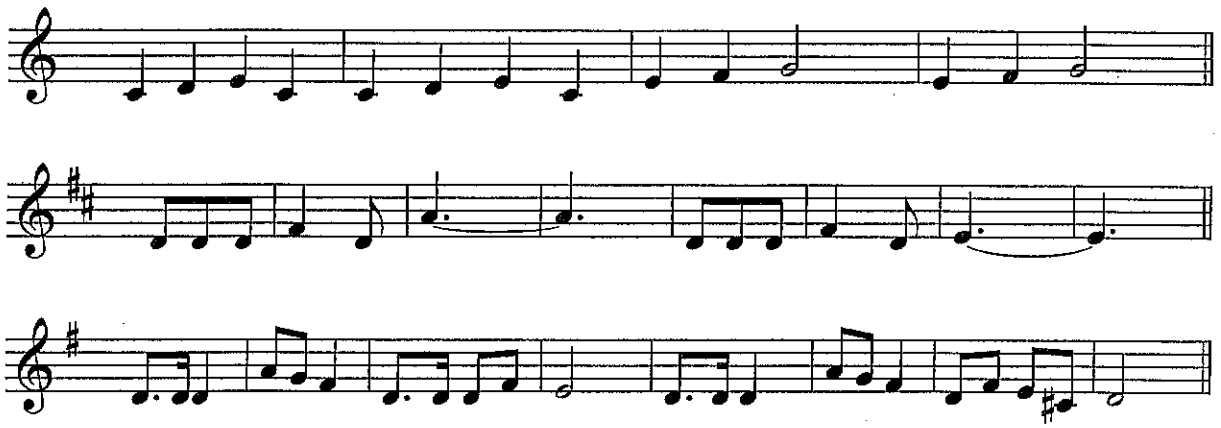
$\frac{3}{2}$ (Triple)

$\frac{4}{4}$ (Quadruple)



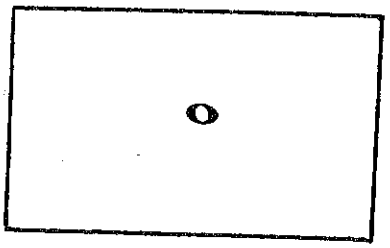
FILL IN THE TIME

In the following musical examples, look at the number of beats and notes in each measure and write the correct time signature at the beginning of each staff following the clef-sign and key signature.

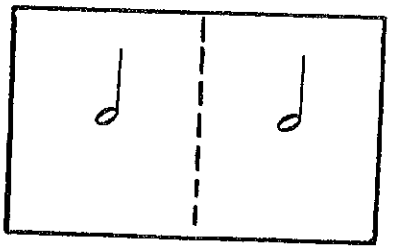


Reproducible

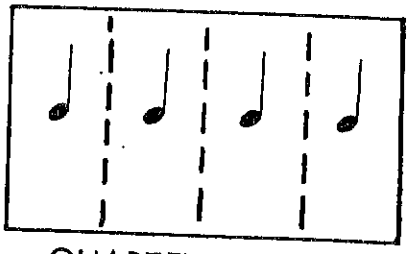
NOTE VALUE TEST



WHOLE NOTE



HALF NOTES



QUARTER NOTES

(1) DIRECTIONS:

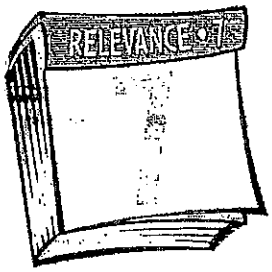
Write the correct number in the blank space.

1. There are _____ in a 𝅗𝅥
2. There are _____ in a 𝅗𝅥
3. There are _____ in a 𝅗𝅥
4. One 𝅝 equals _____ 𝅗𝅥
5. One 𝅝 equals _____
6. One 𝅗𝅥 equals _____
7. Two 𝅗𝅥 equal _____ 𝅝
8. Four 𝅗𝅥 equal _____ 𝅗𝅥
9. Six 𝅗𝅥 equal _____ 𝅗𝅥
10. Eight 𝅗𝅥 equal _____

(2) DIRECTIONS:

Fill in the blanks with the proper answer.

1. There are _____ quarter notes in a whole note.
2. There are _____ half notes in a whole note.
3. There are _____ quarter notes in a half note.
4. There are _____ quarter notes in two half notes.
5. There are _____ quarter notes in three half notes.
6. A whole note equals _____ half notes.
7. A whole note equals _____ quarter notes.
8. A half note equals _____ quarter notes.
9. Two half notes equal _____ quarter notes.
10. Four quarter notes equal _____ whole note.

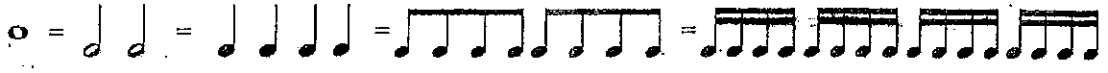


NOTE VALUES / DURATION

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.

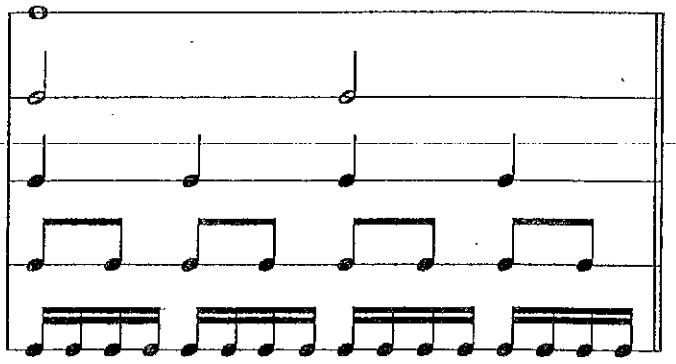
Whole note

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:

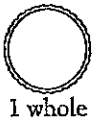
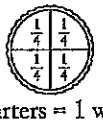
_____ _____ _____ _____ _____

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

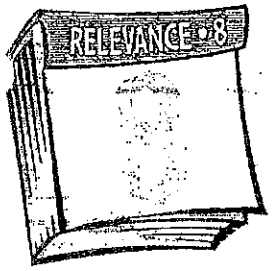
BONUS QUESTIONS

1. How many sixteenth notes would equal three whole notes?_____

2. Figure out the number of total beats from this equation: _____

𝅝 + 𝅗𝅥 − ♩ + ♫ × 𝅝 + 𝅗𝅥 = ?

Reproducible



RESTS / BEATS OF SILENCE

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

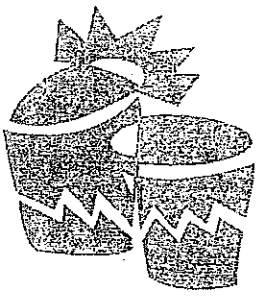
The length of time assigned to a note or a rest is indicated so the performer will know how long to play or sing each note or how long to be silent.

NOTES		RESTS		BEATS
𝅝	Whole note	𝄻	Whole rest	4 beats
𝅗𝅥	Half note	𝄼	half rest	2 beats
♩	Quarter note	𝄽	quarter rest	1 beat
♪	Eighth note	𝄾	eighth rest	½ beat
𝅘𝅥𝅯	Sixteenth note	𝄿	sixteenth rest	¼ beat

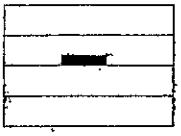
MATCH THEM UP

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

_____1.	𝅘𝅥𝅯	a. 𝄻
_____2.	𝅝	b. 𝄽
_____3.	♩	c 𝄾
_____4.	𝅗𝅥	d. 𝄼
_____5.	♪	e. 𝄿



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

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.

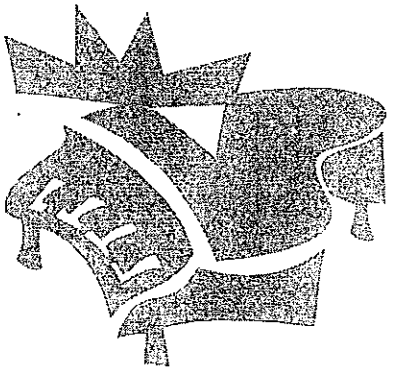
2.

3.

MUSIC AND MATH TEAM UP

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

1. is to as is to _____.
2. is to as _____ is to .
3. is to as is to _____.
4. is to as _____ is to .
5. is to as 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? _____

(+) − (+) + (+) − (+) = ?

Reproducible

DOTTED NOTES

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

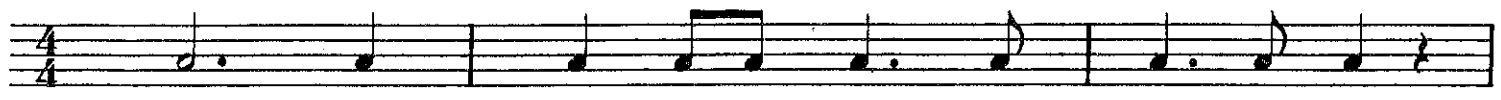
(1) DIRECTIONS:

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 _____

(2) DIRECTIONS:

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



1-2-3 4