

## **Stave Notation**

Revise / introduce positions of notes on the stave C to C'. Play word games and encourage the use of rhymes and memory joggers to remember positions of notes. Compose a simple piece using some of the words.

Discuss chords and give examples. Use first, third and fifth of the scale. ( Play a note, miss a note, play a note, miss a note, play a note.) Using notes from chord of G, ( G, B, D,) compose a fanfare. Listen to fanfare examples and discuss what a fanfare is, what kind of instruments play, etc. Discuss brass instruments and how they are played without the use of valves, by altering the lips. Let the children have experience of playing an instrument or mouthpiece. Use a march or fanfare rhythm on the keyboard and choose a suitable brass instrument setting. Think about rhythmic repetition. If possible, each partner should work out a different fanfare with a similar rhythm. Each person can then play their tune at the same time. Perform results, record and write out.

### **Lesson 1:**

Learning Intention: To learn the positions of the notes on the treble clef stave.

(For those already familiar with this, the bass clef may be used to extend their knowledge.)

1. Use Rhythm Bingo cards to revise simple rhythms using crotchets and quavers.
2. Give out manuscript paper and head up – 'Note Positions' Ask what five music lines are called (stave). What is written at the start of each stave and why? (clef – to show which area of the instrument is going to be used) Demonstrate drawing a treble clef and on manuscript paper the children can try this out. (Use pencil for drawing.)
3. On a new stave, draw a treble clef and ask what notes in spaces are: (FACE)  
Why are capital letters used to label the notes? Copy onto paper. NB. FACE rhymes with 'space'.
4. On a new stave, draw a treble clef and ask what notes on lines are: (EGBDF).  
As there is no easy way to remember this order use 'Every Good Boy Deserves Football' or 'Every Green Bus Drives Fast' or the children could make up their own. Copy notes onto paper.
5. On a new stave, draw a treble clef and write the title 'Scale of C major'. Draw scale from middle C for children to copy. Explain that this scale is most often used in school as it does not use any 'black' notes (sharps and flats). Stress that pattern is 'line', 'space', 'line', 'space'. Introduce the word 'octave' as there are 8 notes to draw/play.
6. Attach work in folders and list on contents page.

Plenary: Use interactive board to position notes.

## Lesson 2:

Learning Intention: To use the notes in the treble clef to write simple melodies.

1. Start as last week's plenary.
2. In rough books give children 2 minutes to list as many 3 letter words as possible using only the letter names of notes (A – G). Compile ideas on the board.
3. Give out folders and under last week's work draw a new treble clef, write a time signature of 3 beats per bar. Using crotchets, write out 4 words to form a melody, putting a double bar line at the end.
4. Repeat steps 2 and 3, but this time with 4 letter words. (Time signature of 4 beats per bar)
5. Ask for any longer words – this could be a homework activity.

Plenary: Using a metallophone or xylophone ask volunteers to come up to play some of the words discussed during the lesson.

## Lesson 3

Learning Intention: To rehearse and perform a 4 bar melody.

1. Ask for any longer words and using interactive board get children to write these out correctly using time signatures as appropriate.
2. Working in pairs and using tuned percussion rehearse one of the melodies written last week. Take it in turns to rehearse. (partner can help by pointing to notes on stave and calling out note names.) Stress that every note is a crotchet and therefore the melody should be evenly played.
3. Perform to teacher/ class and grade performances for fluency and beater control.
4. Those who may finish early can rehearse their second melody.

Plenary: Discuss what made a good performance. Give notice of notation test.

## Lesson 6

### Notation Test

Use remainder of lesson to listen to more fanfare performances or to have another go at music quiz in teams.