

## 1.1.2 "What's for Dinner?"

*Purpose: To help the children understand that they are capable of "growing" music one note at a time*

(This lesson is two 25-minute sections)

SETTING THE TABLE: Bring cutting board, apple, knife, napkin, graham crackers. Put out snack. Write "Welcome!" in 6 languages on board. Draw (or place) and cover up pictures (or drawings) of a whole note, half note, quarter note, and eighth note.

SNACK (5 mins): Something that can be divided into parts, such as graham crackers (that can be divided up into 4 parts) and apples (cut into fourths) or clementines segmented)

PARENTS: During snack, have one parent go around and record smiles on smiles record and return the sheet to the teacher

WELCOME (1 min): DM Theme Song

WARM-UP: (1 min) Sing and sign an ascending and descending major scale

SHARING (6 mins): First, review last week: Teach rhyme review. Teacher calls out, "Children, children, quite bewilderin', how did your garden grow?" Then the children share how their practicing went. Who did 6 days? What went well? What was hard? What was your "shiningest moment?" Take volunteers to demonstrate each of the practice points from last week:

1. Solfa scale
2. Making Music Makes Me Smile
3. The first line of a song from the folk songs list in Solfa or written on board

Remind the children "that our daily practice is how we grow our music every day. It takes what kind of work? **Careful, slow, repetitive work.** What kind of work? Careful, slow, repetitive work." It is just like gardening! In a garden, we plant one seed at a time to grow the kind of food we want to eat. In music, we are grow our songs one note at a time. One note at a time. And then we practice those notes, just like daily watering and weeding, one day at a time.

LESSON (14 mins):

How did you like your snack? Did you notice that you ate something that started out as a whole but then could be divided into parts? Is the whole bigger or are the parts bigger? The whole. The more you divide up the food, what happens to the parts? They get smaller. This reminds me of a quality of different kinds of seeds. Each plant has its own unique seed. If you think of different sounds being just like a different kind of fruit or vegetable, you can understand them better.

This is the same as notes. Notes have different qualities that make them sound a certain way. We call these qualities: pitch, rhythm, tempo, timbre, and volume. Last week I began teaching you about pitch. This week I'm teaching you about rhythm. Rhythm tells us how long a note lasts. Each note has a specific length of time. Let's sing the first line of "Making Music Makes Me Smile" while we clap. Pay attention to how long each note is. (Sing). What did you hear? Some notes were longer and some were shorter. Good!

Let me show you with an apple. If I cut a whole apple in half, it looks like this: half as big. The two halves put together make the whole. If I cut a half in half, it makes 2 quarters, like this. If you cut the quarters in half, you get eighths. They look like this.

You can divide a note up just like an apple.

A whole note is like a whole apple: it's the longest kind of note. It sounds like this.

A half note is (guess how long? You're right!) half as long as the whole note. (Sing)

A quarter note is (guess? YES!) half as long as a half note. (Sing)

An eighth note is (guess? Yep! You got it!) half as long as a quarter note. (Sing)

Let's draw how long a whole note sounds: (sing) (Draw a line on the board as you sing and hold while singing the length). Now I'll draw another line the same length and we'll cut it in two. How long is the note now? (Sing). Each one of those notes is a half note. Now we'll draw two more half notes so we can cut them in half as well. (Continue for quarter and eighth notes, then draw or paste picture next to each length.)

Do you notice that each note symbol look different? It's just like different seeds! An apple seed is kind of like a lemon seed, but not quite. A carrot seed is super tiny compared to both of them! An avocado seed is huge! They all grow different fruit.

Just like in a recipe, you have to have the specific ingredients in order to make that recipe. If you're writing a song, you have to tell the person reading your song what

kind of note you want—how long you want the note to be. So you have to draw it to match the length of the note.

Today we're only going to learn how to write quarter and half notes, since that is what we play the most. When we write quarter notes, to be fast, we first just make a stick, like this. Then we can come back later and color in a dot. To write a half note, we draw a line and a circle all at once.

Let's have a few volunteers to help us practice this on the board.

I will sing a song, and you write down what you hear. Sing one example for each volunteer: varying numbers of quarter notes (qqq,qq,qqqq) then varying numbers of half notes (h, hhh, hh). (Sing on the same Solfa note, such as *do* or *la*.) Then a combination of half notes and quarter notes (h,q,q; q,q,h; q,q,q,q,h,h; q,q,q,q,q,q,h)

Does anyone recognize this rhythm? (*Point to the last example and sing first line of Making Music*). Yes! Great! What does that sound like? Yes! Let's try the next line. What about the next line? Yes! They are all the same!

I wrote some words to a new song that have the same rhythm as "Making Music Makes Me Smile." Let's clap that rhythm together. (q,q,q,q,q,q,h) (Sing "I Am Like an Apple Seed")

Here are the words to the song (put up on board, have a parent pass the page out for their binders). You can learn them this week!

Congratulations! You just started to learn how to grow a song by writing down how long the notes are! *NOW* we will divide into classes so that you can begin learning a new song that is written almost entirely in quarter notes.

DIVIDE INTO CLASSES (3 minute transition time)

- Violins: Review last week's violin/bow holds and posture. Demonstrate how to do the following things.
  1. Pluck and sing the string names forward and back
  2. Pluck D and sing *d d d d d d d d*
  3. Pluck D and then 1 on D; sing Solfa names while plucking *d r d r d r d r*
  4. Play open string D and sing Solfa *d d d d d d d d*
  5. Play open D, then place 1 and play: *d r d r d r d r* (Teacher sings if child cannot)

- Cellos: ?

Hand out practicing instructions. Write in any child-specific adaptations/instructions.

GOODBYE: Sing "Adios, Amigos"