



## Music Technology Lessons

*Establish a prominent display in the school for pictures of students, student work, and upcoming programs or events.*

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### Lesson 002

Dates \_\_\_\_\_

The 2nd through 5th Grade students receive one 40 minute lesson per week.

#### **Objectives:**

- \*To complete pp. 8-15 in the Alfred Basic Piano Library Level 1A.
- \*To complete pp. 4-7 in the Alfred Time Travelers Guide to Music History, Book 1.
- \*To complete pp. 1-6 in the Alfred Theory Level 1A Piano Book.
- \*To listen to two selections played by Ms. Garrett from the Alfred Jazz, Rags and Blues Book using a sequencer and MIDI disks.
- \*To complete Lessons 1, 2, and 3 in Music Ace 1.

#### **Materials:**

Alfred 1A Piano Books, Time Travelers Guide to Music History Book 1, Alfred Theory Level 1A Book, Alfred Jazz, Rags and Blues Book 1, MIDI disks, tone generator, sequencer or computer, keyboards and related equipment, computers, printers, Music Ace 1 software and teacher's manual.

#### **Procedures:**

1) Using Level 1A Lesson Book, students will practice and complete pp. 8-15.

##### **Student Goals:**

- \*to learn bar line, measure, counting, double bar, quarter note; to review right and left hand fingers, high and low notes, groups of 2 and 3 black keys;
- \*develop fluent response to finger numbers, half notes;
- \*rhythms in quarter and half note patterns;
- \*to complete the song on pp. 10-11 (Merrily We Roll Along), send the student home playing familiar melodies;
- \*to learn whole notes, steady rhythms, the definition of dynamics, the forte and piano sign;
- \*to learn to continue the flow of rhythm when melody notes move from one hand to the other;
- \*further develop sense of high and low, and freedom of playing in different keyboard areas (octaves).

2) Begin a study of music history through use of the Alfred - Time Travelers Guide to Music History.

\*pp. 4-5, "In the Beginning: Rhythms in the Distance", students will take turns reading the paragraphs to the class. After a brief review and a few questions about the page, the teacher will play "The Song of the Drum" using the kalimba sound for the students on the keyboard. The teacher will explain the term 'MIDI' and use the MIDI disk in a sequencer as the accompaniment for the song.

\*pp. 6-7, "The Ancient Greeks", students will take turns reading the paragraphs to the class. After a brief review and a few questions about the page, the teacher will play "Olympian" using the harp sound for the students on the keyboard. The teacher will explain the term 'sequencer' and use the MIDI disk in a sequencer as the accompaniment for the song.



3) Students will complete pp. 1-6 in the Theory Book 1A. Topics covered include the keyboard (2 and 3 black key groups), counting whole, half, and quarter notes, stems and bar lines, the repeat sign, and dynamics.

4) The teacher will use the sequencer and MIDI disks to perform two selections from the Jazz, Rags and Blues Book for the students.

\*pp. 2-3, "Just Struttin' Along", pp. 5-6, "Don't Wanna' Leave You Blues".

5) Students will complete Lessons 1-3 in Music Ace 1. Some of the students will already have the skills and understanding of how to use the computer mouse and keyboard. Others will learn soon after guidance from the teacher.

Students will learn the following skills:

\*Lesson 1 - Introduction to the Staff. Learn about the treble/bass clef music staff, line and space notes, and matching, higher and lower sounds.

\*Students should complete the worksheet (master 01) Word Games, (masters 22-23) Lines and Spaces in the Treble Clef from the Music Ace Teacher Manual.

\*Lesson 2 - Introduction to the Piano Keyboard. Learn pitch discriminating activities using matching of notes. Students will use knowledge of the piano keyboard to answer questions.

\*Lesson 3 - Playing With Pitch. Note reading activities include showing notes, matching, pitch discrimination same/different, and higher/same/lower.

If students complete the Lessons successfully, they might play the challenging games that are very similar to each lesson. Also, they might work in the Doodle Pad section, learning to 'compose' their own melodies.

#### **Evaluation:**

\*Students will be able to successfully perform all of the exercises on pp. 8-15 of the Piano Level 1A Lesson Book.

\*Students will be able to identify/name/define terms found on pp. 8-15 of their Piano Level 1A Lesson Book, such as dynamics, bar line, measure, forte, piano, etc.

\*Students will be able to demonstrate knowledge of counting whole, half, and quarter notes.

\*Students will be able to identify the two periods in music history covered, "Rhythms in the Distance" and "The Ancient Greeks" and note some of the instruments or characteristics of the music of each time.

\*Students will complete pp. 1-6 in Theory Book 1A, showing knowledge of counting whole, half and quarter notes, stems, bar lines, repeat signs and dynamics.

\*Students will successfully complete Lessons 1-3 in Music Ace 1, and will print a Progress Report of their work to give to the teacher and to their parents.

#### **Extra Activities:**

Work on musical skills through some of the quizzes and games on the Music Tech Teacher Quizzes and Games pages. Choose games according to the skill level of the students.

**Notes:** \_\_\_\_\_

Student compositions are posted on the Music Tech Teacher web site. Click on 'Student Work' in the table of contents on the site. Taking a lot of digital pictures and video of each student will help them to see if they are using correct posture, playing position, and performance of the music.

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