

Music is Fun!

Grade 6

Written by Linda Ann Hopley
Illustrated by S&S Learning Materials

About the author:

Linda Ann Hopley has been a piano and theory teacher for over 30 years. She has written material for music for the last ten years. She loves working with children and helping them to develop an interest and appreciation for music.

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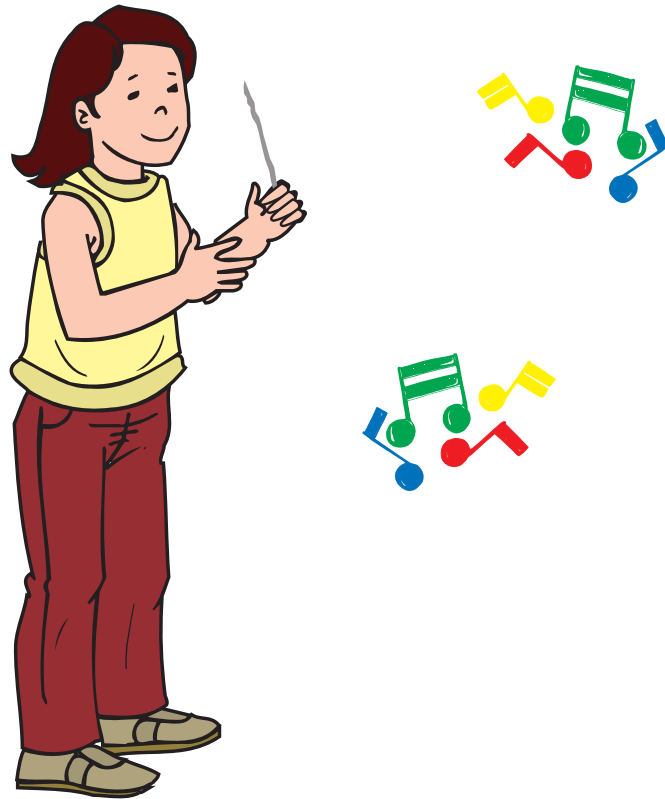
At Glance

| Learning Expectations | The Conductor | 1, 2, 3, 4 Beat Rests, Notes & Their Names | 8th Notes and Rests | Treble, Bass, Alto & Tenor Clefs | The Staff, Lines, Bars & Repeat Signs | Tied Notes | The Brace | Time Signatures | Key Signature vs. Accidentals | Sharps, Flats & Naturals | The Sayings For Note Naming | The Composer Nadia Boulanger | A B C D E F G and Do to Do Scale | Music Reviews and Games |
|--|----------------------|--|---------------------|----------------------------------|---------------------------------------|------------|-----------|-----------------|-------------------------------|--------------------------|-----------------------------|------------------------------|----------------------------------|-------------------------|
| Understanding Concepts | | | | | | | | | | | | | | |
| • Learning note and rest values. | • | • | • | | | • | | • | | | | | | • |
| • Understanding 1/2 and 1/4. | | • | • | | | | | • | | | | | | • |
| • Learning the different kinds of notes and rests and their names. | | • | • | | | | | | | | | | | • |
| • Learning what the two scales are. | | | | | | | | | | | | | • | • |
| • Identifying sharps, flats, and naturals. | | | | | | | | | • | • | | | | • |
| • Noting the difference between an accidental and a key signature. | | | | | | | | | • | | | | | • |
| • Learning what a conductor does. | • | | | | | | | • | | | • | | | • |
| • Learning the sayings to name notes. | | | • | | | | | | | | • | | | • |
| • Recognizing the staff and its signs. | | | | • | • | | • | • | • | • | | | | • |
| Skills of Inquiry, Design, and Communication | | | | | | | | | | | | | | |
| • Creativity | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| • Working within a group. | ----- optional ----- | | | | | | | | | | | | • | • |
| • Multiplying, Adding, Subtracting. | | • | • | | | • | | | | | | | | • |
| • Relating music to the outside world. | | | | | | | | | | | | • | | • |

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The Conductor's Wand



Instructions

List of Material Needed:

- one chopstick for each student (if chopsticks are not available straws could also be used)
- tin foil
- glue or tape may be necessary

Construction:

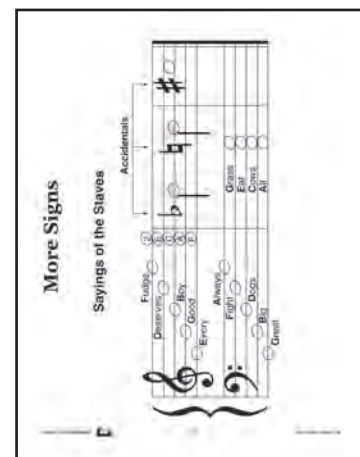
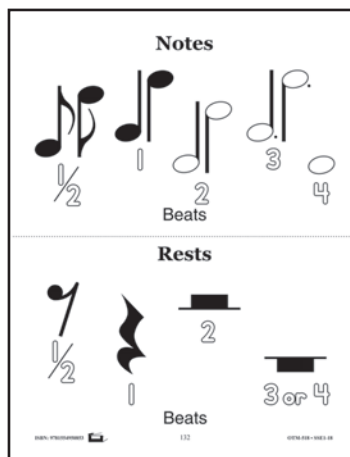
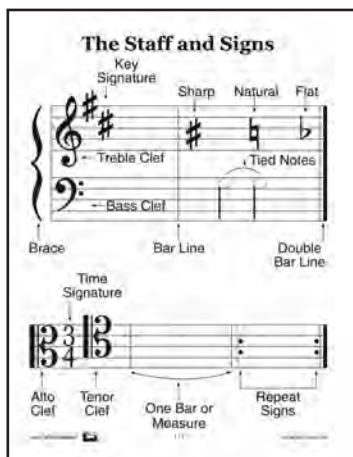
- Each student should wrap the chopstick or straw with the tin foil making sure that the ends are well covered and tightly wrapped. This is to prevent the tin foil from falling off or coming apart while the students are using the wand for conducting.
- If needed glue can be used to stick down the ends or scotch tape can be wrapped around the ends.
- The student should try to wave it around to make sure it is secure.

Teacher Notes:



Notes, Rests, Music Signs, Sayings of the Staff, and Stencils

1. There are three display sheets on notes, rests, and signs of the staff which could be put on display in the classroom or they could be added to the students' music books for reference. They are found on pages 16, 17, and 18 of the book.
2. The next four worksheets are on note and rest values along with addition and subtraction. They are found on pages 19, 20, 21, and 22. These pages will help the students learn note and rest value and the difference between them.
3. The rhythm exercise found on page 23 will help the student to remember the difference in the note and rest values. The rhythm exercise can be done with sticks or hand clapping. Make sure that the students realize that a rest is a period of silence. These lines can be practised in groups and then played altogether with each group clapping or tapping their own line.
4. Page 24 deals with sharps, flats, naturals, and key signatures.
5. Pages 25, 26, 27, and 28 are about the different clefs and display how the sayings show which notes go on which lines for each clef.
6. Pages 29, 30, and 31 are worksheets based on the musical sayings.
7. The stencils found on page 32 should be cut out and glued onto a sturdy backing and laminated. The teacher may want to make many copies of the stencils as they wear out from student usage. The stencils can be fun and creative for students. The students can make the stencils into insects, garden creatures, and flowers. This exercise can be done individually or in groups.



The Staff and Signs

Key Signature

Sharp Natural Flat

Treble Clef

Bass Clef

Tied Notes

Brace

Bar Line

Double Bar Line

Detailed description: This diagram illustrates the components of a musical staff. On the left, a brace groups the treble and bass staves. The treble staff features a treble clef, a key signature of two sharps (F# and C#), and a sharp sign on the second line. The bass staff features a bass clef and two tied notes on the second line, connected by a curved line. A bar line separates the first measure from the second. The second measure contains a sharp sign on the second line, a natural sign on the second space, and a flat sign on the second space. A double bar line is at the end of the staff.

Time Signature

Alto Clef

Tenor Clef

One Bar or Measure

Repeat Signs

Detailed description: This diagram illustrates time signatures and repeat signs. It shows two staves. The first staff has an alto clef on the left and a tenor clef on the right. Between them is a time signature of 3/4. A bar line follows. The second staff has two repeat signs, each consisting of two dots on the first and second lines of the staff. A curved arrow below the staff indicates the length of one bar or measure.

