

W.O. Smith Music School

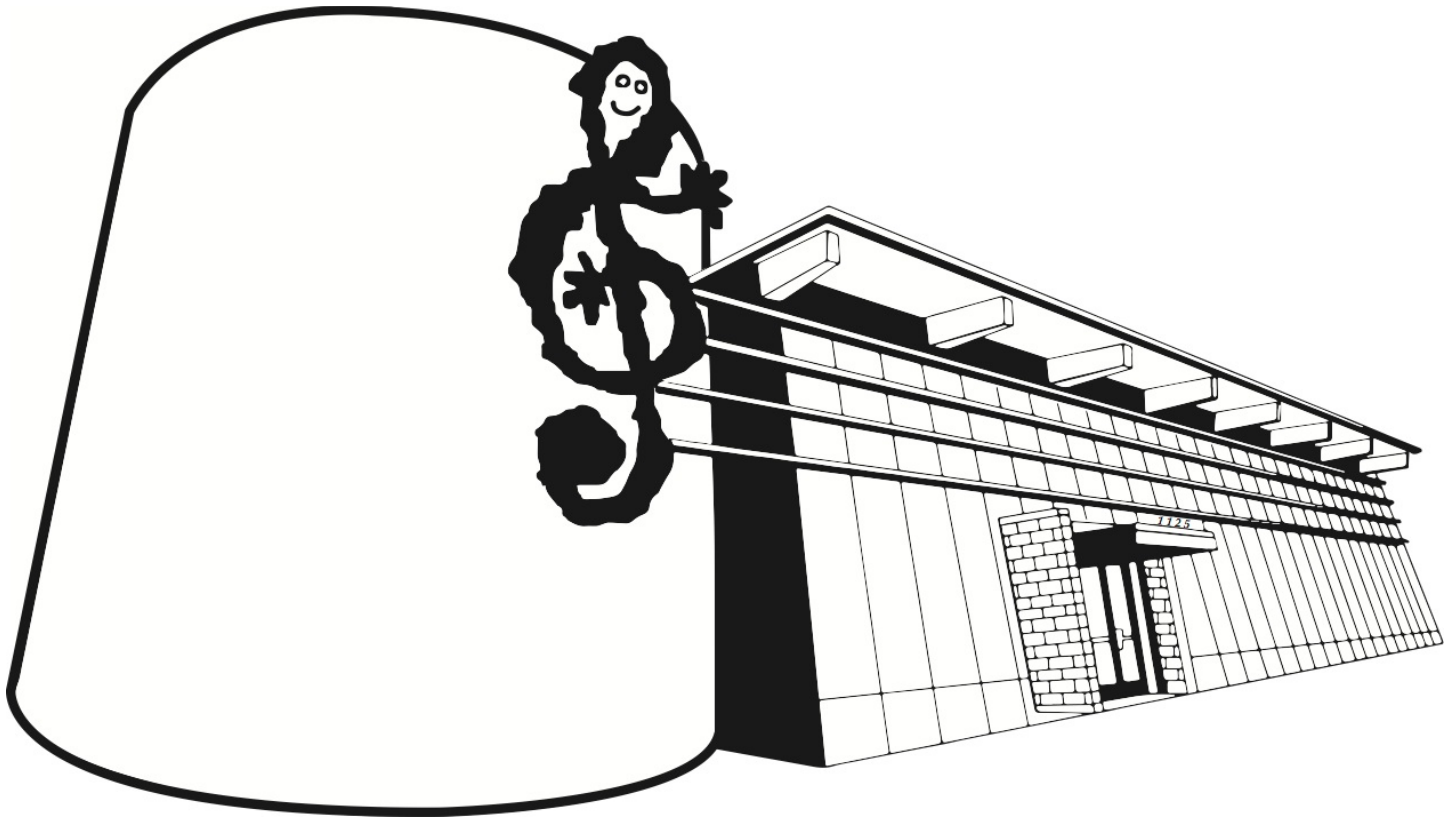


Basic Musicianship

Name: _____

Class Day: M T W TH S

Class Time: 4:30 5:30 9 10 11



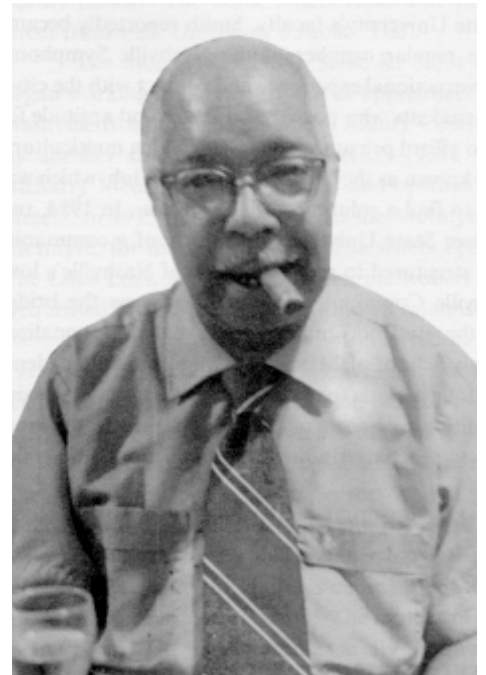
Welcome to the **W.O. SMITH** Music School!

We're so glad to have you here as one of our students! Here's a little more info about why it's so cool to be at W.O. Smith:

A man named Dr. William Oscar (W.O.) Smith founded the W.O. Smith/Nashville Community Music School in 1984.

“Doc” Smith was a bass player who grew up in the city of Philadelphia, and learned to play jazz and blues with greats like Fats Waller, Dizzy Gillespie, Charlie Parker, and Coleman Hawkins. He worked his way up through the music world, even teaching himself how to play the viola!

He moved to Nashville in the early 1950s, to teach music at TSU and play in the Nashville Symphony. He and his wife, Kitty, lived in the Edgehill neighborhood.



Doc had dreams of bringing the “Music City” opportunities of Nashville to the talented children in the city, especially the children who lived in the Edgehill neighborhood.

When Doc retired in 1981, he went to work to create a school that would provide good quality music instruction for the low income families of Nashville who may not be able to afford the pricey music lessons offered elsewhere. He wrote letters and outlined sketches in the paper, he brought people from the music industry in to help, and recruited teachers to volunteer their time to teach music to children.

After several years of hard work, and dedication by many people, the first W.O. Smith/Nashville Community Music School opened in a red house on Edgehill road in 1984. Ken Wendrich was the first director of the school, which started with 45 students.

Over the years, many more children and teachers became a part of the “W.O. Smith Family” and one house grew into a second one, next door.

Now, over 30 years later, Doc Smith’s memory lives on in the current home of the Music School, at 8th and Edgehill, just down the road from where it started. Over 650 hardworking students and 200 dedicated volunteer teachers honor W.O. Smith and his dream of making sure lack of money was not what kept talented students from succeeding in music.



Our teachers come from all parts of Nashville: professional musicians, lawyers, writers, music industry professionals, and more! Although the number of our teachers grow every day, the staff is made up of just four full time and two part time staff members, with Mr. Jonah (executive director) and Ms. Allyson (program director) leading the way, along with Jordan (music education director), Raymond (marketing & development manager), Ronnie (special events), and Anna (administrative assistant).

From humble beginnings in a house in Edgehill, we now offer private lessons, choirs, bands, string orchestras, songwriting classes, rock bands, recitals, field trips, camps, and many other opportunities. We are happy you are here at the W.O. Smith Music School, where our mission is to *transform lives through music*.

Basic Musicianship

Lesson Plans

Introduction

Hi! Thanks for volunteering to teach Basic Musicianship!

The following is a list of 9 weeks of classes to teach the 6 lessons in the Basic Musicianship book. There are more than 9 weeks in the semester to get through all of these lessons, so go at the pace of YOUR class, but everything must be completed by the end of the semester.

Teach each class in 3 ways:

- Use the SmartBoard lessons and explanations to cover concepts, play games, engage students in activities (“Basic Musicianship Lessons Full”, found in the Basic Musicianship folder on the Desktop of computer attached to SmartBoard)
- Lecture from the Lesson page in the book (before each homework)
- Use the suggested iPad apps for practice on the lesson concepts

iPad check out is done at the front desk. There are 5 iPads designated for each Basic Musicianship class. You may check them out at any time during your class session. There is a JBL Bluetooth speaker for your use as well, which can be paired with any Bluetooth device (including your own phone)

You will give a test at the end of the semester, but make sure to informally assess as you go. If you need to modify something for a child, please feel free to do so. There are certain subjects that just need to be introduced in this class (ledger lines, sharps/flats), and other subjects that need to be close to mastery by the time they leave (rhythms, treble staff pitches).

Remember that each student will probably need various means of learning the information you will share with them in this class. Review every class the things that you worked on before, as music learning is a cumulative process.

If you have any questions, or run into a concept that your class just isn't “getting”, please come chat with me. There are always many ways to teach this curriculum.

SmartBoard Info

The SmartBoard is an interactive white board. All of the lessons in this curriculum can be found in the Smart Notebook File “Basic Musicianship Lessons”. This file is saved onto the Desktop for easy access, but it can also be found by clicking on the Dropbox icon (a black opened box) at the top right hand side of the screen.

The SmartBoard has a main power toggle switch on the back left hand side, on the underside of the control box. If you teach the final class on Thursdays or Saturdays, please turn the main power off. If you teach at any other time, you can just switch off the local power by pressing the crescent moon icon on the front lower left hand side of the screen.

The MacBook Air controls the audio and video for the board, which is connected to the board through an HDMI/Thunderbolt cable. The pen and hand controls are connected through a USB cable.

The computer should be all set up to go when you enter your class, but if you have any issue, check to see that everything has been left in the proper state from the previous class.

You can use the board as a whiteboard, just begin writing somewhere with the SmartBoard pen on the screen.

*******DO NOT USE DRY ERASE MARKERS ON THE SMARTBOARD.*******

If you have any further questions, please find Jordan.

Class Scope

Rhythmic Concepts	Steady Beat, Beat Duration, Rhythm Counting
Rhythmic Notation	Measures, Barlines, Double Barlines, Simple Time Signatures, 8 th – Quarter – Half - Whole Notes and Rests
Melodic Concepts	Musical Alphabet, Stepping and Skipping, Notes on a Keyboard, Half Steps and Whole Steps
Melodic Notation	Treble and Bass Clef Note Names, Note Stem Direction, Flats and Sharps
Musical Symbols	Treble Clef, Bass Clef, Grand Staff, Flats, Sharps

Class Sequence

Lesson 1 – Steady Beat, Measures, Time Signatures, Barlines, Beats

Lesson 2 – Quarter Notes/Rests, Eighth Notes/Rests, Rhythm Counting

Lesson 3 – Half Notes/Rests, Whole Notes/Rests, Rhythm Counting

Lesson 4 – Staff, Treble and Bass Clef Symbols, Grand Staff, Stem Direction, Stepping and Skipping,

Lesson 5 – Musical Alphabet, Notes on a Keyboard, Half/Whole Steps, Sharps/Flats

Lesson 6 – Treble Clef Notes, Ledger Lines

Lesson 7 – Bass Clef Notes

Lesson 8 – Review

Suggested Class Pacing Guide

Week 1 – Get to know the class, learn names, interesting facts, what everyone does for fun...

Week 2 – Lesson 1

Week 3 – Lesson 2

Week 4 –Lesson1+2Review/IntroLesson3

Week 5 – Lesson 3

Week 6 – Lesson 4

Week 7 – Review Material so far

Week 8 – Lesson 5

Week 9 – Lesson 6

Week 10 – Lesson 7

Week 11 – Lesson 8 Review Week

Week 12 - Test Day

Some semesters will have more days available for review but this schedule should keep you on track.

Lesson 1

Play a “get to know you” game. With younger kids, I did a descriptive word-name game. My name starts with an “J”, so I said “Jazzy Jordan”, “Awesome Arianna”, etc. Older kids aren’t super into the game, but it will work with them.

Then I played “two truths and a lie”. Tell the group 3 things about yourself, two of which are true and one of which is not. Then the group decides which is true and which is false. Everyone gets a turn. You are welcome to play any other “name games” or “get to know each other” games you may know.

Open “Koosh Ball Introduce Yourself Game” (in the Basic Musicianship folder on the desktop) on the SmartBoard. Have students come touch a colored circle and answer the question that is asked. You could have each of the class members answer the question as well. If the question is weird, or doesn’t apply, just have them choose another one.

After those “formal” games, I just had a conversation around the room to get to know them better. Ask them what instrument they want to play, what kind of music they like, where they go to school, siblings, etc.

Next, hand out the sheet welcoming them to W.O. Smith (in the folder). Read through the history and information about the school. They are welcome to color in the school as well (if young enough to be interested in that).

After talking about the school, make sure they know that the class is one semester long, and they can go at their own pace. They must finish before the end of the semester, and then we will start to look for a private lesson teacher for them.

Finally, begin to talk about steady beat, measures, and time signatures. Follow along the SmartBoard lesson pages for lesson 1:

1.1: Discuss definition of steady beat. Listen to all three music examples and practice patting the steady beat along to each

1.2: Definition of measures, bar lines, double bar line

1.3: Time signature. Tap blue lines to reveal what each number means

1.4: Practice matching time signatures to examples. Work with the class to drag correct time signatures to the dotted line boxes. Incorrect answers will bounce back, correct answers snap to the center

Suggested iPad games: None, but explain iPad rules for use (listed on a poster). Practice opening them up and getting into a few apps, so they (and you) are familiar.

No homework this week, unless they want to color their instrument sheet. Next week we will get homework books and start on rhythm.

Lesson 2

- 2.1 **Rhythm.** The notes (sounds) and rests (silence) that fit in the groups of beats in a piece of music. Some are shorter than one beat, some are longer
- 2.2 **Discovering rhythm.** Sing Twinkle twinkle little star and pat the steady beat. Tap on the space above each word to show a visual representation of the steady beat. Ask “how many sounds fit into this beat” and point to each word. As you tap on each word, show how two sounds or one sound is written (two 8th notes, one quarter note).
- 2.3 **Quarter Notes and Quarter Rests.** One beat long, look at how they are written (notes can be upside down).
- 2.4 **Eighth Notes and Eighth Rests.** Half a beat long. Commonly in pairs, but the pair may be a rest and a note. Two 8th notes take up one beat together.
- 2.5 **Writing In Counts.** Every note and rests gets a count, notes and rests of the same value (quarter, 8th, etc) are counted the same.
- 2.6 **Time Signature & Counts.** Tap the blue squares around the rhythm to show the beats, the time signature, and the counts. Count and clap the rhythm as a class.
- 2.7 Write in the counts and time signature for each measure using the SmartBoard pen. Clap and count as a class.
- 2.8 **Which Rhythm Did I Clap?**
- Tell students to look over the two rhythm choices for #1, and that you will clap one of them 3 times. Tell them to keep their answer a secret until you ask them all to say the answer at the same time.
 - Choose which rhythm you will clap (A or B), and clap it 3 times, tracking each beat (move across your body as if it were a measure divided into beats)
 - Students can “blurt” out the answer together when you say they can, or you can ask “who thinks it’s A?” and “who thinks it’s B?”

iPad

Rhythm Trainer (black and white icon) > Audio Recognition > Rhythms To Use (quarter note and eighth note) > GO

Assign Homework 1 (make sure to go over it before they leave)

Lesson 3

- Grade homework from last week, go over any questions

- Lesson Material

3.1 Review quarter notes and eighth notes

3.2 Write rhythms in 4/4, 3/4, 2/4, using quarter notes, eighth notes, quarter rests, eighth rests

1. For each measure:
 - a. Write in counts
 - b. Practice clapping and counting
 - c. Play on a hand drum
 - d. Eventually, see if they can do it without clapping and counting, and go straight to playing it on the hand drum
2. Students write their own rhythms (you can do this on the SmartBoard or on individual white boards with dry erase markers in one of the cubbies)
 - i. 4/4 time, use quarter notes and eighth notes and rests, just do one measure
 - ii. play each child's rhythm on drums-check the number of beats per measure
 - iii. do at least 3 rounds of rhythm

3.3 Notes longer than a quarter note. Discover half note by singing and patting "Mary Had A Little Lamb" the same way we did with twinkle twinkle (half note on "lamb")

Practice clapping rhythms written with half notes










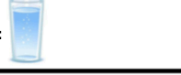






Show a whole note, explain it takes up the WHOLE measure (in 4)

3.4 Half Notes and Half Rests. Two beats long. The sound sustains for the entire two beats. Two half notes fill a 4/4 measure.


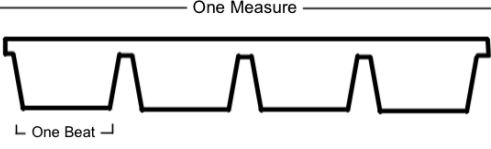
3.5 Whole Notes and Whole Rests. Four beats long. The sound sustains for the entire four beats. One whole note fill a 4/4 measure.

3.6 A Different Way to think about rhythm. This page should help visualize how rhythms (notes) take up space and how two notes cannot occupy the same space. The water analogy is not perfect but will help to show the concept. Remember to reinforce that rhythms move from left to right.


A Different way to think about Rhythm

 = 	 = 
 = 	 = 
 = 	 = 
 = 	 = 

4 Beats Measure in every measure

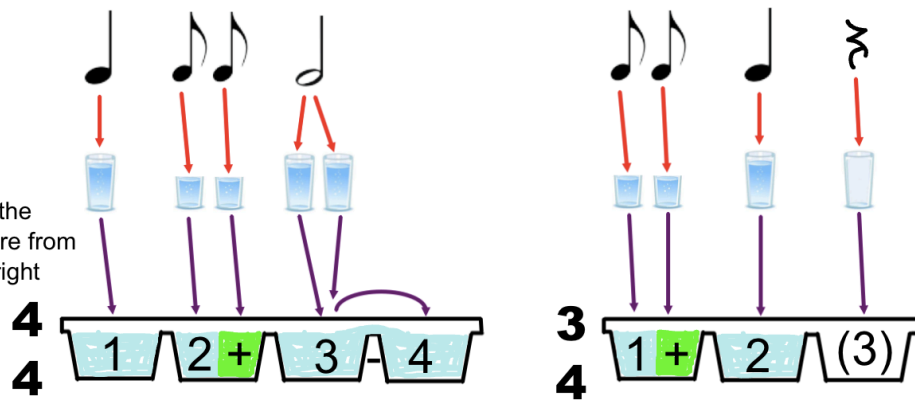



4
4

 = One Beat

3.7 Visualization page.

NOTE This is not actually how water works!



Fill up the measure from left to right

4
4

1 2+ 3 4

3
4

1+ 2 (3)

3.8 **Counting Practice** Use this page to practice counting as a group or with individuals coming up to the board. Use the examples to remind them of the water analogy. EX: A half note takes up all the space for 2 beats therefore, the next thing to happen would have to be marked as "3"...beat 3 contains a pair of 8th notes, the 1st 8th note takes up the space of the first half of the beat so that one is marked as "3" while the 2nd is marked "+".

- iPad

Rhythm Cat > Play > Level 1-6

Rhythm Trainer > Audio Recognition > Rhythms To Use (quarter note and eighth note) > GO

Rhythm Trainer > Note Recognition > Rhythms To Use (quarter note and eighth note) > GO

- Assign HW 2-make sure to go over it before they leave

Lesson 4

- Grade Homework
- Lesson Material
 - 4.1 Staff
 - a. Show the staff on the board
 - b. Count the lines, count the spaces-staff always has this many, but we can add more staves(plural of staff)
 - 4.2 Treble/Bass Clef
 - 4.3 Practice drawing a treble clef
 - 4.4. practice drawing a bass clef
 - 4.5 Grand Staff/Parts of a note
 - c. Put a treble staff on top of a bass staff and draw a bracket on the left side-remember to leave some space in between!
 - d. Draw a ledger line for middle C, explain that it is the center of the grand staff
 - e. Head/Body and Stem
 - 4.6 Lines/Spaces
 - a. Show a line note, show a space note written on the board
 - b. Show that where the note head is what matters. Hold hands to simulate a line going through your head and hands above and below to show a space note
 - c. Practice identifying line and space notes
 - 4.7 Note stem direction
 - a. Explain third line rule-note head above, stem goes down; note head below, stem goes up
 - b. On board together, draw stems on notes
 - 4.8 Steps/Skips
 - a. Step goes from line to space, or space to line
 - b. Skip goes from space to space, line to line
 - c. Show step up, step down, skip up, skip down
 - 4.9 Have each member of the class drag a half note on a different line or space (you specify which ex. 2nd line, 3rd space, etc.) pay attention to stem direction!
- Practice drawing a measure
 - d. On small individual white boards (in a cubby), have students do the following
 - i. Add a treble clef at the beginning of the staff
 - ii. Add a double bar line at the end of the staff (explain a double bar goes at the end)
 - iii. Divide into four measures (bar lines separate measures)
 - iv. Draw four quarter notes in each measure, making the notes go up and down
 - v. Add proper note stems
- iPad
 - b. Music Theory (Owl) > Play > Lesson > 1. The Staff
- Assign HW 3

Lesson 5

- Grade Homework

5.1 Music is a language-we use letters to name each note

- a. Musical alphabet is A-G, and repeats over and over
- b. It goes in order as notes get higher, but goes backwards as notes get lower
- c. Go to keyboard and find A, and go up the piano keyboard naming each note for students for at least two octaves

5.2 Keyboard higher/lower – Introduce Black keys (accidentals) and White keys (Naturals).

- a. Find D on the keyboard. Give them something to remember it by. Ex: “two between is D!”
- b. Students close eyes and turn away from keyboard at the front of the room
- c. Teacher plays 2 different notes melodically and students raise number on hand to say which one was higher or lower (ask: “Which is higher 1 (play) or 2 (play)? Eye doctor style)
 - a. When activity is done, all students come over to keyboard and identify which hand is playing higher notes (right) and which plays lower (left)
- d. C is right below D, E is above D (students find on their keyboard)

5.3 Going up or down the keyboard by playing keys next to each other is stepping

Half steps/Whole steps – two different kinds of steps. Neighbor note is a ½ step while 2 notes away is a whole step

- a. Find the two sets of white keys that are a half step apart (E-F, B-C)

5.4 Sharps and Flats – ½ step higher is sharp while a ½ step lower is flat.

- a. **All the keys have multiple names that are called Enharmonic spellings**
- b. The black key a half step HIGHER than a white key takes the white key’s name and adds “sharp”.
 - a. Find “D”. Find “D#” by going one half step higher
- c. The black key a half step LOWER than a white key takes the white key’s letter name and adds “flat”
 - a. Find “D”. Find “D-flat” by going one half step lower
- d. Show that one black key has two different names because there is a white key lower and higher.
 - a. (This is a concept that should just be touched on, if students don’t thoroughly understand it, that is OK)

- iPad

Music Theory (Owl) > Play > Lesson > 2. Note Names

Dust Buster 2 > Proceed as Guest > Jukebox > Starter Pack Play > Your Choice!

- Assign HW 4

Lesson 6

- Grade Homework

6.1 Treble clef note names

- Each line or space has a letter name (but they will repeat in the order of the alphabet)
- The lines and spaces of the treble clef are different than the bass clef
- Lines of treble clef are: E, G, B, D, F-starting at the bottom and going up
- We say Every Good Boy Does Fine to remember this
- The spaces are the same way, and we name them starting at the bottom and going up, but we just spell the word "FACE", which rhymes with "space"
- Practice naming notes drawn on the board

Treble staff game

- Using the set of treble staff flash cards, give each child a different colored set (there are 5 sets total)
- For each "round" name a pitch, making sure to say line, or space before E and F
- The first child who holds up the correct card gets 4 points, next gets 3, and so on
- Students keep track of their own points (on an individual white board perhaps)
- I just hold up the number of points and say their name as it goes
- Winner of the game can get something from the front desk (if you'd like)

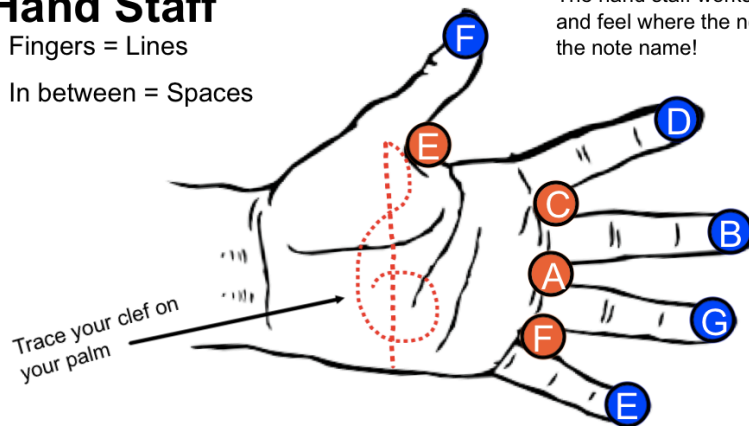
6.2 Hand Staff / Game

- Use your hand staff to quiz the students in real time for understanding.
- Make it into a game with the 1st hand staff up with the correct answer receiving 1pt and play to a set number. We have W O Smith pencils or swag for winners at the front desk.

Hand Staff

Fingers = Lines

In between = Spaces



6.3 Ledger Lines

- Remember middle C? That is a ledger line below the treble staff (and above the bass staff)
- Ledger lines can go forever below or above a staff, because they are imaginary there all the time, but we only write ledger line when a note goes low or high enough that we need to give it a line or space
- Practice naming ledger lines on the board

- iPad

- Music Theory (Owl) > Play > Lesson > 2. Treble Clef
- NoteWorks > Custom > Select ABC option > Play!

- Assign HW 5

Lesson 7

- Grade Home Work
- Practice playing a simple song on keyboard
 - a. Write out “Mary Had A Little Lamb” on the board but don’t tell them what song they are playing
 - b. Go through and clap and count the rhythm of each measure
 - c. Write in the note names under each
 - d. Practice clapping while saying the note names
 - e. Each student takes turns playing the keyboard at the back of class, or on an ipad keyboard, or on an orff instrument (go over proper ways to play).

7.1 Bass staff

- f. Same process as treble staff
 - g. Lines: Good Boys Do Fine Always
 - h. Spaces: All Cows Eat Grass
 - i. Use the Hand staff to reinforce and check for understanding
 - j. Practice ledger lines of bass staff
- Grand Staff
 - k. Used for piano
 - l. Right hand treble, left hand bass
 - m. Do Homework together to practice naming bass and treble notes
 - iPad
 - n. Music Theory (Owl) > Play > Lesson > 2. Bass Clef
 - o. Read Music > Notes > (on bottom of screen) Bass/Stage 1/ no timer > start
 - p. Read Music > Notes > Rhythms > Treble/Stage 1/ no timer > start
(if it says words like “quaver”, go to settings and turn off British Note Values)
 - Assign Homework 6

Lesson 8

- Grade homework 6 (the last homework assignment) You should spend this class time reviewing for the test, covering anything that anyone missed.
- Review Course work - Many teachers choose to use this day as a time to “play” a bit more. Re-visit games or activities the students enjoyed, or try to play a song together on Orff instruments.
- Spend some time going over the test. You can even hold the test up so that they see the format. Tell them what each section includes. Spend quite a bit of time reviewing rhythm, since that was at the beginning of the semester.

Last class day (Test Day)

This day is meant for just the test. Spend about 5 minutes reviewing at the beginning. This test is to be done in pencil, and to be completed within the class time. If they take longer than 45 minutes, they will not pass.

You should help answer questions when they are asked. Every child learns and tests differently, the idea is that if they understand the concepts, show a interest and commitment, and could start beginning piano lessons (or whatever instrument they are choosing), then you should pass them. If a child struggles a bit with bass clef (maybe just needs more practice) but wants to take clarinet lessons, then they should pass.

Once they finish their test, please grade it while they are there. The kids want to know whether they passed or not. Explain what happens after the class is done (they wait to receive a phone call from us letting them know when they are scheduled for lessons.

Find out the instrument they want to study and write it at the top of their test.

Give all tests to Jordan or someone at the front desk after they are graded.

If you have any questions, please see Jordan. If a child does not pass the test, please bring them up to me. We can discuss options for what comes next.

