

RESOURCES: NOTE READING – IMPROVING MUSIC LITERACY

NOTATION WRITING GAMES

Game One: One the staff board, I drew several bar lines. Underneath each measure, I wrote various notes, such as Low F, G, High F, etc. Students were asked to figure out where the notes should be placed on the staff and to notate it. The answers were discussed. This was an opportunity to model how to accurately draw the notes so it is clear as well as model using the music vocabulary; such as higher, lower, line, space, etc.

Game Two: I drew the notes on the staff and students were asked to write the letter names underneath each note. They had to discuss the answers with each other and be able to explain their answer. This game gave students another opportunity to talk about accuracy of notation on the staff.

Game Three: I wrote words, such as, BAG, FED, ADD, BAGGAGE, under each blank measure. Students were tasked with notating those words on the musical staff. As the students discuss each answer with their partner, they are asked to assess both the accuracy of the clarity of the note drawn and its placement accuracy on the staff.

Game Four: I notated various “words” on the musical staff such as, DEAF, AGE, CAB and CABBAGE. The students were asked to figure out the word that measure spelt.

Game Five: Students were given the opportunity to come up with their own words using any letter in the music alphabet. They were to notate the word on the staff and the class was introduced to the Note Reading Rubric. Students discussed their answers based on the rubric. This was our opportunity to reflect on our work while using critiques to improve. I was also able to model good and helpful feedback for the students.