BACK TO SCHOOL

MUSIC THEORY ACTIVITY PACK





PREMIERE – GRADE 4

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ACTIVITY PACK

PREMIERE – GRADE 4

Welcome!

ICEBREAKER ACTIVITY – GROUP ACTIVITY

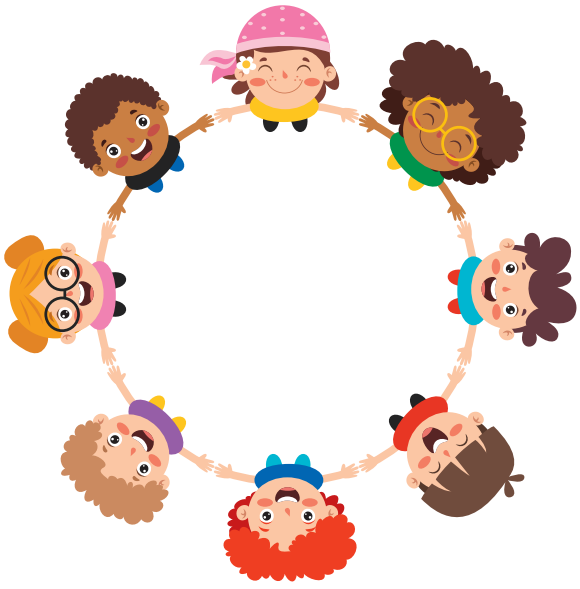
Rhythm Makers!

Let's start with rhythm. We all use rhythm in the way we speak and communicate.

Equipment: None required

In this icebreaker, you can show each student that their name can be put to a rhythm. Here are the steps...

1. Place the class in a circle facing each other
2. Demonstrate the amount of syllables in your name by clapping it out. Eg. "Hello class. My name is Miss Will-lee-ams"
3. Then ask the class to repeat your name back to you.
4. Ask the class to try clapping out their own names.
5. Then put these to a beat. Ask the class to clap a 4/4 beat
6. Whilst they are clapping, demonstrate saying and clapping your own name to the group beat.
7. Now it's their turn. Get each student to clap their own name to the beat and let the rhythm fun roll.



TAKE IT UP A NOTCH

To take this exercise up a notch, change the beat from 4/4 to 3/4 and repeat the exercise!

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ICEBREAKER ACTIVITY – INDIVIDUAL ACTIVITY

Rhythm Makers!

Let's start with rhythm. In this icebreaker, you can show your student that their name can be put to a rhythm.

Equipment: Large and small squares

Here are the steps...

1. Use large and small squares that can be used on the floor as stepping-stones. If you do not have this, feel free to print out the steps in this pack.
2. Place the steps in a formation on the floor.
3. Then explain to your student that the small steps represent one pulse / one minim / a half tone and the large steps represent two pulses / one semibreve / one whole tone
4. When the student steps on a small step they must count one pulse / one minim / a half tone.
5. When the student steps on a large step they must count two pulses / one semibreve / one whole tone
6. Then put this to music. You can set a 4/4 metronome and play along with the click whilst the student counts as they step on the small or large steps

TAKE IT UP A NOTCH

To take this up a notch, feel free to add in another step that is even larger that will represent four pulses / four crotchets / a quarter tone



LARGE STEPS

SMALL STEPS

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EXERCISE 1 – GROUP ACTIVITY

Recognising Notation

This exercise is perfect for a class of students learning notation.

Equipment: Notation cards found in this pack

Here are the steps...

1. Gather the students in a circular formation all facing you the teacher.
2. Use the cards to demonstrate how each symbol is written by tracing over the symbol with your finger in front of the class
3. Ask the class to mimic you tracing over the symbols by creating the symbol with their finger in the air
4. Then hand out the notation cards and ask each student to take one card and turn their back to their classmate in front of them (making sure they hide their card from the person in front of them)
5. Now each student should look at their notation symbol and trace that symbol on the back of the person in front of them. Be sure to do this one at a time.
6. The aim is for the class to correctly guess as many symbols as possible



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EXERCISE 1 – INDIVIDUAL ACTIVITY

Recognising Notation

This exercise is ideal for an individual learning basic notation.

Equipment: Notation cards found in this pack

Here are the steps...

1. Pick a scale which is comfortable to sing or play for your student which includes both sharp and flat keys
2. Demonstrate to your student what each symbol means in the key you've chosen. Playing or singing the notes are the easiest options for this
3. Ask the candidate to try to sing or play the symbols in the key you've chosen
4. Set a metronome in a time signature that suits you and ask your student to sing or play the notes they see as you flash the cards
5. To gamify this activity, you can set a timer or a leaderboard to see how many correct answers they can give within a certain timeframe

TAKE IT UP A NOTCH

To take this to the next level, feel free to change keys to diversify the notes played

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EXERCISE 2 – GROUP ACTIVITY

Sing That Interval!

Singing intervals can be fun.

Equipment: The number cards in this pack

Here are the steps...

1. Pick a scale that is vocally appropriate for the whole class to sing.
2. Demonstrate singing that scale, singing each note as intervals. For example, in the C Major scale, you would sing C as 1, D as 2 etc.
3. Assign an interval to each student. If you have many students in the class, you can give several students the same number. This may also help younger students retain their note if they have more people singing the same interval with them.
4. Place the class in a circle and call out random numbers. As you call out the numbers, the students with the corresponding interval will sing their note.

TIP 1
It may be helpful to play the corresponding note whilst the students sing.

TIP 2
Singing the interval rather than singing a phonic such as 'ah' may be easier for students to recall.



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EXERCISE 2 – INDIVIDUAL ACTIVITY

Sing That Interval!

Singing intervals can be fun.

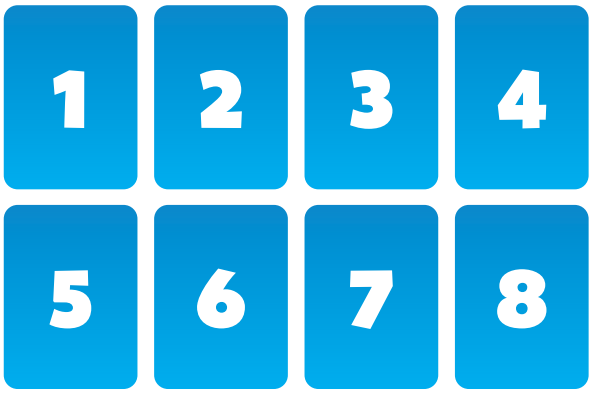
Equipment: The number cards in this pack

Here are the steps...

1. Place the number face up as flash cards on a surface in front of the student
2. Choose a scale and then sing or play the intervals of that scale pointing to the corresponding number on the cards
3. Ask the student to sing or play these intervals as they point to the corresponding number
4. Turn over the cards and mix them up with the number facing down on the surface
5. Lay the cards out as seen in the diagram
6. One by one turn over the cards and have your student sing or play the correct corresponding interval

TAKE IT UP A NOTCH

Add a metronome and/or a timer to see how many intervals the student can correctly sing or play to a beat or within a certain timeframe



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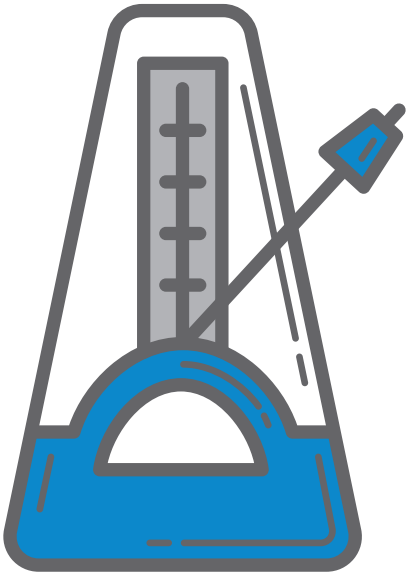
EXERCISE 3 – GROUP ACTIVITY

Jump In Time

Equipment: Metronome

Here are the steps...

1. Place the class in a circle facing each other
2. Play a metronome to a speed that the class will be able to jump on the spot to. One suggestion is 50 bpm.
3. Ask the class to jump in time with the metronome.
4. Ask the class to count to 4 as they jump. This should establish a 4/4 time signature in their minds
5. Then ask them to stop jumping whilst the metronome continues to play in the background
6. Demonstrate how to jump in a 3 / 4 time signature by jumping in time with the metronome and saying the numbers out loud
7. Ask the class to clap along with you as you jump in 3 / 4 time
8. Finally ask the class to join you as you all jump in 3 / 4 time



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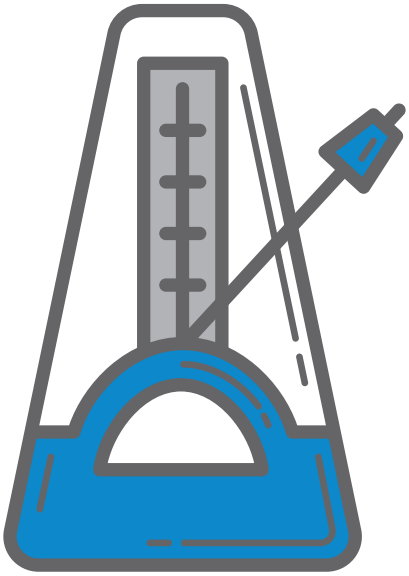
EXERCISE 3 – INDIVIDUAL ACTIVITY

Jump In Time

Equipment: Metronome

Here are the steps...

1. Ask the student to stand up and face you
2. Play a metronome to a speed that the student will be able to jump on the spot to. One suggestion is 50 BPM.
3. Ask the student to jump in time with the metronome.
4. Ask the student to count to 4 as they jump. This should establish a 4/4 time signature in their mind
5. Then ask them to stop jumping whilst the metronome continues to play in the background
6. Demonstrate how to jump in a 3 / 4 time signature by jumping in time with the metronome and saying the numbers out loud
7. Ask the student to clap along with you as you jump a 3 / 4 timing
8. Finally ask the student to join you as you all jump in a 3 / 4 timing



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SEMIBREVE



Whole note
4 beats

MINIM



Half note
2 beats

CROTCHET



Quarter note
1 beat

QUAVER



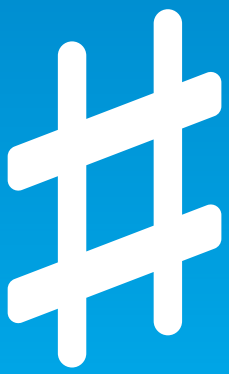
Eighth note
1/2 beat

SEMIQUAVER



Sixteenth note
1/4 beat

SHARP



Raised pitch by
a semitone

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FLAT



Lower pitch by
a semitone

TREBLE CLEF



G clef
Treble notes

SEMIBREVE REST



Whole rest
4 beats

MINIM REST



Half rest
2 beats

CROTCHET REST

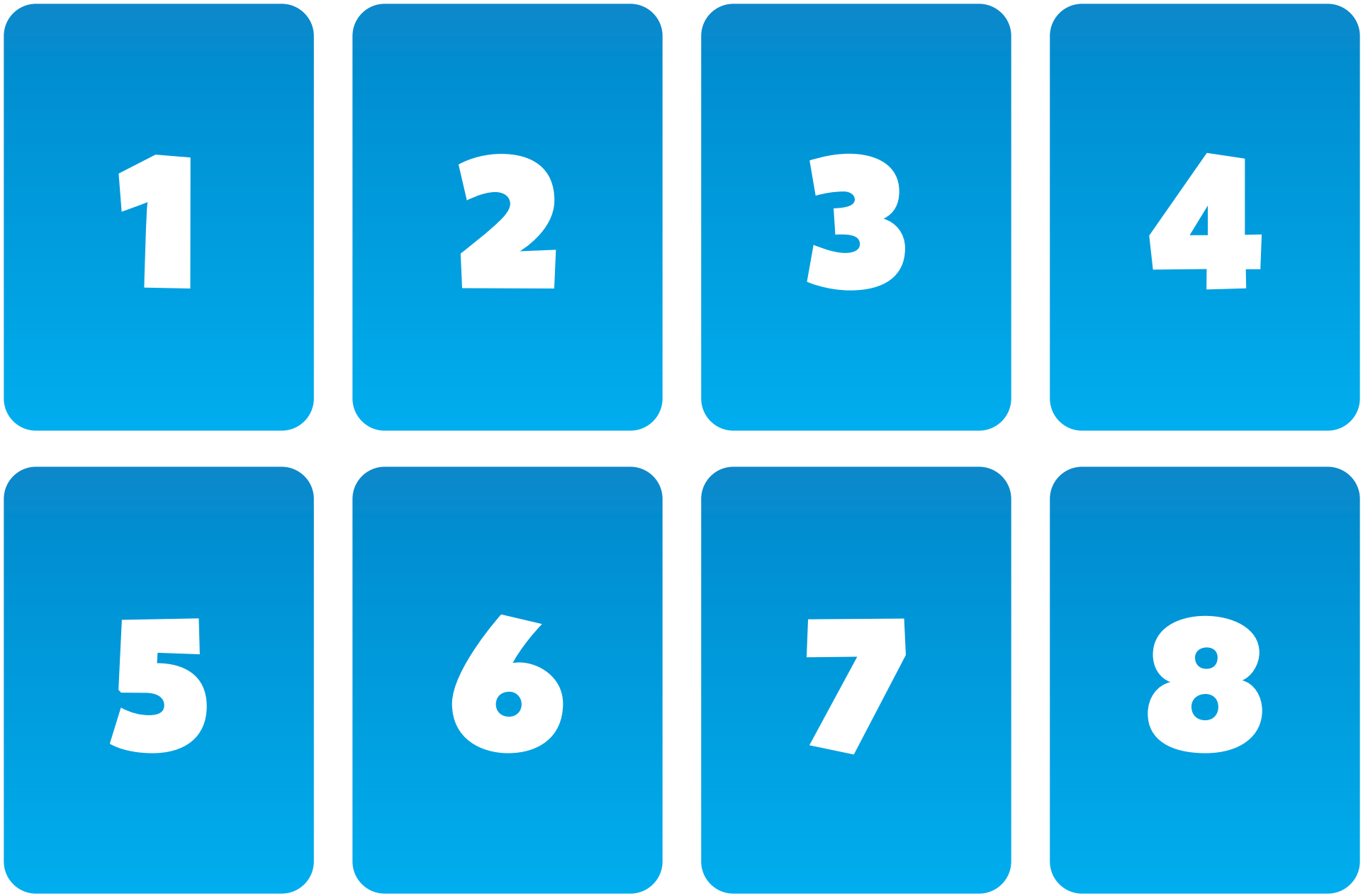


Quarter rest
1 beat

QUAVER REST



Eighth rest
1/2 beat


1
2
3
4
5
6
7
8

Large
square


small
square