



LESSON 17

Students Will Learn

That a sharp raises a note slightly and a natural cancels a sharp. Students will also learn the recognition and fingering for F sharp.

Additional Materials

Teacher: CD32, Musicards 19, 46.

Student: Flutophone, crayons.

Procedure

Display Musicards 19a. This music symbol is called a "sharp." It is easy to remember the name of this symbol because it has sharp points at the top and bottom. Show the points on the sharp card. When a sharp stands in front of a note, it indicates that the note should be played slightly higher than it naturally would be. Reverse Musicards 19a to side b. This symbol is called a "natural" and it cancels a sharp.

Turn to page 25. Use a red crayon to circle all sharps on a line. ...blue crayon to circle all sharps in a space. ...green crayon to circle all naturals on a line. ...yellow crayon to circle all naturals in a space.

A sharp raises a note. A natural cancels a sharp, and when it lowers the note back to its natural position. Look at the airplanes on page 25. If you were the pilot of these musical airplanes, which button would you press to make the airplane go UP high or DOWN low? Use a red crayon to circle the button beside each airplane that indicates what that airplane is doing. The pilot pictured on page 25 is getting ready to dive. Use a red crayon to circle the button that he must push to dive down.

Look at the new note Fluto is showing you in the middle of page 25. This note is called "F sharp." Allow students to practice the fingering and tone production for F#. Facing the class, display Musicards 19b in your right hand and 46a in your left hand. What note would you play on your flutophone if the natural appeared in front of the F? (Answer: F.) Lead students in playing F and F# on their flutophones as you alternately display the sharp and natural card.

Teach students part 2 of "The

B-I-B-L-E" on page 25. When students master the F# to F progression, teach them part 1. Divide the class into 2 groups, assign each group a part, and lead them in playing "The B-I-B-L-E."

Turn to page 26. Teach "Knock, Knock, Knock" (CD32, band 4). The yellow highlighted sections of "Knock, Knock, Knock" are notes that you can play on your flutophone. Lead students in mastering the 3 yellow highlighted sections observing the F#'s. Use your flutophones to play the yellow highlighted sections along with the recording. Don't forget that you will be playing F# not F natural.

Divide the class into 2 teams and select a representative from each team to answer. Sharps and naturals on the staff all have names depend-

ing on which line they are on or which space they are in. When I call out a symbol on the staff on page 25, you try to be the first to call out the red number of that symbol. For example, if I say "G natural," you must say "5."

1. C sharp. Answer: 4.
2. D natural. Answer: 3.
3. A sharp. Answer: 6.
4. G natural. Answer: 5.
5. F sharp. Answer: 1.
6. E sharp. Answer: 7.
7. B natural. Answer: 2.
8. F natural. Answer: 8.

Select a new representative for each symbol. Score each team on the chalkboard and continue play until students master sharp and natural names.

If time remains, students may play some of the songs on page 22. □

LESSON 18

Students Will Learn

That a flat lowers a note slightly and a natural cancels a flat. Students will learn the recognition and fingering for B flat.

Additional Materials

Teacher: CD32, Musicards 19, 20, 43.

Student: Flutophone, crayons.

Procedure

Display Musicards 20a. This music symbol is called a "flat." When a flat stands in front of a note, it indicates that the note should be played slightly lower than it naturally would be. Reverse Musicards 20a to side b. What is the name of this symbol? (Natural.) When a natural stands in front of a note, it cancels the flat.

Turn to page 27. Use a red crayon to circle all flats on a line. ...blue crayon to circle all flats in a space. ...green crayon to circle all naturals on a line. ...yellow crayon to circle all naturals in a space.

A flat lowers a note. A natural raises a note. A natural cancels a flat, and when it cancels a flat, it raises the note back to its natural position. Look at the airplanes on page 27. If you were the pilot of these musical airplanes, which button would you press to make the airplane go UP high or DOWN low? Use a red crayon to circle the button beside each airplane that indicates what that airplane is doing. The pilot pictured on page 27 is getting ready to climb. Use a red crayon to circle the button that he must push to climb up.

Look at the new note Fluto is showing you on page 27.¹ This note is called "B flat." Allow students to practice the fingering and tone production for B flat. Facing the class, display Musicards 20b in your right hand and 43a in your left hand. What note would you play on your flutophone if the natural appeared in front of the B? (Answer: B.) Lead students in playing B and B flat on their flutophones as you alternately display the flat and natural card.

Teach students part 1 then part 2 of "God Is So Good" on page 27. When students master the B flat to B natural progression, divide the class into 2 groups. Assign each group a part, and lead them in

1 2 3 4 5 6 7 8

God Is So Good

Part 1

Part 2

Part 1

Part 2

27

playing "God Is So Good."

Turn to page 28. Use a red crayon to circle all of the flats in "Poochie." Use a blue crayon to circle all of the naturals. Teach "Poochie" (CD32, band 5). As you sing, listen carefully to how the natural raises the flatted notes. Sing the song again allowing students to substitute their dog's name in place of "Poochie."

Divide the class into 2 teams and select a representative from each team to answer. The flats and naturals on the staff all have letter names just as the sharps did in our previous music lesson. When I call out a letter name and symbol on the staff on page 27, you try to be the first to call out the red number of that symbol. For example, if I say "E flat," you

must say "4."

1. E flat. Answer: 4.
2. D flat. Answer: 3.
3. F natural. Answer: 6.
4. G natural. Answer: 5.
5. B flat. Answer: 1.
6. C flat. Answer: 7.
7. A natural. Answer: 2.
8. B natural. Answer: 8.

Select a new representative for each symbol. Score each team on the chalkboard and continue play until students master flat and natural names.

If time remains, students may wish to play "The B-I-B-L-E" on page 25. □

¹B flat fingering for soprano recorder will be the following holes covered: left hand thumb, first and third fingers and right hand first finger.