

Information Sheet

Quarter Note (In Some Countries Also Called Crotchet):

We use the quarter note as the basic counting unit. In music this unit is called a "beat". The quarter note is one beat long. It has a full head and a stem (see wm2a).

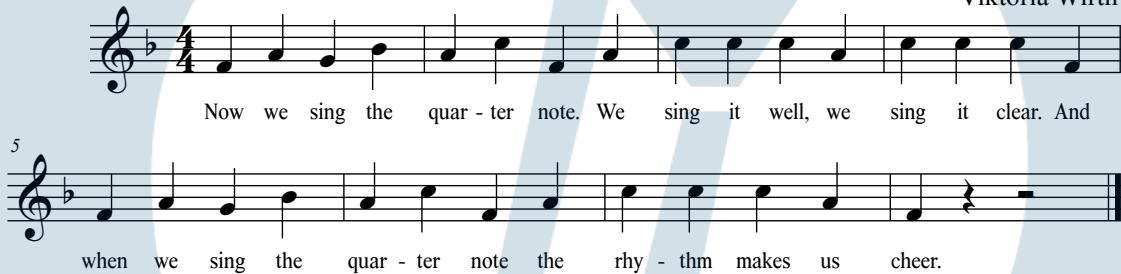
To get a feeling for the quarter notes and beats a good starting point is to march to it. Everyone marches in the same tempo while counting one, two, three, four, one, two, three, four, etc. The teacher can clap along to prevent the kids from going too fast or too slow.

Another possibility is to clap quarter notes while the teacher plays a song on the piano or sings a song. The music can consist of only quarter notes or it can have a more complex rhythm. Clapping the beat to a more complex rhythm shows how the beat stays the same length even when the notes have different values. This exercise can also be done later, when the children know about the half note and full note. The song could be played three times. First the children clap quarter notes, then half notes, and in the third round they clap whole notes.

The group can sing the quarter note song and do the movements in the correct rhythm. First, they can do a gesture to the word "sing". In the second verse they clap every note while singing. In the third verse they stomp their feet, in the fourth verse they pat their lap, and in the last verse they drum on a drum or on the chair or table.

Quarter note

Viktoria Wirth



The musical notation consists of two staves of four measures each. The key signature is one flat, and the time signature is common time (4/4). The first staff starts with a quarter note. The lyrics are: "Now we sing the quar - ter note. We sing it well, we sing it clear. And". The second staff starts with a quarter note. The lyrics are: "when we sing the quar - ter note the rhy - thm makes us cheer."

2. Now we clap the quarter note. We clap it well, we clap it clear.
And when we clap the quarter note the rhythm makes us cheer.

3. Now we stomp the quarter note...
4. Now we pat...
5. Now we drum...

Exercise Sheet wm3a

Mandala:

The children can color a mandala. There are multiple uses and explanations for the appearance of the mandala. In the middle there are two squares; the four equal sides symbolize the quarter note, and that four quarter notes are needed to make a whole note. In the middle there are four quarter notes which share the head. They divide the inner square into four quarters.

Exercise Sheet wm3b

Rhythmical Words:

In this exercise the children should count the syllables and draw the amount of quarter notes on the line underneath. Here the children use the quarter note not only to describe a rhythm, but also as a counting unit. This fits the description of the quarter note often sharing the beat.

Answers: tree J traffic light JJJ position JJJ sunshine JJ
rhythmical JJJ interpretation JJJJJ piano JJJ decrescendo JJJJ
senza ripetizione JJJJJJJ forte JJ

Exercise Sheet wm3c

Musical Names:

In this exercise the children should try to hear a melody in the words and write it down by drawing the note above, underneath, or on the line (the note does not have to touch the line). At the bottom of the exercise sheet they should write their own name and also choose a name. For example, the teacher can tell them to write their left neighbor's name, their parent's name, or their teacher's name, etc.

To help the children the teacher can say the names out loud and clearly.

Possible correct answers: Nadine _ – Lucas – _ Jonathan – _ _ Dilara _ – _
Hibiki _ – _ Susanna _ – _ Leopold – _ _ Francis – _

Exercise Sheet wm3d

Describe:

The children should name the parts of the note (stem, head).

Which is higher?

In this exercise the children should determine which note is higher. Either they draw an arrow to the circle that points towards the higher note, or they make an equal sign if one note is as high as the other.

Answers: <- -> = <-