

## Information Sheet

### The Pitch do'' (say: "do two"):

In some countries this pitch is called C5 or one octave above middle c.

The children have already learnt about the pitches so, mi, la, do' (do one – or also called C4 or middle c) and re. Now we practice the note do'':

The note do'' (also called "c''") is written on the third space. On the information sheet the children can see which key on the piano creates the pitch of the do''.

The pitch do'' is exactly one octave higher as do', that is why they have the same name. This means that do' and do'' make a perfect interval. (the octave is also the first overtone).

Attention: The stem of the do'' goes downward because it is above the third line of the staff.

### Practicing the Pitch:

It is important to make the pitch audible when talking/learning about it. On the teacher information wm10ti\_so,mi, wm14ti\_la and wm19ti\_re, there are several ideas for introducing and practicing pitches. It is important that the students experience the different pitches also in a physical way.

The teacher plays do' and do'' on the piano and the children have to say which one is the low do' and which is the higher do''. The teacher can also put a paper with "do'" and a piece of paper with "do''" written on it down on the floor – or depicts a corner for each do. The students run towards the correct paper when hearing the note printed on it. At first, the teacher only plays, or sings do' and do'' and the students walk or run to the correct sign, then the teacher can play different pitches the students have already learnt. The students have to decide, if they should run to the do', to the do'' or should just stand still if there is different pitch like mi or fa etc. played. When the students stand at the correct sign, they also sing the correct pitch.

#### Variation1:

The teacher plays at first do'' and then different notes the children have already learnt. The students have to stand up or give a sign (e.g. clap their hands) when they hear the do'' again. This is an exercise for remembering the sound of the do''.

#### Variation2:

To practice and get to know the sound of the octave, the teacher can play do' and with it any note the children have already learnt. When they hear the do' together with the do'' (a perfect octave) they stand up or give a sign (e.g. clap their hands).

For other exercises see wm10ti page 1 and 2: "Introducing Pitches", wm14ti "Listening Game", wm19ti "High and Low Positions" and "Variation for Practicing the Pitches" and wirth method handbook 4.4.5.

### Melody on the Staff:

This short melody includes all the notes the students have learnt so far.

The students sing the melody with any preferred syllable (e.g. "lo lo" or "da did dum"). Next, they sing the names of the notes: do (for do'), re, mi, so, la, do (also for do')

If there are problems with the rhythm the children practice it by clapping or speaking it with the syllables "da" and "da-a".

Now we use the lyrics written underneath the staff. When the lyrics say "In the air" the students go as high up on their tiptoes as possible and raise their hands. When the text says "to the ground" the students make themselves as small as possible, putting their hands on the floor. For the last phrase "that's the simple do two sound!" they get into the perfect singer position (position 1) and indicate the do" with their hands (left hand marks the staff, the right index finger shows the position of the do").

This melody can also be used to practice part-singing:

Singing two patterns at the same time (bar 1 and 2 is pattern one; bar 3 and 4 is pattern two).

Singing the melody as a round. The first group starts to sing and when they reach the third measure the second group starts to sing. Each group makes the movements to the song.

## **Exercise Sheet wm22a**

### Connect with the Fairy:

This exercise sheet is for smaller children (age 5 to 7).

This is an exercise for remembering the positions of the pitches on the staff.

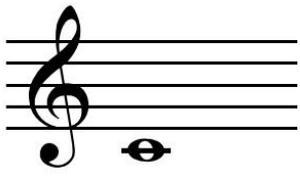
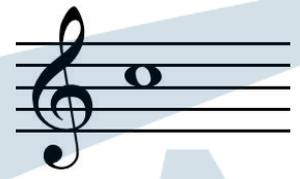
At first, the children should color all the clouds with a do (do' and do") red.

The second step is to connect the clouds that have a do" in it with the fairy's wand.

### Translate:

Here the children have three columns. In every line there is a pitch written either by its name, on the staff or on the piano. The children should complete the lines by translating the pitches into the two other ways of writing the notes. On the piano the children should color the key in the according color (do' and do" = red, re = brown, mi = blue, so = orange, la = green). The first one can be done together with the teacher.

**Answer:**

do'		
so		
do''		
re		

## Exercise Sheet wm22b

### Correct Order:

There are four melody sequences, each with two measures.

#### Exercise 1:

Each melody is used as a sight-reading exercise:

Clap the rhythm

Count the beats of each measure (1, 2, 3, 4) while clapping the rhythm

Speak the rhythm with the syllables "da-a-a-a, da-a, da"

Sing the names of the pitches (syllables) without the specific rhythm

Read the sing-syllables (so, mi, la) in the printed rhythm

Sing the sing-syllables in the printed rhythm

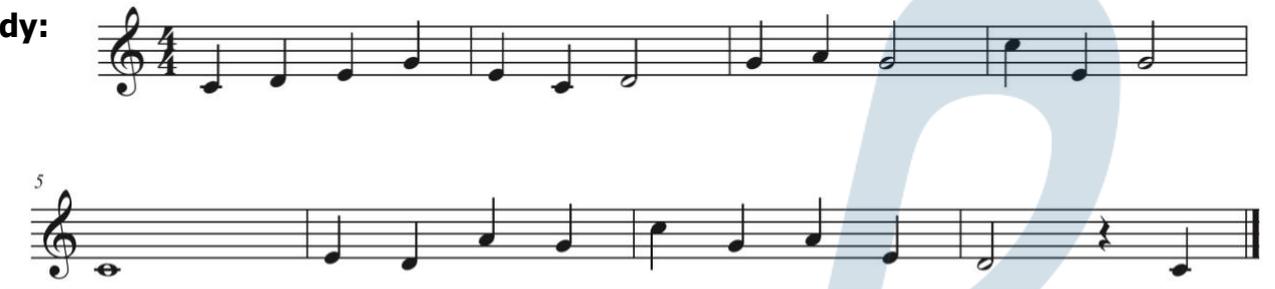
#### Exercise 2:

This is also an exercise for practicing listening and discriminating different rhythms and pitches.

1) The teacher plays the whole melody (all eight measures) without interruption; then, only if necessary, one sequence (two measures) at a time. The children should write the

corresponding number (1 is the first, 2 the second sequence and so on) in the square next to the sequence.

**Melody:**



The **answer** on the children's sheet is (from the top to the bottom): 4, 2, 1, 3

2) The children should sing the whole melody together with their teacher.

3) The teacher can mix up the sequences and change their order. The children tell the teacher in which order the sequences are played.

The students write down the melody in that correct order on an extra sheet with musical staves (similar to wm11d1). This way they create a song by merging the four sequences.

The children:

1. draw a treble clef,
2. write the time signature,
3. write the notes and the bar lines.

### Which One Is Higher?

This is an exercise for repeating the pitches. The children should note which pitch is higher by writing the correct sign (<, >, =) in the boxes provided. Afterwards the children compare their answers with the teacher. They should also know the name of the pitch written on the staff and the one shown on the piano.

**Answer:**

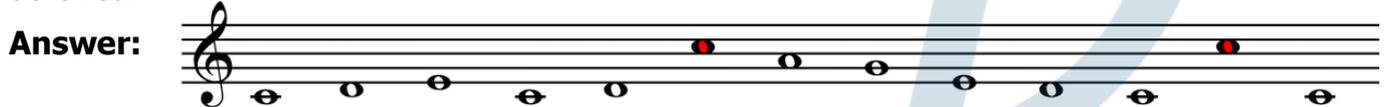
- > re <
- > la =
- = so >

## Exercise Sheet wm22c

### Write the Pitches:

The first step is an exercise for practicing the position of the pitches on the staff.

The children start by drawing the treble clef at the beginning of the first staff. Then they write the pitches, which are written below the staff on the correct line or space. They should not write any time signature or bar lines. They just draw whole notes and additionally color all the do's red.



The second step is a composing exercise using the second staff. The students start again by drawing the treble clef and then choose a time signature (4/4, 3/4, 2/4). They compose a melody using the pitches in the order from the exercise above. The students can choose their own rhythm using different note values, breaks and even ties. It is important that they draw the bar lines at the correct place.

The students work alone or in small groups. If they like, they can write lyrics or choose syllables to sing.

The teacher can choose some melodies, which the children composed, and sings or plays them on an instrument. The whole class repeats that melody.

Additionally, while singing the different pitches the students can show them on their hand.

### Listen and Write down:

This note dictation is an exercise for practicing the listening and writing abilities of the students. The teacher sings or plays the given melody on an instrument (see below).

The students guess what time signature this melody might have.

Eventually the teacher asks the students to write the 4/4 time signature at the beginning of the staff.

The teacher now tells the students the first pitch. (do")

As this is a rather difficult melody the teacher can tell the children that there is one tie across the bar line. The teacher counts or claps the beat for the children with an accent on the downbeat (one) in each bar. To make the rest obvious the teacher can say "sh" or just play/sing the length of the previous note very clear and accurate.

At first the teacher sings the whole melody slowly; then breaks the melody down into short sections singing only one or two measures at a time. The teacher can repeat those once or twice if needed and, in the end sings the whole melody.

Finally, the students compare what they have written on their exercise sheets with the correct melody

(It is important to mention to the students that it is ok to make mistakes as this exercise is quite difficult. It is of course always important to encourage the students to want to participate actively without being afraid of making a mistake.)

**Melody:**


## Exercise Sheet wm22d

**Read:**

- The students speak the rhythm (with the syllables da, da-a, ti ti and sh) while clapping the beat or tapping with their feet, with an accentuation on the downbeat (first beat of each bar).
- The students sing the pitches without the rhythm with the sing syllables (do, re, mi...). The teacher can sing with them, if necessary.
- The students sing the melody in the printed rhythm. If they want, they can write the syllables underneath the according pitch to make it easier.
- The students can sing the melody on any syllable (lo, doo,...) or they can find their own words to the melody.

**Grandma Margret:**

This is also a sight-reading exercise. However, the time signature is missing.

The teacher asks if the students notice what is missing in the notation. If they do not know the answer, the teacher can give them the hint to look at the beginning of the melody. The teacher only tells the students the answer if they really cannot make it out on their own. Finally, the students write the correct time signature between the treble clef and the first note, both on the melody and the rhythm staff.

Now the students learn to sing the melody step by step:

- Speak the rhythm (with da-a-a-a, da-a-a, da-a, da and ti-ti) while tapping the beat with their feet
- Speak the rhythm with the sing syllables, again with tapping quarter notes
- Sing the melody with the sing syllables without the rhythm
- Sing the melody with the sing syllables in the according rhythm
- Sing the melody with the printed lyrics

As soon as the students know the melody well enough, they can practice the rhythm line. Again, the students start by speaking the rhythm while tapping or clapping the quarter notes. To practice with variation, the students can also clap and stamp the rhythm.

After the children practiced the melody and the rhythm, they separate into two groups. One group sings the melody with the lyrics, the other group claps or stamps the rhythm line. The groups also switch so the first group stamps or claps the rhythm and the second group sings the melody.

### Canon:

This exercise works similar to the first one.

The students speak the rhythm using the syllables da-a-a, da-a, da and ti-ti while clapping the quarter notes.

They speak the sing syllables in the printed rhythm. Then the students sing the sing syllables in the printed rhythm.

When they know the song well enough the students get divided into two or three groups.

The students sing the whole song once all together, then the first group starts singing and the second group starts when the first group reaches the second line (measure five) and so on. The students are singing the melody as a canon using the following suggested movements or movements the students create.

### Movements:

This canon lets the students imitate a flower in the wind. At first the flower wakes up. So, the students start on the ground and when singing the first part they slowly rise and stretch. Then there suddenly comes a storm that makes the flower move a lot. While singing the second part, the students can move their arms more wildly but still stand with their feet on the ground. In the end, the wind gets softer and softer until it stops. When singing the third part of the canon, the students move their arms to the right side for the first measure, to the left side for the second measure and then go down and make themselves small again.

## Exercise Sheet wm22e

### Complete the Sentences:

This exercise practices associating the correct name with the according pitch.

The children should complete the sentences by writing down the syllables of the pitch in the staff above in the space provided. If they do it correctly, they should be able to read the full sentences.

**Answer:** (from top to bottom)

We should RE-DO it SO it LA-sts!  
I RE-ally DO MI-ss you SO much, LA-ura!  
We have already learnt notes and RE-sts SO far.  
I feel no MI-sery at all.  
I ate all the cookie DO-ugh.  
I love to LA-ugh!

### Write the Words:

This exercise is the same as the one above, but here are only words instead of sentences. Again, the students write the particular syllable in the space provided. If there are any words the children do not understand (like solar), the teacher should explain the words. Then the children sing the words on the according pitch. They can also come up with different movements that describe the words. (E.g. Solar: Spreading the arms like a rising sun)

### **Answer:**

DOrky  
REscue  
MInimal  
SOLar  
LAntern  
DOctor

The students can come up with their own words or sentences using the note-names (do, re mi, so, la) They can use the empty staff at the bottom of the exercise sheet.